

# Master of Arts in Comparative Education

جامعة  
حمد بن خليفة  
HAMAD BIN KHALIFA  
UNIVERSITY



عضو في مؤسسة قطر  
Member of Qatar Foundation



# Master of Arts in Comparative Education

The MA in Comparative Education is an innovative interdisciplinary program that synthesizes Islamic, African, Eastern, indigenous, and Western educational traditions. Rooted in a unique multiplex comparative framework, it is designed to equip students with the skills to address complex educational challenges across diverse sociopolitical and cultural contexts, including Qatar. Combining rigorous coursework, internships, and a research-based thesis, the program fosters ethical leadership, cultural relevance, and empirical research.

It supports graduates in emerging as innovative educators and leaders, capable of designing ethical, impactful solutions for pressing educational needs and driving meaningful reform at local and global levels.

## Program Focus

The MA in Comparative Education program strives to develop educational professionals, educators, researchers, and leaders capable of analyzing and synthesizing aspects of theories and practices from diverse educational frameworks. The multiplex comparative approach of the program is designed to align with specific national contexts that students wish to specialize in, acknowledging the significant influence of Islam on cultural and societal norms. It allows students to study education from a perspective that considers Islamic heritage, global influences, and local contexts.

## Curriculum

**A 36-credit degree program, taught over two years in English, that includes:**

**Six core courses (18 credits)**

- ▶ Advanced Comparative Theories and Methods in Education
- ▶ Child Development, Pedagogy, and Culture

- ▶ Comparative Ethics in Educational Processes
- ▶ Comparative Theories and Methods in Education
- ▶ Educational Research Methodologies
- ▶ Islamic Educational Philosophies and Practices in Child Education

**A choice of two concentrations (6 credits)**

- ▶ **Curriculum Design, Assessment, and Technology**
  - ▶ Comparative Curriculum Design and Assessment
  - ▶ Technology in Teaching and Learning

▶ **Educational Leadership**

- ▶ Educational Leadership: Values, Contexts, and Strategies
- ▶ Leadership for Excellence in Education

**A choice of one elective out of five options (3 credits):**

- ▶ Art, Aesthetics, and Beauty in Education
- ▶ Comparative Classics in Education
- ▶ Creative Pedagogies: Play, Narrative, Inquiry, and Dialogue
- ▶ Educational Traditions and Reforms in Muslim-Majority Contexts
- ▶ Quantitative Methods and Analysis

**Thesis (9 credits)**

## Core Courses

Code	Credits	Course Title	Description
CED 601	3 credits	Comparative Theories and Methods in Education	This course examines the philosophical foundations of educational theories and their impact on global teaching and learning. It explores Islamic, Eastern, and Western paradigms, then analyzes the roots of various educational theories and their influence on classroom practice—including curriculum design, teaching methods, assessment, and evaluation. The course prepares future educators and researchers to critically evaluate and implement these theories across diverse contexts.
CED 602	3 credits	Islamic Educational Philosophies and Practices in Child Education	This course explores the philosophy of Islamic education, its historical evolution, and modern implications. Students analyze its foundational principles, tracing its development and fostering analytical thinking. The course examines contemporary educational practices in child education, global interpretations, and current challenges. Emphasizing practical application, it equips students with skills to apply Islamic educational thought in real-world contexts, preparing them for various professional fields.
CED 603	3 credits	Child Development, Pedagogy, and Culture	This course explores child development, pedagogies, and learning environments within cultural contexts, emphasizing the educator's role. It examines key theorists (Islamic, Eastern, Western) and asks how learning, development, and culture intersect. Character development is studied as socio-spiritual etiquette (akhlaq) toward self-realization. Students observe schools, engage in pedagogical activities, and analyze research on human development. The course equips educators, curriculum designers, and leaders with a broad understanding of how pedagogy and learning environments shape development.
CED 605	3 credits	Educational Research Methodologies	This course provides an overview of research philosophies, methodologies, and approaches while supporting students' thesis development. A key assessment is a research proposal, guiding students in formulating their thesis question. The course covers quantitative, qualitative, and mixed-method research, exploring key theories, data collection, and analysis techniques. Students engage with ontology, epistemology, and methodology, particularly in Muslim educational contexts. Through analyzing research, designing mini-studies, and peer reviews, students enhance their ability to conduct and communicate impactful educational research.
CED 610	3 credits	Comparative Ethics in Educational Processes	This course equips students with a deep understanding of ethics in education, focusing on ethical principles, decision-making, and professional practice. Using a comparative approach—Islamic, African, Eastern, and Western—it explores historical, theological, philosophical, and practical perspectives. Students analyze ethical issues in resource allocation, technology, power, and innovation. Through case studies, discussions, and reflections, they critically assess dilemmas, apply ethical reasoning, and develop a nuanced understanding of ethics in global educational contexts.
CED 704	3 credits	Advanced Comparative Theories and Methods in Education	This course critically explores educational research through Islamic, African, Eastern, and Western scholarship, comparing ontologies, epistemologies, and methodologies. It introduces a multiplex framework to deepen the understanding of human existence in research. Students engage with Islamic scholarship (e.g., Usūl al-Hadīth, Fiqh, Tasawwuf) alongside Western methods, broadening their analytical tools. The course emphasizes examining diverse research approaches, ethical considerations, and effective communication, fostering a holistic understanding of educational inquiry and its broader implications.

## Concentration Courses

Code	Credits	Course Title	Description
CED 606	3 credits	Comparative Curriculum Design and Assessment	This course examines key theories, models, and principles of curriculum design and assessment, emphasizing their impact on pedagogy. Students critically analyze philosophical paradigms, influential factors, and ethical considerations in curriculum innovation. A key component is designing an original curriculum proposal for specific educational settings. The course fosters critical reflection on global education challenges and opportunities, equipping graduates to engage in scholarly debates and contribute to curriculum development while balancing their Islamic worldview with global educational trends.
CED 607	3 credits	Educational Leadership: Values, Contexts, and Strategies	This course explores educational leadership through a comparative lens, uniting theory and practice. Framed around key questions—what makes a good leader, whether leadership is a moral quality, and its holistic meaning in education—it engages with historical ideas, case studies, and contemporary literature, including Islamic scholarship. Students critically examine global leadership philosophies, ethics, and strategies, reflecting on cultural contexts and strategic thinking. Through theory and practice, they develop a nuanced understanding of leadership in diverse educational settings.
CED 608	3 credits	Technology in Teaching and Learning	This course examines the role of digital technology in education, exploring its ethical, pedagogical, and systemic impacts. Students critically analyze technology’s potential, challenges, and evolving influence on learning and assessment. They trace its development from Islamic civilization to artificial intelligence (AI), exploring philosophical, historical, and contemporary debates. Engaging with empirical research, ethical issues, and hands-on experimentation, students critically assess and design digital learning strategies, blending theory with practical applications in education.
CED 609	3 credits	Leadership for Excellence in Education	This course explores leadership dynamics in education, fostering leaders who navigate challenges, make data-driven decisions, and guide institutions effectively. Grounded in a multiplex ontological framework, it examines global educational structures, leadership principles, policies, and practices. Backed by empirical research, the course analyzes values, cultural contexts, socioeconomic factors, and communication in leadership. Through case studies and interactive sessions, students learn to build high-performance teams, manage stakeholders, and develop research-based leadership interventions tailored to specific contexts.

## Elective Courses

Code	Credits	Course Title	Description
CED 604	3 credits	Creative Pedagogies: Play, Narrative, Inquiry, and Dialogue	This course explores four pedagogical approaches—play, narrative, inquiry, and dialogue—to enhance creative teaching methods in real-world settings. These approaches actively engage learners, fostering imagination, creativity, and holistic development, with specific ties to Islamic tradition. The course examines their impact on cognitive, social-emotional, physical, and spiritual growth across childhood stages. Students analyze, design, and experiment with pedagogical strategies, engaging in peer evaluations and practical implementation, and ensuring relevance to their teaching contexts and professional development.

Code	Credits	Course Title	Description
CED 611	3 credits	Educational Traditions and Reforms in Muslim-Majority Contexts	This module explores pre-modern Islamic education systems, comparing them to global frameworks and analyzing education reform drivers—political, demographic, and economic. It critically examines the Global Education Reform Movement (GERM), international agreements, and policy influences. Students engage with themes like tradition, modernity, neoliberalism, and decolonization, assessing reform impacts on equity, access, and pedagogy. Through case studies and policy analysis, they develop skills to evaluate educational change, power structures, and challenges in Muslim and global education contexts.
CED 701	3 credits	Comparative Classics in Education	This course explores seminal texts shaping educational philosophies across cultures, from Classical Greece to the Islamic Golden Age. Students examine works by Plato, Aristotle, Confucius, al-Ghazali, Ibn Khaldun, and others, tracing the evolution of educational thought, ethics, and methodologies. Through these texts, they analyze the role of faith and culture in pedagogy and enduring concerns about intellectual and spiritual development. The course connects historical wisdom to contemporary educational challenges, offering a deep understanding of foundational ideas.
CED 702	3 credits	Art, Aesthetics, and Beauty in Education	This course explores the relationship between aesthetics, beauty, and the education of the soul, viewing beauty as fundamental to learning. It examines the aesthetic dimension across all subjects, linking artistic creativity, well-being, and the learning environment. Students analyze beauty’s role in education, teaching, and encountering the Divine. The course also explores embodied knowledge, craftsmanship, and architecture as expressions of rhythm, order, and meaning, illustrating how aesthetics cultivate spiritual excellence (ihsan) in human development.
CED 703	3 credits	Quantitative Methods and Analysis	This course enhances students’ proficiency in quantitative data analysis within educational contexts. It covers statistical techniques to explore relationships among variables, emphasizing practical application using SPSS. Students learn data preparation, descriptive statistics, hypothesis testing, and regression analysis to inform educational policy. During the semester, they develop the skills to critically evaluate research, identify patterns, and translate findings into actionable recommendations. This course provides a strong foundation in both theoretical and practical aspects of quantitative research in education.

## Thesis

Code	Credits	Course Title	Description
CED 695	9 credits	Thesis	The thesis is a key component demonstrating critical understanding, professional ethics, and scholarly contribution to education. By the end of the first year, students select a topic and supervisor and develop research questions and methodologies. The thesis must be original and align with CIS’ strategic objectives. Following ethical guidelines, students conduct research and defend their work before an examination committee, showcasing their contribution to comparative education in diverse contexts.



## Faculty

**Dr. Fella Lahmar**

Program Director, Assistant Professor of Education

**Rayan K. Khalil**

Research Fellow, Administrative Focal Point

### Admission Requirements

Applicants seeking admission to the Master of Arts in Comparative Education should have a bachelor's degree in Islamic studies, education, sociology, psychology, teacher training, or a related field, with a strong academic record (minimum 3.0 GPA out of 4.0) from a recognized institution.

Applicants with bachelor's degrees in areas of study that are not related to the aforementioned fields must demonstrate that they have completed post-bachelor's coursework in education (e.g., a diploma or certificate) to indicate their foundational knowledge.

Please refer to the following table for a summary of the admission criteria:

Program	<b>Master of Arts in Comparative Education</b>
Required Field of Study	Education, Islamic studies, sociology, psychology, or related fields.
Language Proficiency	IELTS: 6.5 or TOEFL: 79 Applicants may be exempt from this requirement if they provide an official letter confirming that they obtained their degree from a university where the medium of instruction is English.

### Application Requirements

A completed online application form: [admissions.hbku.edu.qa](https://admissions.hbku.edu.qa)

### Academic transcripts

Official electronic copies of transcripts should be submitted as part of the online application. Final transcripts and graduation statements are required for all previous university studies. All transcripts submitted should include an explanation of the grading system.

For those who have not completed their current studies, transcripts must include results from the last completed semester of coursework. Transcripts in languages other than English or Arabic must be accompanied by an official translation. Applicants who are admitted to the program based on copies of or incomplete transcripts will be required to provide original transcripts upon enrollment to register for courses.

## Standardized test results

Official copies (where required) must be sent directly to HBKU. Please refer to the institutional codes below:

- ▶ GRE: 7551
- ▶ GMAT: H6S
- ▶ TOEFL: 4981
- ▶ IELTS: No code required. Students should ask the IELTS center where they tested to send the IELTS TRF to HBKU

Applicants should also submit copies of their test scores with the online application.

## Letters of recommendation

Applicants should submit two letters of recommendation, one of which must be from an academic referee. Applicants should include their referees' names and email addresses in the online application. Referees will receive an email requesting them to complete their references.

## Personal statement of interest

Applicants should submit a personal statement as part of the online application. The statement should explain why the candidate is applying to the program, and how their studies will contribute to the achievement of their personal objectives, including information about the applicant's research interests and achievements (minimum of 300, maximum of 500 words).

## Resume/Curriculum vitae

Applicants should submit a copy of their current resume or curriculum vitae as part of the online application.

This should include the following information:

- ▶ Academic Qualifications
- ▶ Publications
- ▶ Academic Awards or Honors
- ▶ Research Projects
- ▶ Conference Presentation
- ▶ Professional Experience

## Identification document

Applicants should submit an electronic copy of their passport as part of their online application. Nationals and residents of Qatar should also submit their valid Qatar ID.

## Student funding

The College of Islamic Studies provides opportunities for scholarships and funding on a competitive basis. Further information will be provided to applicants who are admitted to the program.

## Tuition fees

Program	Master of Arts in Comparative Education
Total Program Tuition Fees	QAR 90,000
Tuition Fees per Credit Hour	QAR 2,500
Total Program Credit Hours	36
Program Duration	2 years

## Contact Information

### Admission inquiries

[admissions@hbku.edu.qa](mailto:admissions@hbku.edu.qa)

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