

# **COURSE OUTLINES FOR THE BACHELOR OF EDUCATION PROGRAMME**

## **TITLE: EDCU 2101: INTRODUCTION TO CURRICULUM THEORY, PLANNING AND PRACTICE**

**LEVEL: II**

**CREDITS: 3**

### **AIMS**

To enable students to:

- (i) study various models of curriculum planning and to analyse the relationships between the facets of these models;
- (ii) acquire skills necessary to participate in curriculum planning, implementation and evaluation;
- (iii) become aware of the problems of curriculum management and implementation;
- (iv) analyse the assumptions underlying current curriculum practices.

### **OBJECTIVES**

To enable students to:

- (i) identify and describe strengths and limitations of definitions of curriculum found in current education literature;
- (ii) discuss the nature and scope of the forces which influence curriculum change;
- (iii) identify and describe the factors which facilitate and militate against curriculum change in the Caribbean.
- (iv) place aims and objectives in their proper perspective in the curriculum process;
- (v) assess the educational objectives produced for primary, secondary or post-secondary institutions as are contained in the literature, curriculum guides, etc.;
- (vi) compare the relative strengths and limitations of behavioural and non-behavioural objectives;
- (vii) formulate aims and objectives for a specific subject area for a given grade level in a primary, secondary or post-secondary institution;
- (viii) examine and critically comment on the applicability of various curriculum models and designs to curriculum planning.

- (ix) outline the nature, scope and purpose of evaluation;
- (x) outline the strategies for project evaluation;
- (xi) define the various management roles in curriculum planning and implementation;
- (xii) identify and discuss some of the problems of diffusion and implementation of curricula in the Caribbean;
- (xiii) formulate strategies of diffusion and implementation;
- (xiv) suggest possible solutions to implement problems in the Caribbean.

## **CONTENT**

### **MODULE 1: THE CURRICULUM : MEANING AND UNDERLYING ASSUMPTIONS**

[12 hours]

1. What is curriculum? Definitions by Kerr, Taba, Phenix, etc.
2. Forces influencing curriculum change:
  - (i) The needs of the individual pupils and teacher for personal and social growth and development. (The implications of differential curricula according to ability.)
  - (ii) The needs of society; culture heritage, political and socio-economic conditions; identifying practices in the Caribbean; the aims of education and purposes of schooling;
  - (iii) The nature of knowledge. What knowledge is of most worth? Overview of the classification of knowledge by (a) Phenix and (b) Hirst;
  - (iv) Constraints on curriculum change; conflict among pressure groups; dissonance, culture-lag, examinations;
  - (v) Selected educational philosophies and ideologies.

### **MODULE 2: CURRICULUM PROCESS [15 hours]**

1. Classification of educational objectives; an examination of Bloom's and Krathwohl's Taxonomics of Educational Objectives to ascertain their theoretical and practical value: behavioural and non-behavioural objectives.
2. Models of curriculum process emphasising relationship between the elements, e.g. Tyler, Taba, Kerr; a study of various models and designs proposed by different curriculum writers and how they operate in practice.

3. Criteria for selection and organisation of content, e.g. subject-centred and integrated approaches, criteria for selection and organisation of learning experiences.
4. The functions of aims and objectives in evaluation and assessment; the difference between the achieved results and expected outcomes; feedback for student and teachers; project evaluation.

### **MODULE 3: CURRICULUM DIFFUSION, IMPLEMENTATION AND MANAGEMENT**

[12 hours]

1. Innovation in education, curriculum innovation; decision-making; a look at the various management roles; and responsibilities in theory and practice of curriculum innovation.
2. Problems of diffusion and implementation; models of diffusion, the role of communication in diffusion and implementation; factors affecting implementation; some possible solutions to diffusion and implementation problems; strategies for diffusion and implementation in the Caribbean setting.
3. Criteria for selection and organisation of content, e.g. subject-centred and integrated approaches, criteria for selection of learning experiences.
4. The functions of aims and objectives in evaluation and assessment; the difference between the achieved results and expected outcomes; feedback for student and teachers; project evaluation.

### **ASSESSMENT PROCEDURES**

One (1) Coursework Assignment	[40%]
Examination (2 hours)	[60%]

### **REQUIRED TEXTBOOKS**

- Kelly, A. V. **The Curriculum: Theory and Practice**. PCP Education. 1989.
- Stenhouse, L. **Introduction to Curriculum Research and Development**. Heinemann. 1975.
- Tanner, D. and Tanner, L. **Curriculum Development**. Macmillan. 1980.
- Hirst, P. H. **Knowledge and the Curriculum**. Routledge and Kegan Paul. 1994.
- Lawton, D. **Social Change, Educational Theory and Curriculum Planning**. 1973.
- Pratt, D. **Curriculum Planning**. Harcourt Brace. 1994.

**TITLE: EDCU 3103 CURRICULUM DEVELOPMENT:  
IMPLEMENTATION AND EVALUATION**

**LEVEL: III**

**CREDITS: 3**

**PREQUISITES: EDCU 2101**

**OBJECTIVES**

To enable students to:

- (i) identify and describe the various strategies that are used to initiate and install curriculum innovation in Caribbean educational systems.
- (ii) critically appraise these strategies in keeping with accepted principles in the initiation and installation of innovations.
- (iii) to examine critically the strengths and weaknesses of school-based and centralized curriculum planning.
- (iv) outline the nature, scope and purpose of curriculum evaluation and project evaluation.
- (v) define and critically evaluate the various management roles in curriculum planning and implementation.
- (vi) identify and discuss some of the problems of diffusion and implementation of curricula in the Caribbean.
- (vii) formulate strategies for diffusion and implementation, and suggest possible solutions to problems encountered in these processes.

**CONTENT**

- |   |           |
|---|-----------|
| 1. The nature of innovation in general and curriculum innovation in particular                          | [6 hours] |
| 2. Strategies for curriculum innovation in Caribbean school systems.                                    | [6 hours] |
| 3. Centralized vs school-based curriculum planning.   | [5 hours] |
| 4. Curriculum evaluation: its nature and structure; method of curriculum evaluation; project evaluation | [8 hours] |
| 5. Managing curriculum innovations: roles and responsibilities.   | [6 hours] |

6. Problems of diffusion and implementation of curriculum innovation in the Caribbean; strategies to overcome problems of evaluation, diffusion and implementation. [8 hours]

### **TEACHING METHODOLOGY**

Lectures, seminars, class presentations.

### **ASSESSMENT PROCEDURES**

- Two (2) coursework assignments. [40%]  
One (1) written 2-hour examination. [60%]

### **REQUIRED TEXTBOOKS**

Nicholls, A. (1983) **Managing Educational Innovations**. Unwin Educational.

Fullan, M. (1991) **The New Meaning of Educational Change**. Teachers College Press.

## **TITLE: EDCU 3104: ISSUES IN CURRICULUM THEORY AND PRACTICE**

**LEVEL: III**

**CREDITS: 3**

**PREREQUISITES: EDCU 2102, EDCU 3103**

### **OBJECTIVES**

To enable students to:

- (i) develop a sound understanding of the concept of curriculum theory in general;
- (ii) develop an understanding of curriculum theory as a sub-theory of educational theory;
- (iii) be familiar with existing curriculum theories;
- (iv) devise strategies for establishing effective curriculum theory and practice in Caribbean systems;
- (v) understand and apply research methodologies in curriculum theory and practice to activities in Caribbean educational systems.

### **CONTENT**

1. Educational theory; curriculum theory as a sub-theory in education [5 hours]
2. Historical overview of curriculum theory. [4 hours]

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3. Curriculum theory and practice in the Caribbean - the need for direction [6 hours]
4. Curriculum ideology and the effect on school curricula; what ideology does or should your country follow? [4 hours]
5. The establishment of Curriculum Development Units in the Caribbean: Bandwagon or Hearse. [6 hours]
6. Research methodologies in curriculum theory and practice: undertaking curriculum research activities in primary and secondary schools. [12 hours]

### **TEACHING METHODOLOGY**

Practicum, seminars, class presentation, school-visits.

### **ASSESSMENT PROCEDURES**

- Two (2) course work assignments. [40%]  
One (1) written 2-hour examination. [60%]

## **TITLE: EDEA 2304: INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

**LEVEL: II**

**CREDITS: 3**

The introductory course is designed to present basic knowledge in the field and to lay the foundation for further studies. Aspects of organisation theory, management processes and administration/management concepts will be considered in the context of the realities of education in the region.

Interaction with relevant and current literature about educational management and administration is an important aspect of this course of study. In this course knowledge and application are equally important. Many of the assignments and learning activities which accompany this course are designed to assist participants in applying what they have learnt.

### **OBJECTIVES**

#### **Participants will:**

- examine the framework of Caribbean educational administration and management practice particularly in the context of the range of educational reforms, and socio-economic changes which are currently occurring in the region
- evaluate their personal beliefs and values which relate to effective educational administration and management and refine these on the basis of on-going reading, discussion and reflection
- analyse the range of factors which impact on effective educational administration and management in the Caribbean

- examine, through discussions/interviews with local educators, some of the issues which currently impact on the functioning of educational administrators and managers in their territory and suggest approaches which may be used in addressing these issues.
- discuss some of the functions associated with educational leadership and identify strategies which may be used in the region by educational managers and supervisors in order to improve leadership effectiveness
- conduct a school-based practical study to identify effective practices with respect to selected aspects of educational management
- practice a range of communication, problem solving and group process skills

## **DELIVERY STRATEGIES**

The delivery strategies will basically comprise self study modules, school-based observations, tutorials and lecture discussions. Related activities will include guided reading, library research, role play, problem-solving activities based on case studies, discussions, seminar presentations and the conduct of interviews.

## **CONTENT**

Key Concepts in Educational Administration: Administration, Management and Supervision

The Context of Educational Administration in the Caribbean - Organisational, Social, Economic, Cultural

Regional Educational Systems: Aims, Problems/Issues

Managing Change in Educational Organisations

Educational Administration Processes/Functions:

- Leadership
- Enhancing Culture
- Motivating Staff
- Staff Development
- Performance Appraisal
- Conflict Management
- Managing Control and Power

## **ASSESSMENT**

Coursework: 40%

Examination: 60%

## **TEXTS**

Daft, R & Marcic, D. (1998). Understanding management. Fort Worth: Dryden Press.

Lunenburg, F & Ornstein, A. (2000). Educational administration: Concepts and processes. Belmont CA: Wadsworth Publishing.

Mullins, L. (1999). Management and organizational behaviour. Harlow: Prentice Hall.

Rebore, R. (2001). Human resources administration in education. Needham Heights MA: Allyn & Bacon.

Glickman, C., & Gordon, S., & Ross-Gordon, J. (2001). Supervision and instructional leadership: A developmental approach. Needham Heights: Pearson Education.

Ubben, G., Norris, C. & Hughes, L. (2000). The principal” creative leadership for effective schools. Allyn & Bacon.

**TITLE: EDEA 3504: CREATING AN EXCELLENT SCHOOL**

**LEVEL: III**

**CREDITS: 3**

The nature of our material resources makes it both imperative and challenging for us to develop to the fullest our human resources. Thus effectiveness in educational institutions is a matter of great concern across the Caribbean region.

For effectiveness to be achieved we need administrators who are knowledgeable of the current theories, approaches and practices. They must also be skilled in these areas.

### **OBJECTIVES**

Participants will

- (1) examine current theories and perspectives on leadership and evaluate the role which these theories can play in helping to develop effective schools.
- (2) critically review relevant literature on research and practice in effective organisations.
- (3) through simulation, role-play, case studies and school visits, develop relevant skills and competencies in effective leadership and management.
- (4) analyse the role which school culture performs in enhancing educational effectiveness.
- (5) identify and evaluate various approaches which may be considered in order to enhance school effectiveness in the educational systems in the region.

## CONTENT

### 1. LEADERSHIP AND MANAGEMENT IN EDUCATION

- (a) Concepts and Theories of Leadership and Management
- (b) Leadership in Institutions/Systems
- (c) Working With and Through People - team and morale building, conflict resolution/management, motivation, communication, staff meetings, their role and management

### 2. HUMAN RESOURCE MANAGEMENT

- (a) The Personnel Function
- (b) Policies and Activities
- (c) Staff Training and Development
- (d) Performance Appraisal
- (e) Legal Dimensions
  - (f) Staff Misconduct
  - (g) Site-based Management

### 3. SCHOOL CULTURE AND SCHOOL EFFECTIVENESS

- (a) Relationship Between School Culture and School Effectiveness
- (b) Symbolism and Culture
- (c) Organisational Climate
- (d) The Affective Aspects of Culture and Climate
- (e) Enhancing School Culture

## ASSESSMENT PROCEDURES

Coursework	40%
Examination (2 hours)	60%

## READING LIST

Du Four, R., & Eaker R. (1992). **Creating the New American School – A Principal’s Guide to School Improvement**. National Foundation Service, Bloomington, Indiana.

Apple, M. & Beane, J. (1995). **Democratic Schools**. ASCD. Alexandria, Virginia.

Joyce, B., Wolf, J., & Calhoun, E. (1993). **The Self Renewing School**. ASCD. Alexandria, Virginia.

Stoll, L. & Fink, D. (1996). **Changing Our Schools: Linking School Effectiveness and School Improvement**. Open University Press.

Robinson, P. (1990). **Sociology of School Effectiveness**. Routledge Falmer.

Sammons, P. (1999). **School Effectiveness: Coming of Age in the Twenty-first Century.** Swets & Zeitlinger.

Wolfendale, S. & Bastiani, J. (2000). **The Contribution of Parents to School Effectiveness.** David Fulton.

Hawley, W. & Rollie, D. Eds. (2001). **The Keys to Effective Schools: Educational Reform as Continuous Improvement.** Corwin Press.

Harris, A. & Bennett, N. (2001). **School Effectiveness and School Improvement.** Continuum International Publishing Group Inc.

## **TITLE: EDEA 3601: CURRENT ISSUES, CONCERNS AND PROBLEMS IN EDUCATIONAL ADMINISTRATION**

**LEVEL: III**

**CREDITS: 3**

Problems, concerns and issues are ever present in educational administration. Some are specific to particular times and circumstances while others are more perennial. Whatever their nature, solutions have to be sought and strategies and approaches for dealing with them must be developed. Because of its very nature it is neither wise nor possible to be definitive about the content of such a course. Hence the topics listed form the basis of the course and other areas will be added both as suggested by course members and as the situation demands.

The major objective of the course is to identify and confront problems, issues and concerns in educational administration, devise strategies for managing them and develop, wherever possible, solutions to them.

### **CONTENT**

1. Indiscipline and Violence in Schools
2. Management of at Risk Pupils
3. The Place of and Need for Values in Education
- 4.. Managing Schools in an Environment of Change and Reform
5. Teacher Appraisal
6. Social Justice and the Provision of Education
7. The Gender Issue
8. The Marginalisation of Students
9. Multi-age Mixed-Ability Teaching
10. Teacher Stress, Burnout and Teacher Motivation
11. Use and Abuse of Illegal Substances

**TEACHING**

Lecture/Discussion, Guest Lecturers, student presentations, focussed visits, role-play, simulations, etc.

**ASSESSMENT PROCEDURES**

Extended paper of a practical nature	[30%]
Seminar presentation	[20%]
Final Examination	[50%]

A variety of readings should be used to support course delivery.

**BOOKS**

Johnson, G. and Johnson, R. **Reducing School Violence Through Conflict Resolution.** ASCG, Alexandria. Va. 1995.

Sinclair, R.L. and Ghory, W. **Reaching Marginal Students : A Primary Concern for School Renewal.** McCauchan, 1987.

## **EDFA 1024: SOCIAL FOUNDATIONS OF EDUCATION**

### **RATIONALE:**

This introductory course is designed to provide students with an overview of the inter-relationships between education/schooling and the society/community that it serves. More specifically, the course seeks to engage students in constructing a critical understanding of [i] the difference between such basic concepts as education and schooling, [ii] the multi-faceted relationship between education and society, [iii] the historical context and development of Caribbean education, and [iv] some of the topically pertinent issues in Caribbean education as they relate to society and social change.

**Contact Hours:** Three.

**Prerequisites:** None. This will be a Level 1 course.

### **CONTENT**

#### **1.0 Definition of basic concepts**

- Society
- Education
- Schooling

#### **2.0 The role and purpose of the school in society**

- Formal, non-formal and informal education
- The school as an agent of socialisation
- The sociology of knowledge
- The school as an agent of social change
- Society as a source of educational change

#### **3.0 The historical context of Caribbean education**

- Pre-emancipation
- Post-emancipation to 1945
- Post 1945 & Independence movement

#### **4.0 Some current issues in education and social change**

- Access to education
- Schooling for the disadvantaged
- Changing nature of family life
- Selection and elitism in education
- Education/schooling for development

### **INSTRUCTIONAL PROCEDURES**

A variety of techniques, such as lectures, class presentations, discussion.

### **ASSESSMENT PROCEDURE**

Students will be assessed through:

One (1) coursework assignment.	40%
Final examination.	60%

**TITLE: EDGC 1401: INTRODUCTION TO HEALTH  
AND FAMILY LIFE EDUCATION**

**LEVEL: I**

**CREDITS: 3**

**HOURS: 39**

**PRE-REQUISITE:**

**OBJECTIVES:**

At the end of the course, students will be able to:

- relate and adapt all exercises to the culture, history and customs of the Caribbean and consider how factors of economics, employment, trade, migration and immigration influence health practices.
- know how to build on previous work in the region and connect to influential players.
- know the major international underway globally and in the Caribbean region and know how to take advantage of them.
- understand and gain some of the core competencies needed to pursue career opportunities in health promotion in a variety of organizations.

**CONTENT:**

- The health social, and economic profile of Caribbean youth and other factors that affect health, related to the model of the ideal Caribbean person.
- Introduction to HFLE and its policy and programme history in the Caribbean
- Theoretical fundamentals of health promotion and an ecological approach.

Methods for health promotion in various settings: *research base of effective strategies for major health risk.*

- > International models and initiatives for health promotion in schools and communities and regional Caribbean applications. e.g. Health Promoting Schools (WHO), Child Friendly Schools (UNICEF) and FRESH, (Focused Resources on Effective School Health).
- > Core competencies required for career opportunities in health promotion in universities, schools, workplaces, international agencies, ministries of education and health, funding agencies and non-governmental organizations.

**STUDENT LEARNING AND ASSESSMENT:**

Participants' knowledge and skill will be assessed through:

Written Examination :60%

Coursework: 40%

**SELECTED READINGS:**

Donatelle, R.J. & Lorraine, L. (1997). Access to health. Allyn & Bacon.

Gilbert, G.G. & Sawyer, R.G. (2000). Health Education: Creating strategies for school and healthy human development. Adolescent Health & Development Unit PAHO/WHO.

Merki, M. & Merki, D. (1999) Glencoe Health. A guide to wellness. McGraw Hill.

Simons-Morton, B., Greene, W. & Gottleib, N. (1995). Introduction to Health Education and Health Promotion. Waveland Press.

World Health Organization (In press) Skills for Health: Skills-based health education, including life-skills. Technical Information Series on School Health, Document 9.

**TITLE: EDGC 1402: TEACHING HEALTH AND FAMILY LIFE EDUCATION IN CARIBBEAN SCHOOLS**

**LEVEL: I**

**CREDITS: 3**

**HOURS: 39**

**PRE-REQUISITE:**

**PURPOSE:**

To build capacity for teaching Health and Family Life Education (HFLE) in the Caribbean region. Participants will enhance their ability to plan and teach HFLE, based on country data, local community health problems and evidence of effective school-based approaches.

**AUDIENCE:**

Experienced HFLE teachers and education curriculum planners/trainers in primary and secondary schools; experienced HFLE teacher educators from teacher education colleges.

## **RATIONALE:**

For more than 15 years, countries in the Organization of Eastern Caribbean States (OECS) have been most progressive in developing ways to teach Health and Family Education (HFLE), especially in teacher education colleges. However, there is still a significant need for many more trained teachers in Caribbean schools, both at the primary and secondary level. And, there is a need for a formal credentialing process for those who teach and for those who prepare others to teach HFLE.

Risks to the health of young people are on the rise in Caribbean nations. Those risks include nutritional deficiencies and obesity, use of alcohol, tobacco and other drugs, mental health, aggressive behaviour, violence and suicide. Health and education are interdependent. Health affects students' ability to learn and academic performance and teachers' ability to teach. The more years of schooling a person has, the more likely he or she will be healthy. Therefore, teachers and teacher educators have a critical role to play in creating healthy learning environments in schools and in [preparing young people and themselves to create environments that are safe and health-promoting.

## **CONTENT:**

### **1) *History of HFLE in the Caribbean and Influencing Factors***

- Brief review of 15-20 year history of HFLE in the region
- Consideration of the role of custom, culture, economics and employment, migration and immigration on health behaviours in the Caribbean.

### **2) *International School Health Initiatives and How to Draw Upon Them***

Review of the World Health Organization's Health Promoting School, UNICEF's Child Friendly Schools and the multi-agency initiative of FRESH (Focused Resources on Effective School Health). Participants will access these web sites and other resources available through the UN system. There will be a brief review of School Health Donors that could be useful to OECS efforts.

### **3) *Theory and evidence Base for HFLE: What works?***

Theory and evidence base for using skills-based health education (Life Skills) as the primary instructional approach to HFLE will be reviewed, with a focus on such skills as: Communication/Interpersonal Decision-Making and Critical Thinking, Coping and Self-Management, Negotiation/refusal, Cooperation and teamwork.

Theories will be illustrated with sample lessons to develop skills in areas of emotional and mental health, prevention of violence and aggressive behaviour, substance abuse and HIV/STIs. Such learning theories as Child & Adolescent Developmental Psychology. *Erikson*; Social Learning, *Bandura*; Social Influence, *Evans Mcguire*; Cognitive Problem Solving (*Spivak, Shure, Healey*); Multiple Intelligencies (*Gardner, Goleman*); Risk and Protective Factors (*Zigler, Rutter, Hawkins, Barnard*).

**4) HFLE Pedagogy or Instructional Technology**

Participants will consider a range of didactic, interactive or participatory and teacher-facilitated methods for teaching HFLE. Participatory methods, in particular, are more likely to be effective in enable students to acquire critical skills.

**5) HFLE Curricula Frameworks, Curricula Material and Other Teaching Resources**

Frameworks have now been developed for the OECS region, with the support of CARICOM and UNICEF. Using these and other frameworks, participants will develop, select and adapt developmentally appropriate lessons to address major health risk and protective factors for their student. In addition, participants will prepare and present sample HFLE units and lessons. Participants will also use the Internet to find a range of supportive teaching materials and related resources.

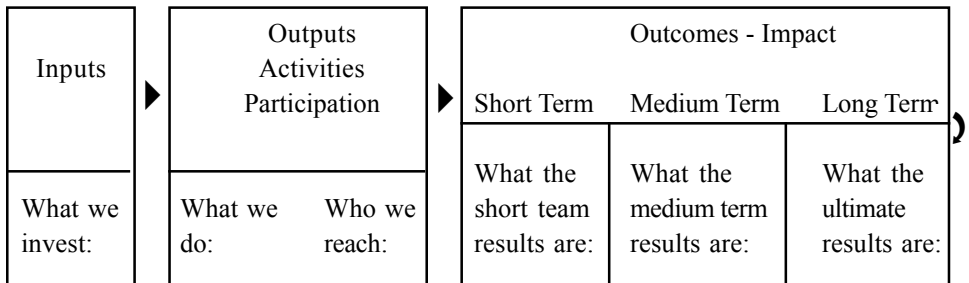
**6) Assessing Student Learning**

Participants will gain experience in using written and oral tests, as well as alternative forms of assessment including: observation checklists and portfolios of student work to assess student mastery of knowledge, skills and critical competencies in HFLE.

**7) Program Development**

HFLE teachers and planners will gain an understanding of the ultimate outcomes they will aim to achieve and how.

***Logic model as a tool for HFLE planning***



**COURSE METHODOLOGIES:**

Course methodologies will be consistent with what is to be taught, integrating traditional and interactive methods, planning exercises and field experiences. Another aim, to reduce costs and participants' time away from home, is to develop and deliver a portion of the course through on-line learning.

**ASSESSMENT PROCEDURE:**

Participants' knowledge and skill will be assessed through:

Written Examination:	60%
Coursework	40%

**SELECTED READINGS:**

Gilbert, G.G. & Sawyer, R.G. (2000). Health Education: Creating strategies for school and community health. University of Martland Press.

Simons-Morton, D., Greene, W. & Gottlieb, N. (1995) Introduction to Health Education and Health Promotion. Waveland Press.

**TITLE: EDGC 2401: PLANNING, IMPLEMENTING AND  
EVALUATING A PROGRAMME IN HEALTH  
AND FAMILY LIFE EDUCATION FOR  
EDUCATION SETTINGS**

**LEVEL: II**

**CREDITS: 3**

**HOURS: 39**

**PRE-REQUISITE:**

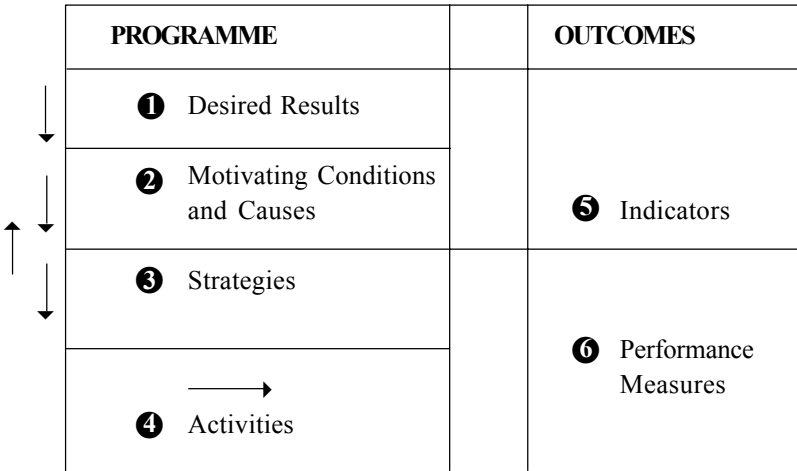
**OBJECTIVES:**

At the end of this course, participants will be able to:

- create a complete plan to implement and evaluate a comprehensive school health programme, drawing plan to implement and evaluate a comprehensive school health programme, drawing on and adapting evidence-based approaches.
- know how to advocate, and pursue funding, for school-based and related health promotion programmes.

**CONTENT:**

- Introduction to planning, implementing and evaluating health promotion programmes for education settings. Students will learn how to locate and use existing data at the local, country and regional levels to determine health promotion priorities, and how to use a logic model to consider what outcomes they want to achieve. Emphasis will be placed on the importance of using available data as a foundation for information-gathering efforts.
- Students will design an HFLE programme for their school or community. Students will ascertain (a) desired results, (b) motivating conditions and causes, (c) strategies, (d) activities, (e) indicators and (f) performance measures.



- Identify, select and adapt research-based approaches for such issues as violence, suicide and injury, alcohol, tobacco and other drug use. HIV/AIDS and sexually transmitted disease and their interrelationships. Students will learn how to combine effective policies, instruction, services and a healthy school environment based on the research.
- Implementing HFLE Programmes: students will use a feasibility tool to assess the viability of implementing an HFLE programme in their school or community. They will examine each of the following variables and present their findings: resources available, population, school climate, community climate, availability and future sustainability.
- Programme Evaluation: qualitative and quantitative ways to assess the reach and impact of programme efforts and using the results to tell the story and gain support. Ministries and local schools and communities, international and regional donors increasingly are interested in a range of formal and informal programme evaluations to know how many people were reached, with what programmes and with what results. Students will learn the elements of basic programme evaluation and how to apply them to programmes they might manage.

**SELECTED READINGS:**

Dash, K. et al. (2003) Applying effective strategies for school violence and substance abuse prevention. EDC, Boston.

Lewin, L. (2001) Using the internet to strengthen curriculum. ASCD, Alexandria, VA.

Mangrulkar, L., Whitman, C.V. & Posner, M. (2001) Life-skills Approach to child and adolescent healthy human development. Adolescent Health & Development Unit PAHO/WHO.

Tanner, D. & Tanner, L. (1995) Curriculum Development: Theory and practice. Merrill/Prentice Hall.

**STUDENT LEARNING AND ASSESSMENT:**

Participants' knowledge and skill will be assessed through:

Written Examination           60%

Coursework                       40%

**TITLE: EDGC 3701: EDUCATION AND BEHAVIOUR CHANGE STRATEGIES: THE EDUCATIONAL COMPONENT**

**LEVEL:                III**

**CREDITS:            3**

**HOURS:               39**

**PRE-REQUISITE:**

**OBJECTIVES:**

At the end of this course, participants will be able to:

- identify and plan instructional components of HFLE
- teach HFLE using a variety of strategies
- plan to implement an innovative education approach and the organizational and systems change that are essential for effective change.

**CONTENT:**

- Theory and evidence base for effective education and behaviour change strategies: Skills-based health education (life skills) as the primary instructional approach to HFLE with a focus on such skills as: communication/interpersonal decision-making and critical thinking, coping and self-management, negotiation/refusal, cooperation and teamwork. In addition, theories of behaviour change and communications will be included. Student health will be reviewed.

Theories will be illustrated with sample lessons to develop skills in areas of emotional and mental health, prevention of violence and aggressive behaviour, substance abuse and HIV/STIs. A wide sample of learning theories will be examined including: Child & Adolescent Development Psychology, *Ericson*; Social Learning, *Bandura*; Social Influence; *Evans McGuire*; Cognitive Problem Solving (*Spivak, Shure, Healey*); Multiple Intelligences (*Gardner, Goleman*); Risk and Protective Factors (*Zigler, Rutter, Hawkins, Bernard*).

- Instructional technology and pedagogy: Didactic, participatory, and teacher facilitated; when to use what. Students will consider a range of didactic, interactive or participatory methods for teaching HFLE in the school setting or engaging youth and adults in the community or work setting. Participatory methods, in particular, are more likely to be effective in enabling youth and adults to acquire and practice critical skills.
- HFLE curricula framework, curricula material and other teaching resources: Frameworks have now been developed for the OECS region, with the support of CARICOM and UNICEF. Using these and other frameworks, students will develop, select or adapt developmentally appropriate lessons or strategies to address major health risk and protective factors for their setting. In addition, students will prepare and present school-based units and lessons, a health promotion campaign for the community and a worksite cessation programme. Students will also use the Internet to find a range of supportive programmes, teaching materials and other resources.
- Assessing student learning: Traditional and alternative ways to assess student learning. For the school setting, students will gain experience in using written and oral tests, as well as alternative forms of assessment including observation checklists and portfolios of student work to assess student mastery of knowledge, skills and critical competencies in HFLE. In the community and worksite setting, students will gain experience in using other forms of assessment to measure change in knowledge, skills and attitude.

**SELECTED READINGS:**

Danielson, C. & Abrutyn, L. (1997) An introduction to using portfolios in the classroom. ASCD, Virginia, USA.

Dash, R.J. & Lorraine, L. (1997) Access to health. Allyn & Bacon.

Furnish, J. et al (2000) *Teacher's Wrap around: Young living*. McGraw Hill.

Gilbert, G.G. & Sawyer, R.G. (2000) *Health Education: Creating strategies for school and community health*. University of Maryland Press.

Mangrulkar, L. Whitman, C.V. & Posner, M. (2001) *Life-skills Approach to child and adolescence healthy human development*. Adolescent Health & Development Unit PAHO/WHO.

Merki, M. & Merki, D. (1999) *Glencoe Health: A guide to wellness*. McGraw Hill.

Simons-Morton, B., Greene, W. & Gottlieb, N. (1995) *Introduction to Health Education and Health Promotion*. Waveland Press.

World Health Organization (In press) *Skills for Health: Skills-based health, education, including life-skills*. Technical Information Series on School Health, Document 9.

### **STUDENT LEARNING AND ASSESSMENT:**

Participants' knowledge and skill will be assessed through:

Written Examination            60%

Coursework                        40%

# **TITLE: EDLA 2112: THE STRUCTURE AND NATURE OF LANGUAGE ARTS**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITES: None**

## **OBJECTIVES**

1. To enable students to develop a conceptual overview of the language arts, and the instructional implications thereof.
2. To encourage the development of critical awareness of how the general curriculum process might be applied to various teaching and learning concerns in language arts.
3. To enable students to develop knowledge of, and skills in using, different theoretical perspectives in designing language arts units.

## **CONTENT**

1. Nature of 'language' - various perspectives.
2. Language acquisition - core concepts and principles.
3. Language situation in the Caribbean - core concepts and principles.
4. Conceptual overview of curriculum design in language arts.
5. 'Language growth' as an integrative concept linking the various facets of language arts.
6. Classroom contexts/practices which facilitate 'language growth'.
7. Various approaches to organising language arts curricula e.g. themes, language functions/genres, communicative vs audio-lingual approaches.

## **ASSESSMENT PROCEDURES**

One (1) Coursework Assignment (unit)	[40%]
Examination (2 hours)	[60%]

## **TEACHING**

1. Lectures
2. Guided reading and student discussion/debates
3. In-class practical experiences (unit-design).

## **BOOKS**

Norton, D. E. (1992) **The Impact of Literature-Based Reading**.  
 Roberts, P.A. (1988) **West Indians and Their Language**. CUP: Cambridge.

## **TITLE: EDLA 3005: SELECTED PEDAGOGICAL ISSUES IN LANGUAGE ARTS**

**LEVEL: III**

**CREDITS: 3**

**PREREQUISITES** required: **EDCU 2101** and **EDLS 2112** or other appropriate courses/experiences.

### **OBJECTIVE**

To enable students to develop a conceptual framework and practical skills with reference to various aspects of the Language Arts curriculum.

### **CONTENT**

1. Language across the curriculum especially its application in content area reading
2. The teaching of composition.
3. Assessing composition performance: analytic methods, holistic methods, rubrics.
4. Seminars on key aspects of Language Arts. e.g. communicative language teaching, vocabulary, spelling.

### **TEACHING METHODS**

1. Practical work in and out of class (group/independent) plus 'presentations'.
2. Short position papers/panel discussion/debate based on guided reading.
3. Video tapes.
4. Lecture/discussion.

### **ASSESSMENT PROCEDURES**

#### **Course Work [100%]**

#### **Assignments:**

A task requiring the student to apply the theory and practice of language across the curriculum, e.g. a handbook for teachers.

Practical task(s) requiring the actual evaluation of pupils' compositions and implications for instruction.

**Note**

Wherever practicable, collaborative learning will be encouraged.

Neither assignment will be weighted less than 45%.

Where applicable, the task(s) related to the seminars may be allocated a maximum of 10% of the credit.

**BOOKS****REQUIRED TEXTS**

Gill, K. (Ed.) (1993) **Process and Portfolios in Writing Instruction**. Champaign, IL: National Council of Teachers of English.

Hughey, Jane B. & Flack, Charlotte (2001) **Teaching Children to Write: Theory into Practice**. Merrill: Prentice Hall.

**ESSENTIAL**

Ruddell, M.R. (1993) **Teaching Content Reading and Writing**. Boston: Allyn & Bacon.

Tompkins, Gail E. (1990) **Teaching Writing: Balancing Process and Product**. Merrill: New York.

Vacca, Richard T. & Vacca Jo Anne L. **Content Area Reading: Literacy and Learning Across the Curriculum**. (1998). Allyn & Bacon.

# **TITLE: EDLS 2301: READING/WRITING STRATEGIES FOR ACADEMIC PURPOSES**

**LEVEL: II**

**CREDITS: 3**

This course is meant to provide students, many of whom may have been away from formal study for some time, or who may have developed inefficient study strategies to acquire the self and task knowledge required for them to develop effective study strategies.

## **OBJECTIVES**

1. To enable students to understand the reader and text factors that influence the understanding of expository text.
2. To enable students to develop self awareness as learners in relation to the academic demands comprising their course of study.
3. To provide a structured framework within which students are able to develop effective study habits and strategies.

## **CONTENT**

1. Understanding and identifying the characteristics of expository text.
2. Psycholinguistic factors influencing the comprehension of expository text e.g. schema theory, text structure.
3. Internal and external factors that influence effective study.
4. Understanding the cognitive bases of common academic tasks e.g. Note taking.
5. Effective use of reference resources.
6. Research-based practicum experiences in effective strategy use in relation to common academic tasks e.g. reviews, annotation.

## **TEACHING METHODOLOGY**

1. Lecture-discussion-application with respect to each module.
2. Staggered 'tutorials' related to student needs, self awareness as learner.
3. Cooperative learning and other collaborative, interactive small group methodologies.

**ASSESSMENT PROCEDURES**

- |                           |       |
|---------------------------|-------|
| 1. Literature             | [30%] |
| 2. Annotated bibliography | [10%] |
| 3. Portfolio              | [60%] |

**READING/BOOKS**

1. Students will be required to get the Course Resource Packet compiled from relevant journals and texts on study strategies at the College level.
2. Heimlich, J. and Pittleman, S.D. (1986). **Semantic Mapping**. Newark, DE: International Reading Association.
3. Pittleman, S.C., Heimlich, J.E. Berland, R.L. and French, M.P. (1991). Semantic feature analysis. Newark, DE: International Reading Association.

## For Reference

4. Pearson, P.D., Barr, R., M.L. and Mosenthal, P.D. (Eds.) (1984). **Handbook of Research on Reading**. Vol. 1. New York: Longman.
4. Barr, R., M.L., and Mosenthal, P.B. and Pearson, P.D., (Eds.) (1991). **Handbook of Research on Reading**. Vol. New York: Longman.

# **TITLE: EDLS 3004: CURRICULUM AND INSTRUCTIONAL ISSUES IN LITERACY STUDIES**

**LEVEL: III**

**CREDITS: 3**

**PREREQUISITES** required: **EDCU 2101** and **EDLA 2112** or other appropriate courses/experiences.

## **OBJECTIVE**

To enable the students to develop a conceptual grasp of the key issues and concerns in literacy curriculum, instruction and assessment.

## **CONTENT**

1. Conception of the reading process.
2. 'Literacy' vs 'reading' - the conceptual difference.
3. Stages of literacy development.
4. Diagnosis of reading difficulties.
5. The methodology for teaching 'reading' - a conceptual framework emphasising the distinctive characteristics of each method, strengths, limitations, procedures, materials typical of each method.
6. Nature of comprehension - a conceptual framework.
7. Various approaches to the teaching of 'comprehension'.
8. Vocabulary development and 'comprehension'.

## **TEACHING METHODS**

1. Student presentations based on reading of the 'literature'.
2. Practical work - in and out of class.
3. Lectures/discussion.
4. Formative monitoring of needs e.g., journals, learning-logs.
5. Audio and video tapes.

## ASSESSMENT PROCEDURES

Coursework (Diagnosis task)	[40%]
Examination (2 hours)	[60%]

### Notes on Assessment:

1. Broad guidelines for each assignment will be provided by the course lecturer.
2. Wherever possible, collaborative learning will be encouraged.

## REQUIRED TEXTS

Goodman, Y.M., Watson, D.J. and Burke, C.L. **Reading Miscue Inventory: Alternative Procedures.** (1987) N.Y.: Richard C. Owen.

Vacca, Richard T & Vacca. Jo Anne L. **Content Area Reading: Literacy and Learning Across the Curriculum.** (1998). Allyn & Bacon.

## READING LIST

Teaching Word Recognition, spelling and vocabulary: Strategies from the Reading Teacher. Newark, D.E.: International Reading Association.

Nagy, W.E. (1998) **Teaching Vocabulary to Improve Reading Comprehension.** Newark, DE: IRA.

Norton, D.E. (1992) **The Impact of Literature-Based Reading.** Merill.

## JOURNALS

1. The Reading Teacher.
2. The Journal of Adolescent and Adult Literacy.
3. Language Arts.
4. Elementary English

# **TITLE: EDMA 2111: THE STRUCTURE AND NATURE OF MATHEMATICS**

**LEVEL: II**

**CREDITS: 3**

## **OBJECTIVES**

To help students

- (i) develop awareness of the characteristics of Mathematics knowledge, skills and activity to inform their teaching at Primary and Secondary School levels;
- (ii) improve their knowledge and understanding of basic mathematics content and develop their ability to teach mathematics in a meaningful and enjoyable way.

## **CONTENT**

1. Nature and structure of Mathematics knowledge, mathematical skills; Mathematics as a way of thinking, knowing and doing. Brief historical development.
2. Foundations of Primary/Secondary school mathematics.
3. Mathematics and life; relevance of various aspects of Mathematics in a changing society.
4. The aims of teaching Mathematics (at Primary/Secondary/Tertiary level).
5. Difficulties in learning Mathematics.
6. Classroom approaches to making Mathematics meaningful and enjoyable.

## **TEACHING**

Lecture/discussion, student seminars, practical sessions.

## **ASSESSMENT PROCEDURES**

Coursework	[40%]
Examination (2 hours)	[60%]

**READING**  
**(Required)**

Cockcroft, W. H. (1982) **Mathematics Counts**: Report of the Committee of inquiry into the teaching of Mathematics in Schools. HMSO.

Setek, William M. Jr; Gallo, Michael A. (2005) **Fundamentals of Mathematics**. 9th Edition. Prentice Hall.

**(Recommended)**

Ahmed, Afzal (1987) **Better Mathematics** : A Curriculum Development Study. HMSO.

Orton, Anthony, (1992). **Learning Mathematics: Issues Theory and Classroom practice**. 2nd Edition. London: Continuum.

Dickson, Linda; Brown, Margaret and Gibson, Olwen (1984) **Children Learning Mathematics : A Teacher's Guide to Recent Research**. Holt, Rinehart, Winston.

Larcombe, Antony (1985) **Mathematical learning difficulties in the secondary school: pupil needs and teacher roles**. Open University Press, UK.

**TITLE: EDME 2211: TESTING, MEASUREMENT AND EVALUATION I**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITES: None**

**OBJECTIVES:**

To help students

- Develop an understanding of the nature and purpose of educational evaluation in the school context.
- Recognise that assessment is not necessarily restricted to tests and examinations.
- Develop an understanding of the importance of feedback and of the link between teaching and assessment.
- Develop skills in assessing students before, during and after instruction.

- Construct a variety of assessment instruments to determine students' achievement.
- Use test scores, marks and grades to evaluate learning outcomes and to report students' accomplishments meaningfully.

## CONTENT

1. Nature and purpose of assessment, evaluation, measurement;
2. Writing and analysing goals and learning outcomes for assessments;
3. Bloom's taxonomy of educational objectives; advantages and disadvantages;
4. Other taxonomies for classifying assessments;
5. Characteristics of good tests;
6. Test specifications; techniques of test construction;
7. Evaluation to improve instruction and learning; evaluation and feedback;
8. Assessment before, during and after instruction;
9. Construction of a variety of selected-response and constructed-response assessment instruments: multiple choice, matching, etc; short answer, essays, assignments, projects;
10. Types of tests: diagnostic, readiness, formative, summative, selection; tests to determine mastery, achievement, aptitude; norm-referenced and criterion-referenced testing approaches;
11. Simple item analysis techniques; evaluation of test performance;
12. Marking and scoring of tests;
13. Meaning, use, and limitations of marks and grades.

## ASSESSMENT

Coursework	40%
Examination (2 hours)	60%

## REQUIRED

Gronlund, Norman (2003). **Assessment of Student Achievement**; (seventh edition). Boston, MA: Allyn & Bacon.

Popham, James (2002). **Classroom Assessment: What Teachers need to Know**; (3rd edition); Needham Heights, MA: Allyn and Bacon.

**Additional Reading**

Carey, Lou (2001). **Measuring and Evaluating Student Learning**. (3rd edition). Needham Heights, MA: Allyn and Bacon.

Mc Millan, James (2003). **Classroom Assessment: Principles and Practice for Effective Instruction**. Third edition. Needham Heights, MA: Allyn & Bacon.

**TITLE: EDME 3813: TESTING, MEASUREMENT AND EVALUATION II**

**LEVEL: III**

**CREDITS: 3**

**OBJECTIVES**

To enable students to:

- (i) understand the characteristics of educational measurement;
- (ii) understand the need for a variety of ways of assessing school attainment and progress.
- (iii) improve their ability to set, administer and analyse school examinations.

**CONTENT**

1. Characteristics of educational measurement.
2. Modes of assessment.
3. Norm-referenced and criterion-referenced assessment.
4. Internal and external examinations: principles and processes.
5. Test analysis and examination feedback.

**TEACHING METHODOLOGY**

Lecture/Discussion, student seminars/practical sessions.

**ASSESSMENT PROCEDURES**

Coursework	[40%]
Examination (2 hours)	[60%]

**READING** (recommended)

Carey, Lou M. (2001) **Measuring and Evaluating School Learning**. 3rd Edition. Allyn & Bacon.

Rowntree, Derek (1987) 2nd Edition. **Assessing students : how shall we know them**. Blackie.

Davies, Don. (1986) **Maximizing Examination Performance**. Kogan Page.

Gronlund, Norman E. (2003) **Assessment of Student Achievement** 7th Edition. Allyn & Bacon.

Nitko, A. (2004) **Educational Assessment of Students** 3rd Edition. Prentice Hall.

**TITLE: EDME 3814: TESTING, MEASUREMENT AND  
EVALUATION III**

**LEVEL: III**

**CREDITS: 3**

**PREREQUISITE: EDME 2211**

**OBJECTIVES**

To enable students to:

- (i) recognise the importance of assessment in non-cognitive domains;
- (iii) understand the need for teacher appraisal and consider ways in which it may be carried out in the school system.
- (iv) recognise the importance of pupil accounting and consider ways of monitoring pupil progress and attainment.
- (ii) become aware of the instruments, techniques and skills used in appraising attitudes, personality traits, practical skills.
- (iii) understand the need for teacher appraisal and consider ways in which it may be carried out in the school system.
- (iv) recognise the importance of pupil accounting and consider ways of monitoring pupil progress and attainment.
- (v) consider alternatives to conventional reporting practices.

**CONTENT**

1. Educational assessment in the affective and psychomotor domains: practical skills, attitudes, personality traits, etc.
2. Teacher appraisal.
3. Continuous assessment.
4. Pupil accounting: recording progress and attainment, reports and reporting.
5. Alternatives to traditional forms of reporting: use of profiles and portfolios.

**TEACHING METHODOLOGY**

Lecture/Discussion, student seminars/practical sessions.

**ASSESSMENT PROCEDURES**

Coursework	[40%]
Examination (2 hours)	[60%]

**READING** (as recommended)

Carey, L.M. (2000). **Measuring and Evaluating School Learning** (3rd ed.) Allyn & Bacon.

Nitko, A.J.. **Educational Assessment of Students.** (3rd Edition) Prentice Hall.

Chattergi, M. (2003). **Designing and using tools for Educational Assessment.** Pearson Education Inc.

**TITLE: EDPH 2016 : PHILOSOPHY OF EDUCATION****LEVEL: II****CREDITS: 3****AIMS**

The phrase ‘philosophy of...’ is used where the intention is to provide explicit and systematic accounts of the theories and explanatory strategies exploited in a particular discipline, and to construct philosophically illuminating analyses or explications of central theoretical concepts invoked in that field. In philosophy of education, one also attempts to examine the various ways in which philosophical assumptions appear in, affect, and illuminate education.

**OBJECTIVES**

In this course, the objective is to introduce students to some distinctive ways of philosophical thinking in general, and philosophies of mind and psychology in particular, with reference to educational concerns. An important aspect of the course is to encourage students to apply the course content to their own educational settings and issues.

**CONTENT**

Philosophy of education covers an extensive area of study, as a result of which one has to be highly selective in the choice of issues. Generally, the content of this course concerns topics in philosophical psychology of education where the focus will be on some main areas of philosophies of mind and psychology that bear direct relationship to issues in education. Specifically, topics treated in the course will include subjects such as the nature of mind, capacities and dispositions, concepts and concept-formation, intelligence, thinking, emotion, motivation, imagination, and creativity. Also the course attempts to show how educational issues in philosophies of mind and psychology are interconnected and how they connect with other relevant areas of philosophy such as epistemology, metaphysics and ethics.

<b>Teaching Arrangement</b>	Lectures and Seminars	
<b>Method of Assessment</b>	One Essay (2,000-2,500 Words)	30%
	One Seminar Presentation	10%
	One Final Written Examination (2 Hours)	60%

**Required Readings**

Hamn, C.	<i>Philosophical Issues in Education</i> (Falmer Press, 1989)
Kenny, A.	<i>The Metaphysics of Mind</i> (Oxford University Press, (1992)
Rorty, A. (ed.)	<i>Philosophers on Education</i> (Routledge, 1998)
Winch, C.	<i>The Philosophy of Human Learning</i> (Routledge, 1998)
Bastick, T. & A. Ezenne (eds.)	<i>Sociology of Education: Research in the Caribbean</i> (UWI, 2002)

**TITLE: EDPS 1001 : INTRODUCTION TO HUMAN DEVELOPMENT**

**LEVEL: I**

**CREDITS: 3**

**PREREQUISITES: None**

## **OBJECTIVES**

To enable students to

- (i) understand some of the major conceptual and theoretical bases underlying western psychological approaches to the study of human growth and development.
- (ii) understand, use and evaluate techniques for the scientific study of human growth and development.
- (iii) develop skills for self-awareness and self-analysis, and for the psychological analysis of the society in which they live.

## **CONTENT**

### **MODULE 1: HUMAN DEVELOPMENT-THEORETICAL ISSUES AND RESEARCH METHODOLOGY**

Why study human development? Developmental Psychology in historical perspective. The development process: concepts of growth development, maturation and learning, the interaction of nature and nurture; critical and sensitive periods and the concept of ‘developmental tasks’. Introduction to research methods in Developmental Psychology.

### **MODULE 2: PHYSICAL DEVELOPMENT THROUGHOUT THE LIFESPAN**

Introduction to genetics and the mechanisms of heredity. Conception to birth; pre- and post-natal influences on development. Physical growth and development throughout childhood, adolescence and adulthood. Factors affecting physical development, and problems particularly associated with various age groups. Physical characteristics and psychological adjustment.

**MODULE 3: BECOMING A MEMBER OF SOCIETY**

The goals of socialisation. Ways of knowing about the world, with particular emphasis on the role of language in human interaction. Establishing the parent-child relationship, parenting styles and social outcomes. Introduction to personality theories, with particular emphasis on the work of Freud, Erikson and Bandura. The role of the peer group and the mass media in socialization. Defining 'abnormal' and 'deviant' social behaviour.

**TEACHING METHODOLOGY**

Lectures and group discussion. Three hours per week for 13 weeks.

**ASSESSMENT PROCEDURES**

One coursework assignment	[40%]
Examination	[60%]

# **TITLE: EDPS 1005: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

**LEVEL: I**

**CREDITS: 3**

**PREREQUISITES:** Students should have previously taken **EDPS 1001: INTRODUCTION TO HUMAN DEVELOPMENT**

## **OBJECTIVES**

To enable students to:

- (i) understand some of the major conceptual theoretical and research bases for past and present educational practices.
- (ii) understand the values and implications which underline certain contemporary educational practices with regard to teaching, learning, counselling, management and discipline.
- (iii) explore a variety of quantitative and qualitative techniques for the systematic examination of individual and group functioning in the classroom.

## **CONTENT**

### **MODULE 1: COGNITIVE DEVELOPMENT**

The concepts of 'intelligence' and 'creativity'. Principles of learning classical and operant conditioning, attention, retention and transfer. Theories of cognitive development, with reference to the work of Piaget, Bruner and Kohlberg. Comparison of cognitive, behaviourist and humanistic approaches to education.

### **MODULE 2: MOTIVATION AND ACHIEVEMENT**

Introduction to theories of achievement, motivation and attribution; competing social motives in the classroom. Teacher and student expectancy effects. Inter- and intra-individual competition in the classroom and effects on performance and achievement. Sex differences in school achievement.

### **MODULE 3: SOCIAL INTERACTION IN THE CLASSROOM**

Defining teacher and pupil roles and relationships. Analysing verbal and non-verbal communication in classrooms. Teacher-pupil and pupil-pupil interaction and the role of the peer group. Teachers' management strategies and their influence on classroom climate.

## **TEACHING METHODOLOGY**

Lectures and group discussion. Three hours per week for 13 weeks.

## **ASSESSMENT PROCEDURES**

One coursework assignment	[40%]
One-two-hour written examination	[60%]

# **TITLE: EDPS 2011: PRINCIPLES OF EDUCATIONAL PSYCHOLOGY**

**LEVEL: III**

**CREDITS: 3**

## **OBJECTIVES**

To enable students to:

- (i) understand some of the major conceptual theoretical and research bases for past and present educational practices.
- (ii) understand the values and implications which underline certain contemporary educational practices with regard to teaching, learning, counselling, management and discipline.
- (iii) explore a variety of quantitative and qualitative techniques for the systematic examination of individual and group functioning in the classroom.

## **CONTENT**

### **1. DEVELOPMENT**

- (i) Cognitive Development Piagetian Foundations.
- (ii) Cognitive Development and Education.
- (iii) Social and Moral Development.

### **2. LEARNING**

- (i) The Behavioural Approach to Learning.
- (ii) Cognitive and Constructivist Views of Learning.
- (iii) Processing, Remembering and Restructuring.
- (iv) What we learn.

### 3. **MOTIVATION**

- (i) Basic Concepts of Motivation.
- (ii) Establishing and Maintaining Students' Success Expectations.

### 4. **CLASSROOM MANAGEMENT**

- (i) Establishing and Maintaining a Good Learning Environment.
- (ii) Principles and Techniques of Behaviour Modification.

### 5. **INDIVIDUAL DIFFERENCES**

- (i) IQ, Learning Style and Creativity.
- (ii) Socio Economic Status, Cultural and Gender Differences.
- (iii) Educating Students with Special Needs.

### 6. **INSTRUCTIONAL APPLICATIONS**

- (i) Designing Instruction.
- (ii) Principles for Selecting and Adapting Basic Instructional Methods.
- (iii) Assessing Student Performance.

## **TEACHING METHODOLOGY**

Lectures and Group Discussion. Three hours per week for 13 weeks.

## **ASSESSMENT PROCEDURE**

One (1) Coursework Assignment	[40%]
Examination (2 hours)	]60%]

## **REQUIRED TEXTBOOKS**

Slavin, Robert. **Educational Psychology: Theory and Practice**. Allyn & Bacon, 1994.

Borich, Gary D. & Tombari, Martin L. **Educational Psychology: A Contemporary Approach**. Harper Collins College Publishers. 1995.

**TITLE: EDPS 3804: PRINCIPLES OF SOCIAL PSYCHOLOGY**

**LEVEL: III**

**CREDITS: 3**

**OBJECTIVES**

To enable students to:

- (i) understand some of the major conceptual and theoretical approaches to the study of interpersonal behaviour and the development of social roles.
- (ii) understand, use and evaluate research techniques for the scientific study of social attitudes and behaviour and the functioning of groups.
- (iii) develop greater self awareness of their own functioning in interpersonal situations.

**CONTENT**

**1. UNDERSTANDING OURSELVES AND THE SOCIAL WORLD**

- (i) Social Perception - How we come to understand other people.
- (ii) Social Cognition - How we think about the social world.
- (iii) Self-Understanding - How do we know ourselves.
- (iv) Cognitive Dissonance and the need to maintain Self Esteem.

**2. SOCIAL INFLUENCE**

- (i) Conformity: Influencing behaviour.
- (ii) Attitudes and Attitude Change: Influencing thoughts and feelings.
- (iii) Group Processes.
- (iv) Leadership and Authority.

**3. SOCIAL INTERACTION**

- (i) Pro Social Behaviour: Why do people help?
- (ii) Aggression: Why we hurt other people.
- (iii) Prejudice: Causes and Cures.

**TEACHING METHODOLOGY**

Lectures and Group Discussion. Three hours per week for 13 weeks.

**ASSESSMENT PROCEDURES**

One Coursework Assignment	[40%]
Examination (2 hours)	[60%]

**READING LIST**

Baron, R.A. and Bryne, D. **Social Psychology (1999). 9th Edition.** Boston: Allyn & Bacon.

Smith, E.R. and Mackie, D.M. **Social Psychology (1995).** Worth Publishers.

# **TITLE: EDRS 2201: INTRODUCTION TO RESEARCH METHODS IN EDUCATION**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITES: None**

## **INTRODUCTION**

This one-semester course is focused mainly, but not entirely, on **qualitative** aspects of educational investigation since many students tend to have great difficulty with the mathematical and statistical aspects of research. It is felt that the opportunity to understand the research process in general without at the same time having to cope with mathematical difficulties could be of much benefit to students. The course **EDRS 2202: Basic Data Analysis with the Computer** completes the Research Methods in Education Programme for undergraduates.

## **OBJECTIVES**

As a result of studying this course students should

- (i) understand the nature and purpose of educational research, and the essential differences between quantitative and qualitative research methods;
- (ii) be able to read, understand and make a summary of the main findings of research reports and articles (at a level which is not highly technical), and be able to evaluate the procedures used in the investigation;
- (iii) define a research problem and propose a suitable design for dealing with the problem;
- (iv) understand and apply research techniques appropriately to educational problems;
- (v) consider the factors likely to affect the validity and quality of a small-scale research study;
- (vi) in relation to (iii) above,
  - (a) devise/construct a suitable data-gathering instrument (e.g. a questionnaire).
  - (b) carry out an approved set of data collection procedures,
  - (c) use descriptive statistics to analyse the data obtained,
  - (d) present the findings in a written report.

## CONTENT

1. The nature and purpose of Educational Research: ways of knowing, finding out; the scientific method and alternatives; normative and interpretive approaches. Role of Research in education.
2. Qualitative and quantitative approaches to Educational Research. Types of Research: Surveys, case studies, action research, historical research.
3. Choosing, defining and clarifying problems.
4. Reading, reviewing and interpreting educational literature, research reports and articles (as a means of gaining information and refining the research problem). Writing a review of literature.
5. Populations, samples and data collection. Research methodology: Designing, constructing and using questionnaires, interview schedules, rating scales. Observation.
6. Simple descriptive statistics and basic mathematics: averages, meaning and use of symbols, formulae and equations.
7. Analysing data and presenting results (including the use of simple descriptive statistics).
8. Writing a research report.

## TEACHING

Lecture/discussion, student seminars, practical lessons.

## ASSESSMENT PROCEDURES

Continuous assessment, which may consist of class exercises, group tasks, oral presentations culminating in a written report of a small-scale investigation.

Coursework	[40%]
Examination (2 hours)	[60%]

## COURSE TEXT

Gay, L.R. & Airasian, Peter. (2002) **Educational Research: competencies for Analysis and Application** Seventh Edition. Packaged with Student version of **SPSS version 11**.

## OTHER READINGS

Babbie, Earl. (2004). **The practice of Social Research**. 10th Edition. Thomson Learning. U.S.A.

Blaxter, L; Hughes, C. & Tight, M. (1996). **How to Research**. Open University Press (or latest edition).

### RECOMMENDED READING

Crocker, A. (1974). **Statistics for the teacher**. NFER.

Gellman, Estelle (1973). **Statistics for Teachers**. Harper and Row. [or latest edition].

Any basic A-level textbook on Statistics.

## TITLE EDRS 2202: BASIC DATA ANALYSIS WITH THE COMPUTER

LEVEL II/III

CREDITS 3

PRE-REQUISITES EDRS 2201 (or equivalent)

### INTRODUCTION

This course completes the teaching component of the Research Methods in Education programme for undergraduates. *It is assumed that students taking this course have familiarity with the use of the computer as well as an understanding of basic mathematics. Students who lack these pre-requisites should endeavour to acquire them as soon as possible since the course will not be dealing with computer fundamentals.*

*Basic Data Analysis with the computer* focuses on the analysis of research data, both qualitative and quantitative. The emphasis in the course is on the use of computer software to assist in this analysis. Descriptive and inferential statistical methods will be employed and analysis will be carried out using packages such as EXCEL, MINITAB, SPSS. In addition, WORDPERFECT, Microsoft WORD or similar word-processing packages may be used for presentation of data and the writing of reports.

### OBJECTIVES

To help students develop:

- (i) understanding of, and the ability to apply research techniques to educational problems;
- (ii) understanding of the process of statistical inference, and the ability to select and use appropriate statistical tests and carry out appropriate analytical procedures;
- (iii) the ability to use personal computers in the analysis and presentation of research data;

- (iv) a critical understanding of the advantages and limitations of the use of computer technology in the research process.

## CONTENT

1. Simple descriptive statistics and basic mathematics; meaning and use of symbols, formulae and equations.
2. Populations, sampling and representation; standard error; hypotheses, data collection.
3. Types of research studies and appropriate methods of data collection and analysis.
4. Statistical inference and the use of simple parametric and non-parametric statistics: *t*-test, *Pearson's coefficient of reliability*, *Spearman's reliability coefficient*, *Chi-square*  $P^2$
5. Data analysis:
  - preparation of data
  - summarizing data (qualitative and quantitative), sorting questionnaire responses
  - significance testing
  - interpreting results: recognizing the differences between computer analysis and manual analysis, as well as differences in output of different software packages.
6. Writing meaningful reports.

## TEACHING METHODOLOGY

The course will involve substantial hands-on experience, but some practice outside of scheduled sessions will be needed to enhance understanding and expertise in the use of the software. Depending on the size of classes and the available resources, students may have to work in pairs from time to time. Even though students will work with specific software, the emphasis will be on developing general features so that students will be able to apply their understanding to other software not dealt with on the course.

## ASSESSMENT PROCEDURES

**Coursework:** (including practical and/or written assignments, normally two) will account for a maximum of 40% of the final grade.

**Examination:** (normally 2 hours, done in the computer laboratory, with practical and/or written components), accounting for 60% of the final grade.

Students are expected to pass BOTH Coursework and Examination.

## READING AND REFERENCES

### REQUIRED

Gay, L.R. & Airasian, Peter. (2002) **Educational Research: competencies for Analysis and Application** Seventh Edition. Prentice Hall. Packaged with Student version of **SPSS version 11**.

### HIGHLY RECOMMENDED

Berenson, **Basic Business Statistics** 3rd Edition. Prentice-Hall

This text provides a great deal of help, exercises and suggestions for using Excel. It provides a statistical add in called PHstat which enhances the use of Excel for statistical analysis.

**TITLE: EDRS 3501: THE B.E.D. STUDY**

**LEVEL: III**

**CREDITS: 6**

**PREREQUISITES: EDRS 2201**

### GUIDELINES FOR THE STUDY

Students are required to undertake a study of an educational problem. The study should be typed double-spaced with 1+” margins. Pages should be numbered from the title page onward. Two copies are to be submitted, together with extra copies of the Abstract.

(i) **LENGTH OF STUDY**

The text should be within the range of 8,000 to 10,000 words.

(ii) **REVIEW OF LITERATURE : DISCUSSION OF TOPIC**

- (a) should not exceed 2,000 words;
- (b) should be closely related to the problem and closely integrated with the theme of the study (general background reading should not be included);
- (c) should omit direct quotations from other B.Ed. studies; however, reference might be made to appropriate findings from such studies.

(iii) **THE REPORT**

- (a) Reports based on other than empirical types of research are to be encouraged; e.g. library or documentary research, historical research, content-analysis, etc.;
- (b) In empirical studies, the number of variables and the size of samples should be restricted. For example, a sample of one to five schools is quite adequate for a study looking at school factors.

- (c) In analysing data, students should use only the statistical techniques dealt with in their courses.

(iv) **RESULTS, IMPLICATIONS AND RECOMMENDATIONS**

This should cover:

- (a) an intelligent assessment of the information (findings) presented in the report proper.
- (b) the implications of these findings in terms of the educational problem initially defined.
- (c) recommendations which can realistically be made in the light of the findings.

In addition to the above, the text should be preceded by an Abstract of not more than 300 words. This is not a summary of the contents of the study, but a brief statement of the problem, findings and recommendations. The final chapter should be followed by a Bibliography - a list of all writing referred to in the text, and Appendices - copies of questionnaires, tests and other data-gathering instruments employed.

**TITLE: EDSC 2110: THE STRUCTURE AND NATURE OF SCIENCE**

**LEVEL: II**

**CREDITS: 3**

**OBJECTIVES**

The students should be able to

- (i) describe the structure and nature of science.
- (ii) explain the implications of its structure and nature for the teaching/learning situation.
- (iii) outline the various processes of science, and their implications for the teaching/learning situation.
- (iv) critically appraise various curriculum patterns in science education.
- (v) plan and implement a teaching/learning unit/module for a selected science topic at a specified age level.

**CONTENT**

1. The Nature of Science.
2. Structure of Science.

3. What is Scientific Thinking.
4. Aims and Objectives for Science Education.
5. The Role of the Classroom Teacher/Education Officer in Curriculum Planning.
6. Science and the child: Some considerations.
7. Classroom and Laboratory Management Skills.
8. Methods of Science Instruction. Strengths and Weaknesses.

#### **ASSESSMENT PROCEDURES**

Coursework	[40%]
Examination (2 hours)	[60%]

**TITLE: EDSE 2924: INTRODUCTION TO SPECIAL EDUCATION****LEVEL: II****CREDITS: 3****Aims and Objectives**

This course is designed to introduce beginning special and non-special education students to rudiments of exceptionalities. At the end of the course, students will be able to:

1. understand the concept of special education, exceptionalities, handicap, disability and inclusion.
2. be familiar with various forms of deviations among school children.
3. be equipped with basic knowledge of classroom management of children with special needs and counselling of their parents.
4. be knowledgeable about team of professionals involved in education, treatment and rehabilitation of disabled children.
5. be equipped with methods of teaching, identification and educational programmes for individuals with disabilities.

**CONTENT**

Definition and concept of special education, disability, handicap, impairment, integration, and inclusion; history and development of special education in Eastern Caribbean, Barbados and the World; importance of special education knowledge to all teachers; visual impairment, mental retardation, hearing impairment, special gifts and talents, learning disabilities, physical disabilities, multiple disabilities, contemporary issues in special education.

**TEACHING METHODS**

Teaching will be delivered through lectures and tutorials.

**ASSESSMENT**

Assessment will be by assignment (40%) and examination (60%)

**READING LIST**

1. Kirk, S. A., Gallagher, J. J. and Anastasion, M. J. (2000). Educating exceptional children. Boston: Houghton Mifflin Company.
2. Kauffman, J. M. and Hallahan, D. P. (2000). Exceptional learners. Toronto: Allyn & Bacon.

## **TITLE: EDUCATION OF CHILDREN WITH PHYSICAL AND HEALTH IMPAIRMENT**

**CODE**                **EDSE 3901**

**LEVEL**             **II**

**CREDITS**         **3**

### **AIM AND OBJECTIVES:**

This course has been designed to familiarise education students with various physical disabilities and health problems that are present among school children and how to manage them in the classroom. After completing lectures on this course, students will be able to:

1. identify physical disabilities and health problems in school children.
2. be knowledgeable about causes, prevention and management of such problems.
3. be equipped with adequate experience of high and low technology that can assist children with such conditions.
4. be familiar with appropriate strategies of educating such children.

### **CONTENT**

Definition, concept and meanings of physical and health impairments, historical background, rationale and prevalence in the Eastern Caribbean; HIV/AIDS, poliomyelitis, sickle cell anemia, albinism, dwarfism, diabetes mellitus, defects of spinal cord, musculoskeletal conditions, asthma, cerebral palsy, hypertension, technology and adaptive devices for daily living, educational programmes for children with physical and health impairments, life after school, physical and health impaired youths in the Eastern Caribbean - past, present and future.

### **TEACHING METHODS**

Teaching will be delivered through lectures and tutorials.

### **ASSESSMENT**

Assessment will be by assignment (40%) and examination (60%)

### **READING LIST**

1. Synoground, E. S. (1998). **Health problems in the classroom**. New York: Houghton Mifflin Company.

2. Smith, D. D. and Luckason, R. (1995). **Introduction to special education**. Boston: Allyn & Bacon.
3. Parry, E. H. O. (1994). **Principles of Medicine in Africa**. Nairobi: Oxford University Press.

**TITLE: COMMUNICATION PROCESSES FOR THE HEARING-IMPAIRED**

**CODE EDSE 3902**

**LEVEL III**

**CREDITS 3**

**AIM AND OBJECTIVES**

This course is designed to enable students to acquire basic skills in various systems of communicating with the deaf. It will specifically help students to achieve the following:

1. understand the background to development of methods for communicating with the deaf.
2. be familiar with various systems of communicating with the deaf.
3. teach deaf children basic communication skills.

**CONTENT**

Concept of communication and deafness, types of deafness, history of communicating with the deaf, communication warfare, manual system, sign language, pen and pad method, oral method, total communication, manual alphabets, signing of numbers, simple words, greetings, short sentences formation, songs, poems, model teaching.

**TEACHING METHODS**

Teaching will be delivered through lectures and tutorials.

**ASSESSMENT**

Assessment will be by assignment (40%) and examination (60%)

**READING LIST**

1. Riekehof, L. L. (1997). **Joy of signing**. Missouri: Gospel Publishers.
2. Oyeshola, T. L. (1998). **Sign Language for Africa**. Ibadan: Abi Print & Pak.
3. Humphries, T. (1994). **A Basic Course in American Sign Language**.

**TITLE: EDSO 3102: THE SOCIAL CONTEXT OF EDUCATION****LEVEL: III****CREDITS: 3****PURPOSE OF THE COURSE**

The purpose of this course is to provide an introduction to the study of education as an institution which affects and is affected by other major institutions in society. More specifically, the course seeks to provide the student with a critical understanding of the following (i) major theoretical perspectives in the Sociology of Education; (2) the concept of education and national development; (3) the determinants of academic achievement; (4) the alleged integrative functions of school and the Bowles-Gintis “legitimation hypothesis”; and (5) teaching as a “profession”.

**CONTENT****MODULE 1: MAJOR THEORETICAL PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION.**

- What is Sociology
- What is Sociology of Education
- Structural functionalism
- Conflict theory
- Symbolic interactionism
- Positivism vs phenomenology

**MODULE 2: EDUCATION AND DEVELOPMENT**

- Formal, non-formal and informal education
- Seers’ concept of development
- Main issues in education for development

**MODULE 3: DETERMINANTS OF ACADEMIC ACHIEVEMENT**

- School-based factors
- Non-school factors
- Interaction between school and non-school factors, especially in relation to “Developing Countries”.

**MODULE 4: EDUCATION AND MERITOCRACY**

- Concept of Meritocracy
- The Bowles-Gintis “legitimation hypothesis”
- Critiques of the Bowles-Gintis thesis

**MODULE 5: TEACHING AS A PROFESSION**

Concept of profession  
 Concept of semi-profession  
 Relevance to teaching

**ASSESSMENT PROCEDURES**

Coursework (1 assignment)	[40%]
Examination (2 hours)	[60%]

**REQUIRED TEXTBOOKS**

Haralambos, M. & Holborn, M. **Sociology: Themes and Perspectives**. 5th Ed (2000). London: Harper Collins Publishers.

Riordan, Cornelius. **Equality and Achievement: An Introduction to the Sociology of Education** (1997). New York: Longman.

**READING LIST**

Fagerlind, I. & Saha, L. (1989) **Education and National Development: A Comparative Perspective**. Second Edition. Oxford: Pergamon Press.

Fuller, Bruce. (1986) **Raising School Quality in Developing Countries: What Investments Boost Learning?** Washington: World Bank.

Shedd, Joseph B. & Bacharach, Samuel B. (1991). **Tangled Hierarchies: Teachers as Professionals and the Management of Schools**. Oxford: Jossey-Bass Publishers.

# **TITLE: EDSS 2113: THE STRUCTURE AND NATURE OF SOCIAL STUDIES**

**LEVEL: II**

**CREDITS: 3**

## **OBJECTIVES**

To enable students to:

- (i) understand the nature and structure of Social Studies.
- (ii) be aware of the implications of the nature and structure for curriculum and instruction in the Social Studies.
- (iii) understand and appreciate the goals of Social Studies Education.
- (iv) critically examine some existing curriculum patterns in Social Studies.
- (v) be able to construct a unit on selected Social Studies topics.

## **CONTENT**

- (i) Nature of Social Studies.
- (ii) Structure of Social Studies.
- (iii) Major goals of Social Studies Education.
- (iv) A rationale for Social Studies in the school curriculum.
- (v) The Curriculum components.
- (vi) Social Studies content and its organisation.
- (vii) Social Studies Methodologies.
- (viii) Units and lesson plans.
- (ix) Evaluation in Social Studies.

## **ASSESSMENT PROCEDURES**

One (1) Coursework Assignment	[40%]
Examination (2 hours)	[60%]

**TEXTBOOKS****(Required)**

Michaels, J.U. **Social Studies for Children**. Prentice Hall. 1992.

King, R. et. al. **Social Studies Through Discovery**. Longman. 2000.

**(Recommended)**

Michaels, J. & Rushdoony, J. **Elementary Social Studies Handbook**. HBJ, N.Y.

Savage, D. & Armstrong, D. **Effective Teaching in Elementary Social Studies**. McMillan. 1992.

Welton, D. & Mallan, J. T. **Children and Their World**. Houghton Mifflin. 1992.

Brophy, J. & Alleman, J. **Powerful Social Studies for elementary students**. HBJ. 1996.

# **TITLE: EDSS 2201: BASIC GEOGRAPHIC SKILLS FOR THE SOCIAL STUDIES TEACHER**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITES: None**

## **OBJECTIVES:**

A range of geographical skill of utility to Social Studies teachers at all levels is introduced with practical examples for the student to master. Associated teaching methodologies and potential classroom problems are discussed.

## **CONTENT**

1. Skills related to the reading and interpretation of Caribbean topographical maps and atlas maps.
2. Skills related to the earth's shape and movement (latitude, longitude, projection, time-zones, etc.).
3. Skills involved in transforming statistical data into graphics.
4. Skills related to sketching, sketch map construction, and drawing diagrams for classroom use (on chalkboard or cartridge paper).

## **TEACHING**

Demonstrations, practical exercises and discussion.

## **ASSESSMENT PROCEDURES**

- |   |       |
|---|-------|
| 1. Map reading and interpretation - Practical Exercise    | [30%] |
| 2. Large format statistical graphics - Practical Exercise | [30%] |
| 3. In-course Test of 2 hours' duration                    | [40%] |

**TITLE: THE ROLE OF SOCIAL STUDIES IN  
PRIMARY/SECONDARY EDUCATION**

**LEVEL: III**

**CREDITS: 3**

**PREREQUISITE:** Normally

**OBJECTIVE**

To explore the nature of Social Studies as a school subject in the context of the Commonwealth Caribbean.

**CONTENT**

1. The nature of Social Studies.
2. Why teach Social Studies at the Secondary Level?
3. The development of Social Studies in the Commonwealth Caribbean.
4. The role of Social Studies at Primary and Secondary levels.
5. Issues in the organisation of the Social Studies curriculum.
6. The political perspectives of Social Studies curriculum.
7. Accommodating special interests in the Social Studies curriculum: Caribbean experience.
8. CXC Social Studies: the role of external examination.

**TEACHING METHODOLOGY**

Lecture/seminar, with representations by the course lecturer and participating students, individually and in groups

**ASSESSMENT PROCEDURES**

1. One fully referenced Research Paper of 1,500-2,000 words on a topic selected by the student in consultation with the lecturer, related to seminar presentation made during the course. [60%]
2. In-course Test of 2 hours' duration based on content and issues discussed during the course. [40%]

## **TITLE: EDTE 3404: ISSUES IN TEACHER EDUCATION**

**LEVEL: III**

**CREDITS: 3**

### **OBJECTIVES**

To enable students to:

- (i) examine critically the basic issues, assumptions, and problems in teacher preparation programmes in the Eastern Caribbean.
- (ii) develop the skills and competencies necessary for the planning, implementing and evaluating of teacher preparation programmes and promoting student-teacher development.
- (iii) examine aspects of pre-service and inservice teacher preparation programmes in a Caribbean context.

### **CONTENT**

#### **1. GOALS AND OBJECTIVES OF TEACHER PREPARATION PROGRAMMES**

- (i) Some basic issues in Teacher Education.
- (ii) Functions and Objectives of Teacher Education.
- (iii) Approaches to the Identification of Teacher Competencies in Terms of Skills, Attitudes, Knowledge and Behaviour.

#### **2. INSTRUCTIONAL MODELS IN TEACHER PREPARATION**

- (i) Models of Teaching.
- (ii) Teaching Styles, Skills and Strategies.
- (iii) Approaches to teacher preparation.
- (iv) Teacher education programmes in the Caribbean.
- (v) Field Experience: Study of Classroom Behaviour.
- (vi) Clinical Supervision: Purposes, Organisation, Procedures, Role Relationship.

#### **3. EVALUATING STUDENT ACCOMPLISHMENT AND PROGRAMME EFFECTIVENESS**

- (i) The Evaluation of Student Performance: Teaching Methods, Tutors' Effectiveness.

(ii) Assessment of Practical Teaching: Critical Appraisal Strategies, Instruments.

(iii) Monitoring of Student Progress: Growth Profiles.

### **TEACHING METHODOLOGY**

Lectures/Seminars/Field Experiences.

### **ASSESSMENT PROCEDURES**

One (1) Coursework Assignment [40%]

Examination (2 hours) [60%]

## **TITLE: EDTK 3304: MEDIA AND TECHNOLOGY IN EDUCATION**

**LEVEL: III**

**CREDITS: 3**

### **OBJECTIVES**

- (i) Explore the potential and limitations of the various media (including print and electronic) for classroom use.
- (ii) Develop sensitivity to learner characteristics which affect media selection and use.
- (iii) Analyse the role of media in student construction of meaning from both verbal and visual information.
- (iv) Explore ways to use technology to create interactive learning environments.
- (v) Design and develop media resources for use in classroom settings.
- (vi) The nature of instructional media.
- (vii) Psychological, Sociological and Philosophical consideration affecting media use.
- (viii) Constructivism and educational technology.
- (ix) Media and visual literacy.
- (x) The overhead projector.
- (xi) Computers and classroom use.
- (xii) Charts and posters for learning centres and bulletin boards.
- (xiii) Slides and photographs.

- (xiv) Videos and classroom use.
- (xv) Creating interactive learning environments.

## **COURSE OUTLINE**

Findings from cognitive research and advances in technology, especially information technologies, have pointed to the importance of reviewing instructional planning to meet the diverse needs of students and their cognitive styles. Moreover, the wide range of visual experiences which students now have requires schools to consider the need for media and visual literacy to be made expressed goals of the school curriculum. Students need opportunities for experiences which promote visual competency. To achieve this, teachers must recognise the increasing role of technology in out-of-school communication and embrace a wider range of technologies in fostering active student learning in the classroom. The activities in this course will raise the level of comfort of teachers with different media.

## **TEACHING METHOD**

Lecture-discussion, demonstration, student presentations, hands-on experience, use of resource persons. Students will analyse and illustrate their own learning during the course by assembling individual portfolios, and will apply selected media to their area of specialisation in the course practicum. This will involve actual teaching with media and reporting on their experiences.

## **ASSESSMENT PROCEDURES**

Coursework	[40%]
Examination: (2 hours)	[60%]

Students are expected to pass both coursework and examination.

## **REQUIRED TEXT:**

Heinich, Robert; Molenda, Michael; Russell, James D.; Smaldino, Sharon E (2001). **Instructional Media and Technologies for Learning**. 7th Edition. Merrill: Prentice Hall.

This text is accompanied by a CD and a support website: <http://www.prenhall.com/heinich>

## **READING LIST**

Adams, D. M. (1985). **Computers and teacher training: A practical guide**. New York, NY: The Haworth Press.

Cannings, T.R., & Brown, S.W. (1986). **The information age classroom: Using the computer as a tool**. Irvine, CA: Franklin, Beedle & Associates.

Colis, B. (1988). **Computers, curriculum, and whole-class instruction**. Belmont, CA: Wadsworth Publishing Company.

Daiute, C. (1985). **Writing and computers**. Reading, MA: Addison-Wesley Publishing Company.

Hirschbuhl, J.J. (1988). **Computers in education**. Guilford, CT: The Dushkin Publishing Group, Inc.

Ramiszowski, A.J. (1988). **The selection and use of instructional media**. London: Kogan Page Ltd.

Salomon, G. (1979). **Interaction of media, cognition, and learning**. San Francisco, CA: Jossey-Bass, Inc. Chapters 1-3, and 9.

Relevant journal articles in Educational Technology and Media and Methods.