

UUT MOODI MAGISTRI. TÖÖ

*TO EDUCATION MANAGER
THROUGH EVIDENCE-
BASED CHANGE
MANAGEMENT*



TALLINN UNIVERSITY

School of
Educational
Sciences

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Compilers:
Eve Eisenschmidt, Berit Silvia Kondratjev, Reet Sillavee,
Katlin Vanari, Piret Oppi, Katrin Raak, Kati Aus,
Elina Malleus, Merike Saar, Grete Arro

CONCEPT OF CURRICULUM

The aim of the Master's Degree Program in Education Management is to create a community of innovative and evidence-based educators at different levels by broadening graduates' understanding of the sphere of education, strengths and weaknesses of the Estonian education system, and the impact of leadership and environment on learning and teaching. The overarching principle of the curriculum is to develop a supportive way of thinking in students' management activities. The structure of the curriculum is based on the three main areas of competence in which the graduate acquires knowledge and the activities through which the student acquires these competencies.

Main areas of Competence

| Learning competence WHAT? | Management competence HOW? | Investigative competence WHY? |
|---|---|---|
| The main module is Learning and Supporting Learner Development | Main module Educational Organization and Management | Main module is Basic Module of Research Competence |
| Purpose | Purposes | Purposes |
| To create opportunities for evidence-based analysis of the development and learning of different learners and to create an environment that supports it | To create opportunities for comparative analysis of the development of education policy and organisation and the specifics of organisational theories and management models in education systems To develop the ability to plan, implement and evaluate changes in the main processes of an educational institution on the basis of evidence | To create opportunities for understanding and applying the research logic of educational research methods, conducting independent research and compiling a master's thesis Support the development of evidence-based critical thinking to act as educators, analysts and policy makers in education To support the development and readiness necessary for independent research |

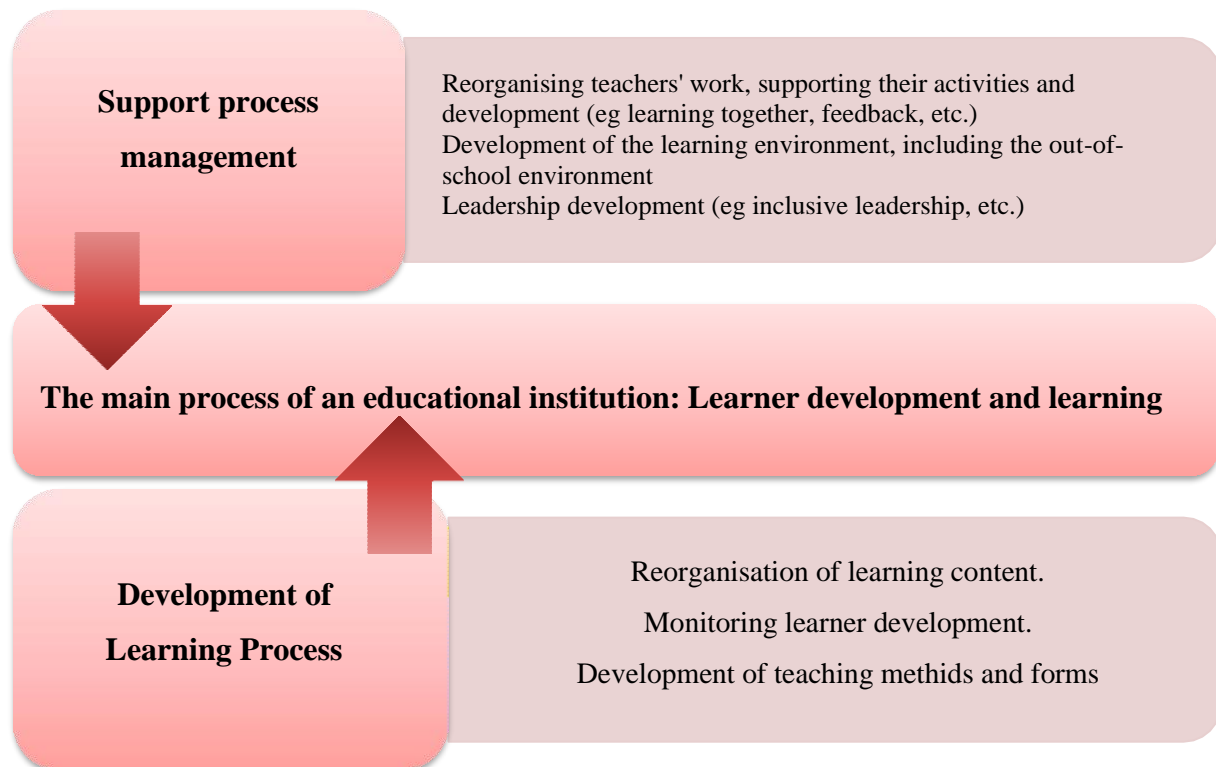
| Learning activities and tasks | Management activities and tasks | Research activities and tasks |
|---|--|--|
| analysis of mental processes | analyses of educational policy issues | critical analysis of scientific sources |
| analysis of application possibilities of modern motivation theories | study trip, job shadowing | making methodological summaries of scientific articles |
| various in-depth analyses on learning and development and on relevant reading materials | observation and interviewing | research plan |
| evidence-based reasoning | analysis of the development plan of the educational institution | preparation of a practical master's thesis |
| | analysis of the management process and practices of a specific educational institution | performance |
| | practical work on the different stages of the evidence-based change management process | evidence-based reasoning |
| | development project planning and process documentation | |
| | practical intervention and presence | |
| | evidence-based reasoning | |

GENERAL APPROACH TO THE MASTER'S THESIS

| Theory | Methodology | Practical aspects |
|--|---|---|
| <p>Scientific substantiation of the research problem, ie the need for substantive change</p> <p>The research problem may grow from a practical need in an educational institution</p> <p>Formulation of the aim of the research and research questions based on the research problem</p> <p>Bringing out the main theories and synthesising them with each other</p> | <p>Practically oriented research. Examples of suitable possible research methods are:</p> <ul style="list-style-type: none"> • development research • operational research • case studies etc <p>There are several options for a data collection tool:</p> <ul style="list-style-type: none"> • testing an existing tool • adapting and concentrating existing resources • creating a new tool based on theory etc <p>Preferably, the master's thesis contains both qualitative and quantitative data and the resulting method of analysis.</p> | <p>Interrelated internship subjects and a core module of research competence to support a practical master's thesis</p> <p>We recommend using the article format (eg Eesti Haridusteaduste Ajakiri). The article format must follow the logic of the article structure and the level of synthesis, including the volume (approximately 8000 words with sources)</p> <p>The article format has no table of contents, there is an abstract and the introduction ends with a purpose. It must also be indicated which magazine format is used.</p> <p>We recommend group or pair work when searching for a theory and collecting data</p> <p>A group of mutually supportive students gathers under one topic / supervisor</p> <p>The google environment is mainly used for work, logging in with Tallinn University e-mail</p> |

MANAGEMENT COMPONENT IN MASTER'S THESIS

The management component can be expressed in different ways in the curriculum, but its main focus is on change / improvement of the main process- learning.



Capability matrix of control components

| Option I | Option II | Option III |
|--|---|--|
| management is in the direct focus of the investigation | management is primarily related to the context of the study, the process of implementing change is analysed | management is not directly in the focus of the investigation |
| 1. Introduction | 1. Introduction | 1. Introduction |
| the management problem is singled out, the goal includes the focus of management | management is primarily related to the context of the study, the process of implementing change is analysed | shows the connection of the research topic with the support processes, incl. management, is not directly reflected in the goal |
| 2. Theory | 2. Theory | 2. Theory |
| one sub-topic is leadership | deals with the management of support processes that create an environment for learning, management is in the context of research, or, for example, a theory that opens up co-creation and inclusive management, where change is carried out collaboratively | theoretical bases are opened, which show the connection of the research focus with the management process, but the management topic in theory is not directly opened |
| 3. Methodology | 3. Methodology | 3. Methodology |
| Research questions: At least one research question is related to management Sampling - answers a research question related to management Data collection collects data related to a management issue Data analysis Researcher's position (if you are researching in your own organisation) | Case, action and development research is mainly carried out, where the members of the organisation are participants in the process Research questions: the research question can be related to the context, the process of change, the motivation of the participants, etc. The survey also includes the surveyors. Data collection collects data on the change process, eg involvement, motivation of participants. | research questions: not related to management, ie the following subtopics do not include management: sample, data collection, data analysis. Researcher's position (if you are researching your own organisation) |

| | | |
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| | Data analysis. Description of the researcher's position and the role of co-researchers, ethical dilemmas. | |
| 4. Results the results of a management related research question are presented | 4. Results The results of a research question related to the implementation/context of change are presented | 4. Results does not directly involve management, as the research questions are not management-related |
| 5. Discussion and summary substantiate the results of the research question related to management, compare it with theory and make recommendations for practical changes either in a specific organization or more broadly, further research focuses on management Examples of defended theses: <u>School Leader's Empowering Behaviour in the Example of New Governmental High Schools</u> | 5. Discussion and summary justify the results of the research question related to the implementation of change / context, compare with theory and make recommendations for practical changes in a specific organisation to implement change, further research related to change management Examples of defended theses: <u>An Example of One School Implementing a Learning Environment and a Pedagogical Analysis Model</u> <u>Developing Teacher's Knowledge of Learning Skills Through a Study on the Example of One School</u> | 5. Discussion and summary Proposals will be made for support processes and governance to help put research findings into practice, ie to justify research findings from a management perspective, possible follow-up studies are made to make the changes better implemented. Examples of defended theses: <u>The Impact of Teachers' Awareness Program of Basic Psychological Needs on Students' Perceived Basic Psychological Needs</u> |

I year
I semester

- ***Research content and interest- WHAT to reserach?***
- Development of learning and management competence, orientation in the content of subjects and search for research interest. Development of research competencies in the Master's Thesis Seminar I and support in other subjects as well
- Introducing reading habits, practicing source criticality and getting acquainted with evidence-based argumentation.

I year
II semester

- ***Practical research plan- WHAT and HOW to research?***
- Learn more about learning and management theories. Identifying research interests and designing a research plan based on practical need.
- In the second semester, students work in parallel with the research part of their dissertation and the preparation of the intervention. This process is mainly supported by the subjects "Fundamentals of Research" and "Learning Culture and Management". Both subjects start with a research interest and a research problem, and also both subjects end with the presentation of a joint research plan and the presentation of a poster based on the plan. The presentation takes place in a format similar to the defense of a master's thesis

II year
III semester

- ***Conducting internships and research - HOW and WHY to research?***
- Analysis of learning and management theories. Carrying out the activities of the research plan and analysing them on an ongoing basis. Deepening the investigation.
- In the third semester subject " Professional Activities", MA students carry out the research part of their research. This means that they have designed a series of activities based on the research problem and questions, as a result of which the initial situation changes in the desired direction and the student gathers the subjects necessary for their master's thesis. Defending the practice focuses mainly on analysing the process of change, reflecting on one's own activities as a change leader. The defense of the internship takes place in a similar format to the defense of a master's thesis.

II year
IV semester

- ***Conducting, analysing and presenting research - HOW and WHY to research?***
- Synthesis of learning and management theories. Carrying out research activities, analyzing and presenting the results. Writing a research paper.
- In the fourth semester, the student mainly works individually with their master's thesis, receiving advice from the supervisor. In the framework of the subject "Master's Thesis Seminar II", they meet a couple of times to discuss common bottlenecks, to understand the possibilities and limitations of the master's thesis structure. The subject ends with pre-defense, in the framework of which students review each other on the basis of the thesis review requirements. By that time, it is estimated that at least 80% of the master's thesis must be completed. Preliminary defense takes place in a format similar to the defense of a master's thesis.

RESEARCH PLAN AND PRACTICE PLAN



MASTER'S THESIS EVALUATION CRITERIA

Problem Statement

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|---|---|---|---|---|
| The research problem is clear and academically justified based on research literature. The context of the problem is explained and the connections with the studied program are | The paper explains the relevance of the problem in the research context based on the views of other authors and previous work in this field, but does not refer to the field of education management. | The paper explains the relevance of the problem in the research context based on the specialty of educational management, but is based mainly on one's own beliefs and experiences, | The paper explains the problem in a broader context (not in the research context), without focusing on the specialty of education management. It is based on the views of other authors and | The work explains the problem in a broader context (not in the research context), without focusing on the specialty of education management and relying mainly on one's own beliefs |

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| brought out. | | references are only to individual authors and previous works. | previous work in this field. | and experiences. |
| The aim of the work and the research questions and / or hypotheses are based on the research problem and are consistent with each other. | The aim of the work and the research questions and / or hypotheses are based on the research problem and are partly consistent. | The aim of the work and the research questions and / or hypotheses are partly based on the research problem and are consistent with each other. | The aim of the work and the research questions and / or hypotheses are partly based on the research problem and only partially consistent with each other. | The aim of the work and the research questions and / or hypotheses are not based on the research problem, but are partly consistent. |

Theoretical part

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|--|--|---|--|--|
| In the theoretical part, the research topic is opened in the local and international context, making meaningful connections between different relevant theoretical concepts and sources, including recent empirical studies. | In the theoretical overview of the work, the research topic is placed in the local and international context, creating meaningful connections between relevant approaches and original sources as well as recent empirical research. | In the theoretical overview of the work, the research topic is placed in a local or international context, creating connections between different approaches and original sources or recent empirical research. | In the theoretical overview of the work, the research topic is placed in the local context, based on few random scientific sources. | In the theoretical overview of the work, the context of the research topic is unclear, based on few random scientific sources. |
| The basic keywords/principles related to the purpose of the paper are clearly defined and the connections between them are thoroughly explained. | The basic keywords/principles related to the purpose of the paper are clearly defined and the connections between them are explained. | The basic keywords/principles related to the purpose of the paper have been defined and the connections between them have been pointed out. | The basic keywords/principles related to the purpose of the paper have been partly defined. The random connections between them have been mentioned briefly. | The basic keywords/principles related to the purpose of the paper have been barely defined. The connections between these are unclear. |

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| Chapters and subchapters are relevant and tightly connected with the research goal and have substantive titles. | Chapters and subchapters are relevant and related to the goal of the research and have substantive titles. | Chapters or subchapters are relevant and related to the goal of the research and have substantive titles. | Chapters of the research are mostly relevant and generally related to the goal of the research and have general titles. | Chapters are partly unrelated and have general titles. |
| The claims are supported by professional and primary high-level scientific sources. | The claims are supported by high-quality primary scientific sources. | The claims are supported by high-quality scientific sources. | The claims are mainly supported by high-quality scientific sources but some are questionable. | The claims are supported by both scientific sources and other sources. |

| Empirical part | | | | |
|--|---|--|--|--|
| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
| The context and process of the research (including intervention) is clearly described. | The context and process of the research (including intervention) is fairly clearly described. | The context and process of the research (including intervention) is partly described. | The context and process of the research (including intervention) is shortly described. | The context and process of the research (including intervention) is vaguely/briefly described. |
| Research design (including choice of sample and intervention) is relevant and justified. | Research design (including choice of sample and intervention) is relevant and partly justified. | Research design (including choice of sample and intervention) is relevant and briefly justified. | Research design (including choice of sample and intervention) is relevant. | Research design (including choice of sample and intervention) is mostly relevant. |

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| Appropriate data collection and analysis methods have been selected to answer the research questions. | Mostly appropriate data collection and analysis methods have been selected to answer the research questions. | Partly appropriate data collection and analysis methods have been selected to answer the research questions. | Partly appropriate data collection or analysis methods have been selected to answer the research questions. | Some data collection or analysis methods do not answer the research questions at all. |
| The choice of data collection and analysis methods have been convincingly justified in the work, relying on various relevant methodological sources. The possibilities and limitations of the methods used have been discussed. | The choice of data collection and analysis methods have been justified in the work, relying on various relevant methodological sources. The possibilities and limitations of the methods used have been discussed. | The choice of data collection and analysis methods have been justified in the work, relying on relevant methodological sources. The possibilities and limitations of the methods used have been discussed. | The choice of data collection and analysis methods have been described in the work. The possibilities or limitations of the methods used have been discussed. | The choice of data collection and analysis methods have been briefly described in the work. The possibilities or limitations of the methods used are very little mentioned. |
| Data analysis is correct. (The quantitative analysis includes, in addition to descriptive statistics, also methods of general statistics. The presentation of qualitative research reflects the depth and credibility of the analysis. In the mixed methods design, the analysis results of different methods are convincingly linked.) | The data analysis of the research is mainly correct. | The data analysis of the research is mainly correct, there are inaccuracies, but it does not change the general results. | The data analysis of the research is partially correct, there are inaccuracies. | There are errors in the data analysis of the research, but they have been identified and explained as shortcomings in the work. |

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| In presenting the results, all research questions have been answered. | In presenting the results, all research questions have been mainly answered. | In presenting the results, the research questions have mainly been answered. | In presenting the results, the research questions have been partially answered. | When presenting the results of the work, some research questions have not been answered. |
|---|--|--|---|--|

Discussion, conclusion

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|---|--|--|---|---|
| All research questions have been given a justified answer. | All research questions have received a reasoned answer for the most part. | All research questions have received a partially substantiated answer. | Answering research questions is unsystematic and not all research questions have been answered. | The answers to the research questions do not make sense. |
| The main results have been compared with earlier research and persuasively analysed in a broader theoretical context. | The main results have been compared with earlier research and analysed in theoretical context. | The main results have been partly compared with earlier research and analysed in theoretical context. | The main results have been compared with few random earlier researches, analysis is scarce or misleading. | The main results have not been compared with earlier researches and analysis remains at the level of rewriting the results. |
| Conclusions are based on the research results. Main methodological limitations have been outlined and explained. | Conclusions are mainly based on the results and appropriate methodological limitations have been presented. | Conclusions are mainly based on the results and the relevant methodological limitations have been partly mentioned. | Conclusions are partly based on the results and the methodological limitations of their presentation are formally mentioned, but they are not related to the content. | Conclusions in the work are partly based on the results and no methodological limitations are mentioned. |
| Recommendations, placed in the broader theoretical context, have been made based on the research outcomes. Subject-related further research | The recommendations presented in the work are based on the research results. Further research opportunities and limitations of the | The recommendations presented in the work are mostly based on the research results. Further research possibilities and | The recommendations presented in the work are rather selectively based on the research results. Further research opportunities and | The recommendations in the work are based on research results very selectively. Further research opportunities and |

| | | | | |
|--|---|--|---|---|
| opportunities as well as main limitations of the current work (including their reasons and possible solutions) have been presented. | work and their justifications are presented. | limitations of the work are presented. | limitations of the work are only formally mentioned. | limitations of the work have not been identified or have been presented very formally. |
| The contribution of the current work in the field of studies and/or on an organisational level has been clearly brought out and justified. | The paper highlights the contribution of this research in the field of education management and / or the development of one's own organisation. | The paper partly highlights the contribution of this research in the field of education management and / or the development of one's own organisation. | It is difficult to clearly read out the contribution of research in the field of educational management and / or the development of one's own organisation. | The contribution of this research in the field of education management and / or the development of one's own organisation is not stated or remains unclear. |

Formatting

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|---|--|---|---|--|
| The work is logically and reasonably divided into chapters and subchapters. | The work is logically and reasonably divided into chapters and subchapters, but there are minor shortcomings. | The work is divided into chapters and subsections, but these are not always substantiated or presented logically. | The work is partially articulated, but / or the logic or justification of the articulation is unclear. | There is no logical and / or justified articulation in the work. |
| The text is written in an academic style and is linguistically and grammatically correct. | The text is written in an academic style, individual language and style errors do not affect the overall impression. | The text is written in an academic style, there are some linguistic and stylistic errors, but these do not affect the overall impression. | The text is written mostly in an academic style, there are pervasive errors of language, style and many negligence. | The use of language is sometimes incomprehensible, occasionally spoken language is used. |

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| Formatting, including referencing and literature listing, is correct and corresponds to the rules outlined by the institute (or a specific academic journal). | The formatting is generally correct; there are some minor errors. | The formatting is generally correct; there are some errors, but they do not affect the overall impression of the work. | There are several shortcomings in the formatting, but the requirements of the institute / journal have generally been followed. | There are many shortcomings in the formatting (incomplete citation or confusing list of sources). |
|---|---|--|---|---|

Ethics

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|---|---|--|---|---|
| The research fully corresponds to the standards of Good Research Practice. | The research mostly corresponds to the standards of Good Research Practice. | The research largely corresponds to the standards of Good Research Practice. It is not possible to identify overlaps with all standards. | The research largely corresponds to the standards of Good Research Practice. There are minor errors or omissions. | The research partly corresponds to the standards of Good Research Practice. There are minor errors and omissions. |
| The ethical aspects of the study (methodological transparency, free will to participate - consents, protection of the anonymity, privacy and well-being of the study participants, information of the subjects and data protection, etc.) are fully described and referenced in the work. | The ethical aspects of the research are largely described and referenced in the work. | The ethical aspects of research are partly described and referenced in the work. | The ethical parts of the research are described in the work, but not referenced. | The ethical parts of the research are briefly described. |

Defense

| A (excellent) | B (very good) | C (good) | D (acceptable) | E (poor) |
|---|--|---|--|---|
| The student points out the most important thing about their work in the defense, based on a correct presentation that introduces all parts of the work. Uses a style appropriate to the academic context and adheres to a time limit. | The student points out the most important part of their work in the defense, based on a generally correct presentation that introduces the main parts of the work. Uses a style appropriate to the academic context and adheres to a time limit. | The student presents their work based on the presentation. Uses a style appropriate to the academic context. Exceeds time limit of up to 3 minutes. | The defense is rough, remains general. The defense is not based on the presentation. Uses a style appropriate to the academic context. | The presentation is diffuse and does not provide a sufficient overview of the research. |

PRESENTING MASTER'S THESIS

The student submits the master's thesis with their and the supervisor(s)'s signatures in the prescribed manner and time, which is re-approved by the institute every year. As a rule, this takes place approximately one month before the defense date, by sending their work digitally to the corresponding e-mail. A reviewer approved by the curator provides feedback and asks questions. The dissertation is assessed by a written review based on the requirements established by the academic unit. The review is submitted to the academic unit no later than three working days before the defense. The student has the right to get acquainted with the review of their thesis no later than one working day before the defense of the thesis. The student can design their poster and presentation taking them into account.

Based on the topics of the master's theses, students are divided into groups (5 students in a group). At the same time, a group of students put up their posters in the poster-session room. The authors of the presentation group will present their work to other students and to the defense committee according to an indicative schedule:

- 10 minutes AT THE BEGINNING OF THE SESSION - look at the posters and ask questions on sticky paper
- 5 minutes - the student introduces their master's thesis using a poster
- 9 minutes - the reviewer himself or the evaluation committee gives feedback on the review surface and asks questions
- 10 minutes - there will be a general discussion (everyone here can speak)
- 1 minute – the final words

There is a maximum of 20 minutes for each student.

After the presentation, the next group puts their posters on the wall. After the presentations, the committee will have a discussion, after which the students will be informed of the results of their master's theses as soon as possible. In the case of distance learning, the presentation takes place via video and electronic posters are presented.