

What is so special about Al-Maktoum Institute?

Al-Maktoum Institute is a unique institution in many ways:

- It is based on the vision of Shaikh Hamdan Bin Rashid Al-Maktoum for multiculturalism, civilisational dialogue, and mutual understanding and respect;
- Research and studies at Al-Maktoum Institute are designed as postorientalist, post-traditionalist, and multicultural, the approaches are interdisciplinary and multidisciplinary;
- The Institute is relatively small, which allows for intense academic training and a friendly atmosphere, students form a lively community in and outside the classroom;
- Excellent facilities at the Institute foster successful studies;
- The Institute is located in multicultural Dundee and maintains vibrant ties with the local and national communities.
- Teaching and research at Al-Maktoum Institute is designed to be of the highest standard, and is linked to a School of the internationally renowned University of Aberdeen which was evaluated as grade 5 in the most recent research assessment exercise (RAE).

Entrance Requirements

To enrol at Al-Maktoum Institute for the Masters programme in Islamic Education you will have, normally, an upper second-class Bachelors degree (2.1) or above in any of the Arts, Humanities, Islamic Studies, or Social Sciences from a recognised university or institute of learning or a qualification or experience which is acceptable as equivalent.

Teaching takes place solely in English. Any applicant whose first language is not English is required to have an IELTS score of 6.5 (with a score of at least 6.0 in the writing section of the test) or equivalent (e.g. TOEFL 580) as a condition of entry. Applicants who do not meet these criteria should contact the Institute to establish how to develop their language skills.

Would you like to do a PhD on Islamic Education?

The Masters programmes (taught or research-based) offered at Al-Maktoum Institute can be the road leading to a PhD on Islamic Education; alternatively, you can join the Institute to do a PhD after having received a Masters degree in the field from another recognised university. The research areas that can be supervised include any issues related to the study of Islamic Education.

Application Deadline

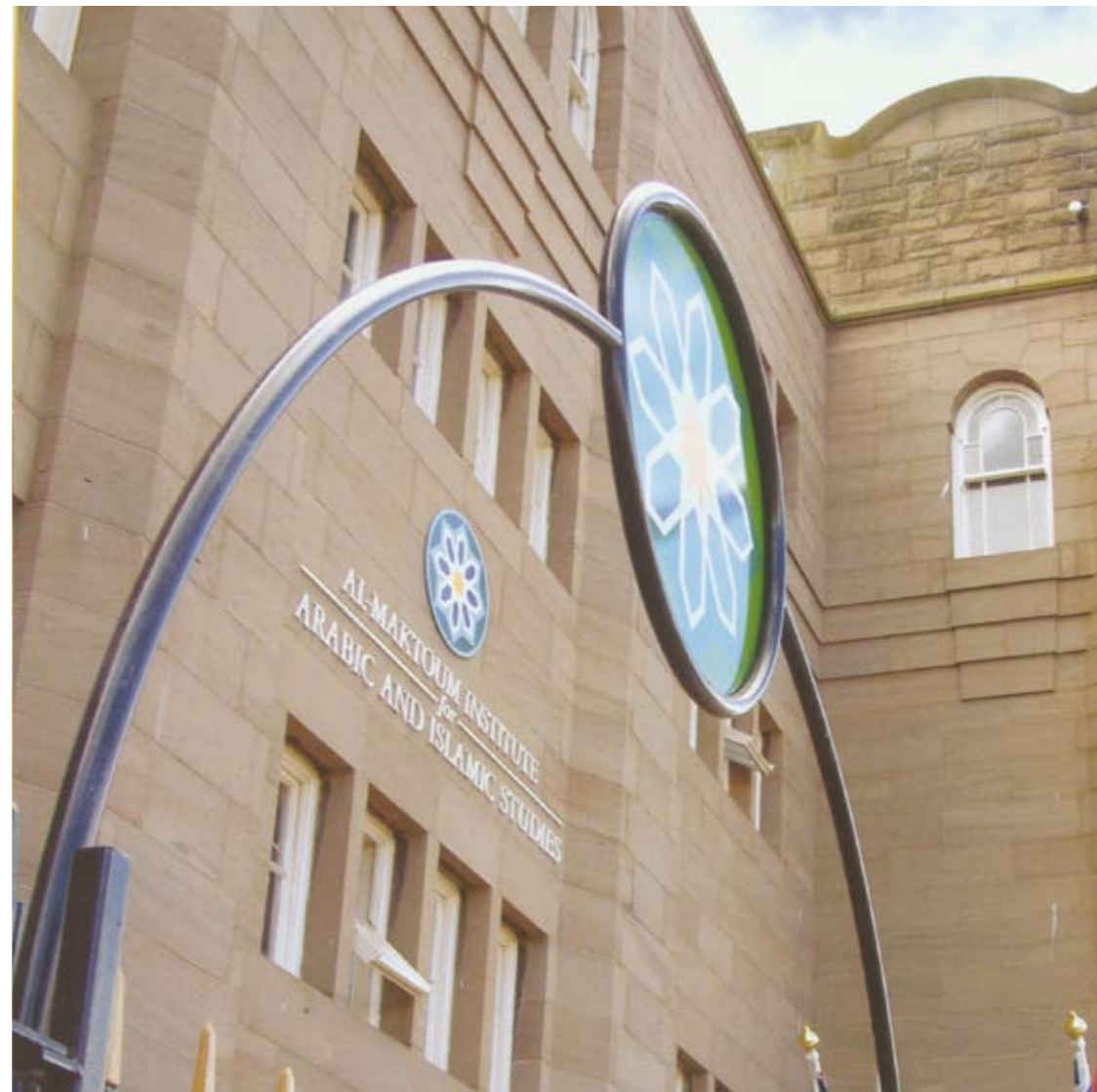
Candidates for the MLitt in Islamic Education programme are advised to apply as early as possible. Intending candidates should be aware that the number of places available is limited in order to allow the individual attention and contact appropriate for graduate study to be maintained. The academic session begins in mid September. Applications for entry in September 2007 should be received by 1 June.

Scholarships

Al-Maktoum Institute do not have any funding available to support postgraduate study.

Students looking for funding are advised to try the following possible sources:

- Al-Maktoum Foundation, www.almaktoumfoundation.com – competitive partial scholarships for MLitt and PhD programmes
- Islamic Research Academic (ISRA) www.isra.org – competitive funding for MLitt programme in
- Islamicjerusalem Studies
- Arts and Humanities Research Council (AHRC) www.ahrc.ac.uk
- Economics and Social Science Research Council (ESRC): www.esrc.ac.uk
- The Overseas Research Student Awards Scheme (ORSAS): www.orsas.ac.uk
- British Chevening Scholarships: www.chevening.com
- British Council Awards: www.britishcouncil.org
- Commonwealth Scholarship Commission: www.acu.ac.uk



AL-MAKTOUM INSTITUTE
FOR ARABIC AND ISLAMIC STUDIES

MLitt in
Islamic Education
Postgraduate Taught Masters Programme



NEW AGENDA FOR THE
STUDY OF ISLAM AND MUSLIMS

post orientalist
post traditionalist
multi cultural
inter disciplinary
multi disciplinary



For more information please contact:

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MLitt in Islamic Education: theory and practice

Postgraduate Taught Programme

NEW AGENDA: Islamic Education

This unique programme is designed to critically explore diverse interpretations of 'Islamic Education' and examine in depth the historical, theological philosophical aspects of classical Muslim educational thought and its institutions.

The importance of addressing challenges posed by the presence of Muslim communities in culturally and religiously diverse European societies is now widely accepted. A major area of concern that is now being felt strongly by the Muslim communities and the wider society is the threat of increasing extremism and radicalisation among Muslim young people. Although there are complex issues informing this phenomenon, education emerges as the real long term investment to combat against extremism. Thus the need to create more opportunities for teaching and learning about Islam an Muslims is self evident

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'setting the agenda for the future development of the study of Islam and Muslims'

This programme will draw upon contemporary western educational theories and practices concerning pedagogy, curriculum design and teaching strategies in order to initiate a dialogue between western educational models and Muslim educational practice. As such the use of critical thinking/active learning/teaching skills in Muslim education settings will be discussed.

The core programme areas are: Assessing the educational modernisation in the Muslim world, specific educational challenges facing Muslim Diaspora in Europe and British Muslims in particular such as faith based schooling, underachievement of Muslim children and their educational needs in the mainstream educational system, developing educational intervention programmes to tackle religious extremism among British Muslim.

A key area that attracts attention is the traditional conception of education within Muslim communities and its relevance in addressing the needs of young generations of Muslims who are growing up within contemporary multicultural western societies. In fact, in today's globalised world the same concerns can be raised about the perception and practice of education in the modern Arab/ Muslim world. As such there are several important educational issues such as discussions about faith based education and of course faith schools in the UK, that not only concern Muslim communities in the west but the wider society as well.

The concept of Islamic Education, though perceived in different ways is the field that explores educational issues affecting Muslim communities more directly. However a close look at the contemporary theory and practice of Islamic Education will reveal that much of its educational activity is teacher/text centred and most of the research in the field is historical in nature. As such the field is perceived to be part of classical Islamic Studies and hence has no real dialogue with modern Educational Studies.

This Islamic Education masters programme is closely linked with Educational Studies and is also focused on making use of modern social scientific research methodologies. It is aimed both Muslim teachers and also teachers of Religious Education who want to increase their knowledge and understanding of Islamic education

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'educating the next generation of scholars in Islamic Studies'

in the hope of addressing better the needs of Muslim students in their schools. It is also aimed at those working in higher education institutions in the Arab/ Muslim world. The course by focusing on issues around faith development of Muslim youth, exploring educational strategies aimed at addressing religious extremisms within Muslim communities makes an original contribution to the discussions about the future of the subject.

This programme focuses on theory and practice of education within classical Muslim thought with special reference to the educational issues facing Muslim communities in the modern Muslim world and among Muslims in Diaspora.

Further programmes

Al-Maktoum Institute also offer MLitt programmes in the following areas:

- Islamic Studies
- Islamicjerusalem Studies
- Muslims, Globalisation and the West
- Multiculturalism

For further details see our website (www.almi.abdn.ac.uk).

Programme Structure

Six taught courses:

Autumn semester:

1. Educational studies: an introduction

The course examines social, historical and philosophical foundations underpinning modern conceptions of education and explores major contemporary perspectives on defining educational process and its central aspects: nature of learning and teaching. Exploring the relationship between education, culture and identity formation will be given a special attention. The other content areas are: role of education in multicultural/ multifait social polities, education and social inclusion, education and social change.

2. Core Sources and Approaches in the study of Islam and Muslim.

This course will introduce students to approaches to and critical scholarship in the core sources in the study of Islam and Muslims, particularly the Qur'an and Hadith. The course will look in particular at the history, context, structure, theology and interpretations of these texts, with a key goal of placing these issues within a scholarly framework. The course will also examine academic methodologies for the application of these texts including fafsir (Qur'anic interpretations) the processes of authentication of hadith (isnad and matn), and the principles of jurisprudence (usul ul-fiqh).

3. Optional course: either Islam and Muslims in history and society or Islam and the West: Multiculturalism, Globalisation and Muslims



Spring semester:

4. Islamic Education: theory and practice

The course will introduce the concept of Islamic Education through critically examining different perceptions and academic approaches developed to define the subject. The course explores main traditional and contemporary Muslim educational thought, educational institutions and discusses the possibility of developing a learner-centred approach in Islamic Education. The emphasis will be on the importance of contemporary educational research into Islamic Education, especially research springing from Social Sciences directed towards pedagogy and curriculum. The course will look at the theory and practice of Islamic Education in Modern Muslim world and across the Muslim communities in the west

5. Postgraduate Research Methods

This course addresses various research methods in the humanities and social sciences, such as analytical, comparative, historical, and social, introducing an in-depth critical analysis of contemporary research methods. In particular the students will engage with methodologies in the following disciplines: historical, textual, anthropological (ethnographic), and social scientific (both qualitative and quantitative). Students taking this course will be expected to reflect on different methodologies and select appropriate methodological approaches for their own research.

6. Optional course, from the following list (subject to availability)

Globalisation and Political Islam

Islam and Muslims and international relations: contemporary issues and twenty-first century challenges

History of Islamicjerusalem II: from the late Crusades to the contemporary era

Women in Islam

Political Islam

Islam and Muslims in Multicultural Britain

Principles of Islamic Jurisprudence (Usul al-Fiqh)

Editing Islamic Texts and Manuscripts

Qur'anic Arabic (for non-Arabic speakers)

Summer:

(MLitt candidates): Dissertation (15-18,000 words)

The dissertation is an independent piece of work and should be regarded as an exercise in the analysis, interpretation and presentation of information and ideas to the standards of current scholarly practice in an area related to the programme of study. The student will choose a topic in consultation with a member of academic staff, under whose supervision they will develop and write the dissertation.

Assessment

All assessment is by coursework, with most courses assessed by a combination of i) a critical review of 2,000 words, ii) an essay of 3-4,000 words, and iii) a seminar presentation. There are no exams. Students who take the MLitt will also be required to complete a research dissertation of 15-18,000 words.

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'promoting intelligent debate and understanding on Islam and the role of Muslims in the contemporary world'