Master of Education

Educational Policy and Leadership

Special Needs Education

Elementary Teaching Education

Intermediate Teaching Education

Sports Science Education

Master of Education

MISSION STATEMENT

The Springfield Research University Master of Education (M.Ed.) program stands as a beacon of educational transformation. Our unwavering commitment lies in advancing excellence, empowering educators, and fostering positive impact across diverse learning environments. Rooted in academic rigor, our program offers specialized tracks that serve as catalysts for change.

At Springfield Research University, our Master of Education (M.Ed.) program stands as a beacon of educational transformation. Rooted in academic rigor and unwavering commitment, we prepare educators to lead, innovate, and shape the future of learning. Here's how we achieve our mission:

1. **Academic Excellence:**
    - We uphold rigorous standards, fostering critical thinking and intellectual growth.
    - Through engaging coursework, practical training, and evidence-based practice, we empower educators to excel in their craft.
    - Our students gain a solid foundation in educational theory, pedagogy, and best practices.
2. **Cutting-Edge Research:**
    - Our faculty and students actively contribute to advancing educational practices.
    - By addressing real-world challenges, exploring innovative approaches, and shaping industry norms, we drive positive change within schools and communities.
    - Students engage in research projects, case studies, and strategic analyses, enhancing their ability to provide innovative solutions.
3. **Societal Impact:**
    - We recognize our responsibility to economic growth, ethical leadership, and community well-being.
    - Our graduates are not only knowledgeable professionals but also ethical leaders who advocate for inclusive, equitable education.
    - We empower them to make meaningful contributions to the educational landscape and society at large.

Program Focus: Our M.Ed. program emphasizes the following key areas:

1. **Specializations:**
    - Students can choose from specialized tracks, each tailored to meet specific educational demands:
        - **Educational Policy and Leadership:** Advocates for systemic change and equity.
        - **Special Needs Education:** Champions inclusivity and personalized support.
        - **Elementary Teaching Education:** Ignites young minds and fosters foundational skills.

        - **Intermediate Teaching Education:** Guides students through critical transitions.
        - **Sports Science Education:** Promotes wellness, discipline, and leadership.

2. **Applied Learning:**
    - Lectures, case studies, and simulations correlate theoretical knowledge with practical scenarios.
    - Students apply educational concepts in real-world classrooms, honing their instructional and decision-making skills.
3. **Industry Connections:**
    - Internships, guest lectures, and partnerships connect students with experienced educators and community leaders.
    - Networking opportunities enhance their understanding of educational dynamics and collaborative practices.
4. **Innovation and Advocacy:**
    - We encourage an entrepreneurial mindset, fostering creativity and adaptability.
    - Students explore innovative teaching methods, technology integration, and community engagement.

Our graduates emerge as educational visionaries—equipped to transform classrooms, schools, and communities. They advocate for student success, innovate with purpose, and ignite the spark of lifelong learning.

RATIONALE FOR SRU'S MASTER OF EDUCATION (M.ED.) PROGRAM

At Springfield Research University (SRU), we take pride in our Master of Education (M.Ed.) program, which is purposefully crafted to empower educators and educational leaders. Our program combines rigorous academic foundations with practical applications, ensuring that graduates are well-prepared to make a positive impact in the field of education.

1. **Addressing National Educational Needs (Eswatini):**
    - **Quantitative Expertise:**
        - Our program responds to Eswatini's demand for skilled educators who can navigate complex educational scenarios.
        - Students gain quantitative proficiency and critical thinking abilities to assess student performance, educational data, and strategic opportunities.
    - **Cutting-Edge Practices:**
        - Graduates advocate for evidence-based decision-making, ensuring student success, ethical practices, and equitable learning outcomes.
        - By enhancing their understanding of pedagogy, assessment, and curriculum design, they contribute to better educational practices.
    - **Policy and Innovation:**

        - The program fosters critical thinking, enabling graduates to engage in research, policy formulation, and informed decision-making at the national educational level.

2. **Addressing Regional Educational Needs (SADC - Southern African Development Community):**
    - **Harmonization of Educational Practices:**
        - SADC member states face common educational challenges.
        - Our program aligns with SADC's goal of harmonizing educational frameworks, promoting cooperation, and advancing effective teaching practices.
    - **Human Capital Development:**
        - Educators play a pivotal role in regional economic stability and growth.
        - The program contributes to building a skilled workforce capable of addressing cross-border educational complexities.
    - **Technological Advancements:**
        - SADC's prosperity relies on informed educational practices.
        - Our graduates contribute to innovative teaching methodologies, digital transformation, and inclusive practices.
3. **Purpose of the Program:**
    - **Technical Leadership:**
        - The program educates ethical leaders who champion evidence-based practices, effective classroom management, and community impact.
        - Graduates shape educational policies, instructional strategies, and student support systems, driving positive change.
    - **Innovative Research:**
        - Students engage in specialized educational research, addressing contemporary challenges such as personalized learning, digital transformation, and inclusive practices.
        - They contribute to advancements in teaching methodologies, student engagement, and educational equity.

Our graduates emerge as educational visionaries—equipped to transform classrooms, schools, and communities. They advocate for student success, innovate with purpose, and ignite the spark of lifelong learning.

PROGRAM LEARNING OBJECTIVES

The M.Ed Program candidates will:

1. **Educational Policy and Leadership:**
    - PLO 1: Graduates will analyze educational policies and advocate for equitable change.
    - PLO 2: Graduates will demonstrate leadership skills in educational contexts.

- PLO 3: Graduates will collaborate with diverse stakeholders to improve educational systems.

2. **Special Needs Education:**
   - PLO 1: Graduates will design and implement personalized support plans for students with special needs.
   - PLO 2: Graduates will create inclusive learning environments that accommodate diverse abilities.
   - PLO 3: Graduates will assess and adapt instructional strategies to meet individual student needs.
3. **Elementary Teaching Education:**
   - PLO 1: Graduates will design engaging and developmentally appropriate curriculum for elementary students.
   - PLO 2: Graduates will apply effective teaching methods to foster foundational skills.
   - PLO 3: Graduates will assess student learning and provide timely feedback.
4. **Intermediate Teaching Education:**
   - PLO 1: Graduates will facilitate critical thinking and problem-solving skills in middle and high school students.
   - PLO 2: Graduates will support students during educational transitions (e.g., elementary to middle school).
   - PLO 3: Graduates will promote positive classroom management and student engagement.
5. **Sports Science Education:**
   - PLO 1: Graduates will integrate sports science principles into physical education and coaching.
   - PLO 2: Graduates will promote health and wellness through sports and physical activity.
   - PLO 3: Graduates will demonstrate leadership in sports-related educational settings.

PROGRAM LEARNING OUTCOMES
The graduate has reliably demonstrated the ability to:

1. **Educational Policy and Leadership:**
   - PLO 1: Graduates will critically analyze educational policies, advocating for systemic change and equity.
   - PLO 2: Graduates will exhibit leadership qualities, driving innovation and collaboration within educational contexts.
   - PLO 3: Graduates will actively engage with diverse stakeholders to enhance educational systems.
2. **Special Needs Education:**

- PLO 1: Graduates will craft personalized support plans, ensuring inclusivity for students with diverse needs.
- PLO 2: Graduates will foster an environment where every student's abilities are celebrated and accommodated.
- PLO 3: Graduates will adapt teaching strategies to meet individual student requirements effectively.

3. **Elementary Teaching Education:**
    - PLO 1: Graduates will design captivating, developmentally appropriate curricula for elementary learners.
    - PLO 2: Graduates will employ effective teaching methods, nurturing foundational skills and curiosity.
    - PLO 3: Graduates will assess student progress and provide constructive feedback.
4. **Intermediate Teaching Education:**
    - PLO 1: Graduates will cultivate critical thinking and problem-solving abilities in middle and high school students.
    - PLO 2: Graduates will guide students through educational transitions, ensuring continuity and growth.
    - PLO 3: Graduates will create a positive classroom environment that encourages active participation.
5. **Sports Science Education:**
    - PLO 1: Graduates will seamlessly integrate sports science principles into physical education and coaching.
    - PLO 2: Graduates will champion health and wellness through sports and physical activity programs.
    - PLO 3: Graduates will exemplify leadership in sports-related educational settings.

ENTRY REQUIREMENTS

The student must have an appropriate first degree in education, or any other acceptable qualification as approved by the Senate.

CAREER OPPORTUNITIES

1. **Educational Policy and Leadership:**

    - **School Principal:** As a principal, you'll lead educational institutions, implement policies, and foster a positive learning environment.
    - **Educational Consultant:** Provide expert advice to schools, districts, or organizations on policy development, curriculum design, and leadership strategies.
    - **College/University Professor:** Teach aspiring educators and contribute to educational research.
    - **Educational Researcher:** Conduct research to improve educational systems and practices.

2. **Special Needs Education:**

    - **Inclusion Specialist:** Work with diverse learners, design personalized support plans, and promote inclusivity.
    - **Behavior Interventionist:** Address behavioral challenges in educational settings.
    - **Curriculum Specialist:** Develop specialized curricula for students with unique needs.
    - **Advocate for Inclusive Education:** Champion policies that ensure equal opportunities for all learners.

3. **Elementary Teaching Education:**

    - **Elementary School Teacher:** Inspire young minds, teach foundational skills, and create engaging classroom experiences.
    - **Curriculum Developer:** Design age-appropriate curricula aligned with educational standards.
    - **Education Coordinator:** Coordinate programs and activities within schools or districts.
    - **Education Writer/Blogger:** Contribute to educational publications or online platforms.

4. **Intermediate Teaching Education:**

    - **Middle School Teacher:** Guide students through critical transitions, foster critical thinking, and promote positive behavior.
    - **High School Teacher:** Teach subject-specific content, prepare students for exams, and mentor adolescents.

- **Career Counselor:** Assist students in making informed career choices.
- **Educational Technology Specialist:** Integrate technology into teaching practices.

5. **Sports Science Education:**
    - **Physical Education Teacher:** Promote wellness, sportsmanship, and physical fitness.
    - **Sports Coach/Trainer:** Train athletes, develop sports programs, and enhance performance.
    - **Health Educator:** Educate students about healthy lifestyles and nutrition.
    - **Sports Program Coordinator:** Organize sports events and activities.

The Master's Degree shall:

The Master's degree program in Education with Specialisation at Springfield Research University is designed to equip students with the skills and knowledge necessary for a successful career in this dynamic field. Here are the key features of our program:

1. **Duration**:
    - The program spans **two years** for full-time students or **four years** for part-time students.
2. **Semester Structure**:
    - Each academic year consists of **two semesters**.
    - **Semester Duration**: Each semester runs for **20 weeks**.
        - **Orientation Week**: One week dedicated to orientation.
        - **Teaching Weeks**: A minimum of **14 weeks** for instruction.
        - **Mid-Semester Break**: A one-week break for students.
        - **Examination Period**: Two weeks for final exams.
        - **Results Processing**: Two weeks allocated for marking and result processing.

Our program ensures a rigorous academic experience while allowing flexibility for part-time students. Students engage in hands-on learning, theoretical coursework, and practical projects, preparing them for the exciting challenges of the Education industry.

Special Departmental Regulations

1. **Course Completion Requirements**:

- All **Core**, **Prerequisite**, **Required**, **General**, and **Elective** courses within the degree program are compulsory. Students must pass these courses with a minimum grade of **50%** to graduate.
- However, during the third and fourth semesters, all courses must be passed with a minimum grade of **60%** (equivalent to a CGPA of **3.00**) to qualify for graduation.

2. **Optional Courses**:
    - Optional courses do not contribute to the final grade. Their marks are excluded from the computation of the overall grade.
3. **Externalization of Courses**:
    - All courses within the degree programs must be completed internally. Externalization is not permitted.
4. **Quality Control and Evaluation**:
    - Regular academic audits and reviews occur every two years, overseen by external moderators. Internal program evaluation is ongoing.
5. **Competence and Preparation**:
    - The courses offered in the Master of Education with Specialisation program provide adequate competences, preparing students for professional practice at the required academic level.
6. **Core and Prerequisite Courses**:
    - Students must pass all Core and Prerequisite courses with a minimum grade of **50%** before progressing to the next level or enrolling in additional courses.

Degree Award and Classification

- Upon successful completion of all **Core**, **Required**, and **Education** courses, as well as meeting the program requirements, a student will be awarded the degree of **Master of Education with Specialisation** at the end of the final year.
- The **normal classification** of a Master of Education with Specialisation Degree is determined based on the academic performance during the second year of study.

Rationale to Course Numbering

At Springfield Research University, we meticulously design our Master of Education with Specialisation curriculum to empower students with the knowledge and skills needed to thrive in this dynamic field. Our course numbering system serves as a roadmap, guiding students through their academic journey - ****600-level courses**** introduce foundational concepts and build on those foundations. - ****700-level courses**** explore more specialized topics and are advanced and often include research or project components. Let’s delve into the reasons behind our thoughtful approach:

1. **Logical Progression**: Our course numbers reflect a logical progression. Foundational concepts and deeper explorations in with the “600” series, followed by “700” levels covering advanced topics and research opportunities.
2. **Prerequisites and Coherence**: Clear numbering helps students understand prerequisites and co-requisites. For instance, a 600-level course assumes knowledge ensuring a coherent learning experience.
3. **Specialization and Depth**: As students advance, higher-level courses delve into specialized areas such as educational policy and leadership, special needs education, elementary teaching education, intermediate teaching education and sports science management. The numbering system communicates this depth of study.
4. **Alignment with Program Goals**: Each course number aligns with our program’s learning outcomes. Whether it’s mastering educational policy and leadership or diving into sport science management, students can track their progress.
5. **Transferability**: Consistent numbering facilitates credit transfer between institutions, supporting seamless academic mobility.

In summary, our course numbering isn’t just a sequence—it’s a deliberate framework that enhances learning, fosters curiosity, and prepares our students for impactful careers in Education with Specialisation. Master of Education with Specialisation simplifies the course numbering system.

1. **600-Level Courses (Education Leadership and Management):**
    - **MED 601:** Strategic Leadership and Decision Making in Education
    - **MED 610:** Organizational Behavior in Educational Institutions
    - **MED 620:** Corporate Governance and Ethics in Education
2. **700-Level Courses (Education Strategy and Innovation):**
    - **MED 701:** Strategic Planning and Implementation for Educational Institutions
    - **MED 710:** Sustainability and Innovation in Education
    - **MED 720:** Global Education Strategy and Competitive Advantage

The Master of Education with specialisation is a two (2) program. The student is expected to accumulate 192 credit points to be considered to have met the requirements of the Master of Education with specialisation and must pass each module by at least 50%.

- Level 1 = minimum of credits 96 (960 notional hours of study)
- Level 2 = minimum of credits 96 (960 notional hours of study)

TOTAL credit points 192 (1920 notional hours of study)

Credit Transfer and Accumulation

1. Credits are derived from engagement of students in learning activities during lectures, seminars, tutorials, micro or macro field trips, directed and self-directed learning and writing examination tests and assignments.

2. Modules from the business and education faculty are worth 8 credit. Lecture attendance is compulsory. Students who attend less than 80% of lessons will not be allowed to sit for their sessional examinations.

Weighting

The degree class shall be based on weighting the results from part 1 and 2, the Degree weighting shall be as follows:

Level 1 50%

Level 2 50%

Distribution of Notional Hours

Module	Lecture Hrs	Tutorials/ Seminars	Self-Directed Study	Assignment Tests/Exams	Notional Hrs	Credits
MED700	36	10	17	17	80	8
PROJECT	0	0	40	40	80	8

ASSESSMENT METHODS

1. **Formative Assessment (30%)**:
    - **Class Participation**: Encourage active engagement in discussions, seminars, and educational activities.
    - **Quizzes and Short Assessments**: Regular assessments on specific educational topics.
    - **Draft Assignments**: Provide feedback on early assignment drafts.
    - **Peer Review**: Engage students in reviewing and critiquing their peers' work.
2. **Summative Assessment (60%)**:
    - **Final Examinations**: Comprehensive exams covering course content.
    - **End-of-Semester Papers**: Assess students' knowledge and analytical skills.
    - **Oral Presentations**: Evaluate communication abilities and understanding.
    - **Mock Teaching Sessions**: Simulate teaching scenarios to assess practical skills.
3. **Continuous Assessment (10%)**:
    - **Assignments and Projects**: Regular tasks contributing to the overall grade.

- **Clinical Work or Practicum**: Evaluate performance in educational settings (e.g., internships, teaching practice).

- **Research Papers**: Demonstrate research abilities.

- **Attendance and Active Participation**: Engage students in lectures, workshops, and collaborative learning.

These adapted assessment methods align with our commitment to fostering academic excellence and practical skill development within the Master of Education program.

Teaching Methods

At Springfield Research University (SRU), we are committed to employing a diverse array of teaching methods to ensure a comprehensive and engaging learning experience for our students. Our teaching methods are carefully selected to align with the programme's objectives and to meet the needs of our diverse student body. The following are the key teaching methods utilized across all SRU programmes:

1. Lectures:

- Lectures are used to introduce and explain key concepts, theories, and principles. They provide a structured and systematic approach to delivering content, allowing students to gain a solid foundation in their respective fields. Lectures are often supplemented with visual aids, multimedia presentations, and interactive elements to enhance understanding and engagement.

2. Seminars:

- Seminars are interactive sessions that promote critical thinking and in-depth discussion on specific topics. Students are encouraged to actively participate, share their perspectives, and engage in debates. Seminars provide an opportunity for students to develop their analytical and communication skills.

3. Workshops:

- Workshops are hands-on sessions that focus on practical skills and applications. These sessions allow students to engage in experiential learning, apply theoretical knowledge to real-world scenarios, and collaborate with peers on projects and activities. Workshops are designed to foster creativity, problem-solving, and teamwork.

4. Problem-Based Learning (PBL):

- Problem-Based Learning is a student-centered approach that involves presenting students with complex, real-world problems to solve. Students work in small groups to research, discuss, and propose solutions, developing critical thinking and collaborative skills in the process. PBL encourages independent learning and active engagement.

5. Case Studies:

- Case studies are used to analyze real-life situations and decision-making processes. Students examine and discuss case studies to understand the context, identify key issues, and evaluate possible solutions. This method helps students develop their analytical and problem-solving abilities while relating theoretical concepts to practical situations.

6. Clinical Practice:

- For programmes that include a clinical component, such as Health and Medical Sciences, clinical practice is an integral part of the curriculum. Students gain hands-on experience in clinical settings, working under the supervision of qualified professionals. This method provides valuable opportunities for students to apply their knowledge, develop clinical skills, and gain insights into professional practice.

7. Research Projects:

- Research projects are designed to cultivate a culture of inquiry and innovation. Students engage in independent or group research projects, exploring topics of interest and contributing to the body of knowledge in their field. Research projects develop students' research skills, critical thinking, and ability to communicate findings effectively.

8. Online Learning:

- Online learning is incorporated to provide flexible and accessible education. SRU utilizes online platforms to deliver lectures, conduct discussions, and facilitate collaborative projects. Online learning allows students to access course materials, participate in virtual classrooms, and engage with peers and instructors remotely.

9. Continuous Assessment:

- Continuous assessment methods, such as quizzes, assignments, and presentations, are used to monitor students' progress and provide ongoing feedback. These assessments help identify areas for improvement and ensure that students are meeting learning objectives throughout the course.

10. Peer Learning:

- Peer learning encourages students to collaborate and learn from each other. Group projects, study groups, and peer review sessions provide opportunities for students to share knowledge, offer feedback, and support each other's learning journey.

At SRU, our commitment to employing diverse and effective teaching methods ensures that our students receive a well-rounded education that prepares them for success in their chosen fields. We continuously review and enhance our teaching practices to provide the best possible learning experience for our students.

Delivery Methods

At Springfield Research University (SRU), we utilize a variety of delivery methods to ensure that our educational programmes are accessible, engaging, and effective. Our delivery methods are designed to cater to the diverse needs of our students and to provide flexible learning opportunities. The following are the key delivery methods employed across all SRU programmes:

1. In-Person Delivery:

- **Classroom Lectures:** Traditional classroom lectures provide a structured and interactive environment where students can engage with instructors and peers. These sessions often include discussions, presentations, and multimedia resources to enhance learning.

- **Laboratory Sessions:** For programmes that require practical and experimental learning, laboratory sessions are conducted in specialized labs equipped with the necessary tools and equipment. These hands-on sessions allow students to apply theoretical knowledge in a controlled environment.
- **Clinical Placements:** Health and Medical Sciences programmes include clinical placements in hospitals, clinics, and healthcare facilities. These placements provide students with real-world experience under the supervision of qualified professionals.

2. Online Delivery:

- **Virtual Classrooms:** Online platforms are used to deliver lectures, conduct discussions, and facilitate collaborative projects. Virtual classrooms enable students to access course materials, participate in live sessions, and engage with peers and instructors from remote locations.
- **Recorded Lectures:** Recorded lectures are made available for students to access at their convenience. This flexible approach allows students to review and revisit course content as needed.
- **Online Assessments:** Online assessments, including quizzes, assignments, and exams, are conducted through secure online platforms. These assessments provide timely feedback and help monitor students' progress.

3. Blended Learning:

- **Hybrid Courses:** Blended learning combines in-person and online delivery methods to provide a flexible and comprehensive learning experience. Hybrid courses may involve alternating between classroom sessions and online activities.
- **Flipped Classroom:** In the flipped classroom model, students access instructional content online before class and use in-person sessions for interactive, application-based activities. This approach encourages active learning and deeper engagement with the material.

4. Independent Study:

- **Self-Paced Learning:** Self-paced learning allows students to progress through course materials at their own speed. This method is ideal for students who prefer to learn independently and manage their own schedules.
- **Research Projects:** Independent research projects provide students with the opportunity to explore topics of interest, develop research skills, and contribute to the body of knowledge in their field. Faculty advisors provide guidance and support throughout the research process.

5. Collaborative Learning:

- **Group Projects:** Group projects foster teamwork and collaboration among students. These projects often involve problem-solving, research, and presentations, allowing students to learn from each other and develop interpersonal skills.
- **Peer Review:** Peer review sessions encourage students to provide and receive constructive feedback on each other's work. This method promotes critical thinking, reflection, and improvement.

6. Experiential Learning:

- **Internships and Work Placements:** Internships and work placements provide students with practical experience in their chosen field. These opportunities allow students to apply their knowledge in real-world settings, develop professional skills, and build industry connections.
- **Field Trips and Excursions:** Field trips and excursions offer experiential learning opportunities outside the classroom. These activities provide students with firsthand exposure to relevant sites, industries, and practices.

7. Continuous Assessment:

- **Formative Assessments:** Formative assessments, such as quizzes, assignments, and in-class activities, provide ongoing feedback to students and help track their progress. These assessments are designed to support learning and identify areas for improvement.
- **Summative Assessments:** Summative assessments, including final exams, projects, and presentations, evaluate students' overall performance and mastery of course content.

At SRU, our diverse delivery methods ensure that students receive a well-rounded and flexible education that caters to their individual learning preferences. We are committed to continuously enhancing our delivery methods to provide the best possible learning experience for our students.

COURSE MODULES AND SYNOPSIS

YEAR 1: SEMESTER 1

Code	Course	Lectures	Credits
MED601	Academic Writing and Communication	**80**	**8**
MED602	Resource Management in Education	**80**	**8**
MED603	Policy and Practice in Education	**80**	**8**
MED604	Applied Organisational Behaviour	**80**	**8**
MED605	Educational Teamwork and Leadership	**80**	**8**
MED607	Research Methods in Education	**80**	**8**
TOTAL			**48**

YEAR 1: SEMESTER 2

Code	Course	Lectures	Credits
MED608	Educational Neuroscience	**80**	**8**
MED609	Educational Sociology	**80**	**8**
MED610	Conflict Resolution in Education	**80**	**8**
MED611	Educational Law and Ethics	**80**	**8**
MED612	Future Trends and Emerging Technologies	**80**	**8**
TOTAL			**40**

YEAR 2: SEMESTER 3 - EDUCATION POLICY AND LEADERSHIP SPECIALISATION

Code	Course	Lectures	Credits
EPL713	Managing Finances and Operations	**160**	**16**

EPL714	Strategic Planning and Management	**160**	**16**
EPL715	Human Resources Administration in Education	**160**	**16**
EPL716	Instructional Supervision	**160**	**16**
TOTAL			**64**

YEAR 2: SEMESTER 3 - SPECIAL NEEDS EDUCATION SPECIALISATION

Code	Course	Lectures	Credits
ENE717	Instructional Theory and Design	**160**	**16**
ENE718	Curriculum, Assessment and Management	**160**	**16**
ENE719	Inclusive Early Childhood Education (ECE) Practices	**160**	**16**
ENE720	Students with Special Needs	**160**	**16**
TOTAL			**64**

YEAR 2: SEMESTER 3 - ELEMENTARY TEACHING EDUCATION SPECIALISATION

Code	Course	Lectures (Hrs)	Credits
ETE721	Philosophy of Education	**160**	**16**
ETE722	Child or Adolescent Development	**160**	**16**
ETE723	Classroom Management	**160**	**16**
ETE724	Teaching Seminar or Practicum	**160**	**16**
TOTAL			**64**

YEAR 2: SEMESTER 3 - INTERMEDIATE TEACHING EDUCATION SPECIALISATION

Code	Course	Lectures	Credits
ITE725	Graduate Level Course in Academic Content (eg. English, Mathematics, Biology, Physics, Chemistry, Computing)	**160**	**16**
ITE726	Curriculum Planning	**160**	**16**
ITE727	Psychology of Learning	**160**	**16**
ITE728	Development of Reasoning	**160**	**16**
TOTAL			**64**

YEAR 2: SEMESTER 3 – SPORTS SCIENCE EDUCATION SPECIALISATION

Code	Course	Lectures	Credits
SSE729	Sports Coaching and Leadership	**160**	**16**
SSE730	Curriculum Design in Physical Education	**160**	**16**
SSE731	Biomechanics of Sports and Exercise	**160**	**16**
SSE732	Sports Injury Prevention and Rehabilitation	**160**	**16**
TOTAL			**64**

YEAR 2: SEMESTER 4

Code	Course	Lectures	Credits
MED733	Educational Assessment and Measurement	**80**	**8**
MED734	Educational Technology Integration	**80**	**8**
MED735	Thesis	**240**	**24**
TOTAL			**40**

COURSE DESCRIPTIONS

MED101 ACADEMIC WRITING AND COMMUNICATION

The purpose of this course is threefold. First, the course will acquaint students with guidelines that will help them to create well-crafted academic communication. Second, it will give students the opportunity to practice their communication skills and to receive extensive feedback from their colleagues and tutor. Students will write and/or revise an article manuscript or conference paper, present a conference paper or job talk, write a manuscript peer review, and engage in various other communication exercises. The article and talk, which are the major assignments of the course, will be based on material from their masters' studies. Third, the course will provide an opportunity for students to learn about professional norms for a range of activities that surround the academic enterprise, including, for example, the scholarly publication process and the job search process.

MED102 RESOURCE MANAGEMENT IN EDUCATION

This course examines the concept of school administration and education resources, classification of education resources, relevance of education resources in the school system, challenges associated with the availability and utilization of resources in the school. Solutions will be adduced on how to overcome the identified challenges so as to ensure effective and efficient management of available resources in the school system.

MED103 POLICY AND PRACTICE IN EDUCATION

This course examines how education policy is designed and implemented. It uses a systems analysis as the framework for looking at who makes what kinds of demands on the education policy system, how these demands are placed on the policy agenda, the decision-making process, and resulting education policies and policy outcomes. The course pays particular attention to the roles of national and local governments in education policy, and the impact of our intergovernmental system on the design and implementation of policy. Students will also examine major education policies and debate key education policy issues that arise at each level of government. This course is also designed to provide students with the opportunity to study and analyze issues and policy debates pertaining to teachers and teaching policy. Students will have the opportunity to analyze, synthesize and evaluate research on policies focused on teachers and teaching.

MED104 APPLIED ORGANISATIONAL BEHAVIOUR

The major aim of this course is to enhance students' understanding of the scope of OB as a field of study and its potential value in today's organizational life. It focuses on three levels of analysis: the individual, group, and organization. Topics selected will help students to assess how basic theories of human behaviour may be applied to organizational settings.

MED105 EDUCATIONAL TEAMWORK AND LEADERSHIP

Teamwork and Leadership examines theory and research on the nature and development of small group communication. Topics include leadership, interpersonal relations and roles, goals, and decision-making in multiple organizational contexts. The focus will be on leadership as counteractive influence. We will explore theoretical explanations and

strategies that have been empirically tested to improve the quality of small group interaction and problem solving in teams. The primary purpose of this course is to extend students' theoretical understanding of small group communication. Specifically, this course is designed to (1) sharpen the students' understanding of the role of small group communication in a variety of specific contexts (e.g., education, corporate, family, and peer group); (2) familiarize students with group methods as they relate to the communication process; (3) involve students in major term projects which incorporate current small group theory and research; and (4) enhance students' understanding of published research in small group communication. Topics include: a) scientific, relational, structural, psychological, and hybrid theoretical orientations to small group theory; b) types and functions of groups and group tasks; c) cohesiveness and team-building; d) interpersonal and inter-group conflict; e) power; f) conformity and deviance; g) social influence; h) group process; i) imposed group structures; j) leadership; k) decision theory; and l) formal procedures for group decision making. This course examines components that comprise teams, highlights key factors that influence team effectiveness, develops skills in diagnosing opportunities and threats that teams will face, and enhances teamwork expertise

MED106 RESEARCH METHODS IN EDUCATION

This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research projects in education. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest. Course objectives: 1) to become familiar with the characteristics, language and logic of qualitative research methods; 2) to understand the available techniques for designing a qualitative research study; 3) to understand the available techniques for qualitative data analysis; 4) to be able to recognize and assess quality and rigor in evaluating a qualitative research study.

MED108 FUTURE TRENDS AND EMERGING TECHNOLOGIES

This course explores the current and potential future impacts of new, emerging, and rapidly evolving technologies on organizations and their operations across a range of industries and sectors. Students will gain insights into these technologies and how these organizations are coping (or not) with the resulting disruption. In addition to tools and best practices, students examine the challenges and opportunities in designing projects that implement new and emerging technologies. Other topics include managing change in organizations as a result of disruption, the benefits and challenges of adapting new technologies, and legal and privacy issues. A case study project throughout the course investigates how to identify and implement a new technology that will solve a problem in an organization.

EPL111 HUMAN RESOURCES ADMINISTRATION IN EDUCATION

Human Resource Administration is a course on human resource management that covers some advanced topics that are necessary to manage HR in education. The range of topics discussed in this course are fundamentals of motivation, individual and group behavior, the informal organization, technology and people at work, productivity and quality improvement, job redesign and job enrichment, fundamentals of leadership, developing, appraising, and rewarding employees, communicating for effectiveness, managing conflict and change, and human relations in global business. Managing the human resource in an organization is one of the most difficult tasks for business owners and HR managers. The course teaches various

concepts that help in keeping the HR managed and potentially result in better business outcome and increased efficiency. The Introduction to HR course provides a good starting point for amateur HR professionals.

EPL112 INSTITUTIONAL SUPERVISION

This course focuses on curriculum planning, implementation, and evaluation; and meeting the needs of a diverse learning community through content, social climate, instructional strategies, and the role of the learner. Current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool are studied; assessment and issues related to supervision, program evaluation, program development, implementation, staff development, and support services are considered. The course includes hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students, and the community at large in curriculum development and planning are considered.

EPL213 THESIS/CAPSTONE

In consultation with the supervisor, the student will design and conduct research to complete the aims identified in his/her research proposal.

ENE109 INSTRUCTIONAL THEORY AND DESIGN

The course on Instructional Design and learning theories explains the various Learning Theories and suggests ways to integrate their principles in designing learning and teaching. The learners in this course will be able to use scientific principles and findings to base their course design on and to use contemporary technologies appropriately in their course and teaching plans

ENE110 CURRICULUM, ASSESSMENT AND MANAGEMENT

This course will provide opportunities for participants to further develop their skills in curriculum design, including the use of aims and objectives in conjunction with appropriate student learning activities to improve assessment outcomes. The course also assists participants to develop a deeper understanding of the impact assessment has on student learning, how information and communication technologies can be used to improve student learning and how to effectively use peer and student evaluations to analyse the learning and teaching environment. The course will provide opportunities for group interactions that assist participants to translate theoretical principles into practical outcomes.

ENE112 STUDENTS WITH SPECIAL NEEDS

This course is for teachers working with **special educational needs students** in mainstream and special education schools. The course has been tailored to meet the needs of teachers by providing teaching and assessment methods, strategies, and tools to address the distinctive learning needs of their students. Through case study discussion and sharing of good practices and ICT tools participants will understand and deal with the **key challenges of special education** including: recognizing students' special needs (e.g. autism spectrum, intellectual disabilities); identifying and assessing students with special needs (e.g. curriculum-based measurement); designing differentiated activities to access general curriculum; applying teaching methods and strategies (e.g. task analysis, physical guidance) to deliver individual educational plan goals and objectives; using ICT tools to support all learners; and professional and home – school collaboration. By the end of the course,

participants will gain a greater insight into issues regarding teaching and learning in special, **integration and inclusion settings** identifying the barriers and the necessary resources for successfully addressing students' learning educational needs in effective and functional ways that will **promote collaboratively students' participation** and achievement within the school community.

EPL213 THESIS/CAPSTONE

In consultation with the supervisor, the student will design and conduct research to complete the aims identified in his/her research proposal.

ETE109 PHILOSOPHY OF EDUCATION

Philosophy of Education is a systematic reflection upon the variety of activities and practices by which we seek to impart knowledge and information and develop human capacities. As such, it involves sustained inquiry into (1) the aims or goals of the educational process (the hoped-for end result of the activities and practices), (2) the most effective means to attain those goals (teaching methods), and (3) the proper content or subject matter of education (the curriculum). Further, since education concerns the set of processes by which young people are introduced to and brought into participation in their culture and society, educational philosophy necessarily includes (4) reflections about the role of individuals in the social and political order.

ETE110 CHILD OR ADOLESCENT DEVELOPMENT

This course surveys typical and atypical child and adolescent development. Topics include, but are not limited to: physical, social, cognitive, and language changes over time, as well as how to address special needs and at risk youth. Readings and coursework provide basic grounding in the major theories/theorists of human development. The focus of this course directs attention to developmental issues in the earlier period of the lifespan as they may be of concern to those entering the field of education. Topics from developmental psychology are reiterated and analyzed for applicability to an educational setting. This course is appropriate for persons interested in teaching in schools as well as those planning careers in child care centers, developmental services, residential treatment, and similar specialty schools for children and youth.

ETE111 CLASSROOM MANAGEMENT

This course has been created for teachers who want to learn more about managing an effective and up-to-date classroom that encourages participation and engaged learning using the **latest techniques and classroom tools**. Teachers will learn more about managing a classroom through reflection, teacher observation, and case scenarios, which **encourage discussion and resolution** of the most common classroom problems. Through interactive and engaging activities participants will learn how to boost motivation, establish classroom rules, provide clear instructions, monitor, develop rapport, incorporate pair and group work, and gain tips for encouraging students **to reflect on their own classroom behavior**. In addition, the course will include a discussion on what exactly a Flipped Classroom is and how this **new teaching method** can be put to use with the subject being taught. Finally, assessment and evaluation will be addressed along with the incorporation of student portfolios, rubrics, and presentation strategies. By the end of this Classroom Management course, participants will have gained greater insight into what makes a classroom run smoothly and what it takes to "Flip" their own classrooms.

ETE112 TEACHING SEMINAR OR PRACTICUM

In this course, candidates apply their expertise of curriculum design, instructional strategies, classroom management, and assessment to the educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments. In the course project, Student Teaching Portfolio Project II: Implementing Effective Instructional Practices, each MIT teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement.

ITE109 GRADUATE LEVEL COURSE IN ACADEMIC CONTENT

The are subject area courses depending with specialty for example; English, Mathematics, Biology, Physics etc.

ITE110 CURRICULUM PLANNING

This course introduces students to the ideas and procedures involved in curriculum development, innovation and evaluation. It will enable students to ensure that the approaches to learning and teaching benefit from the use of ICT in advancing the understanding and appreciation of knowledge as well as of innovative practice. The course first examines some general and basic issues related to designing a curriculum. Some curriculum design models will be considered and their implications for multimedia approaches to learning, teaching and assessment discussed. Consideration will also be given to teaching of values, as well as design, development and evaluation of curricula and the implementation of innovative curricula.

ITE111 PSYCHOLOGY OF LEARNING

The goal of the course will be to gain an understanding of how the environment affects behavior. A scientific perspective will be emphasized, as well principles that apply across species. In fact, the emphasis will be on pervasive and basic forms of learning that are a normal, though typically unnoticed, part of living.

ITE112 DEVELOPMENT OF REASONING

The course covers areas of development of reasoning as well as introduction to critical thinking and to its significance not only to the academic but also to the vocational and personal success of students. This first session closes with questions and answers. It is followed by hands-on sessions during which small group activities are used to illustrate the application of various dimensions of critical thinking strategies to instruction as well as to personal life.

EPL109 STRATEGIC PLANNING AND ANALYSIS

This course will examine the processes of institution-wide planning that examines internal and external variables. An analysis of all relevant data provides a crucial element in these processes. Data include those pertaining to student learning and learning assessment.

EPL110 MANAGING FINANCE AND OPERATIONS

This course provides a survey of how higher educational institutions are funded: private, non-profit/private, and public. Trends in higher education finance will be examined. Students will engage in case studies of institutions in financial crises and examine solutions to these crises.

ENE111 INCLUSIVE ECE PRACTICES

Emphasis on variations in child development, identification of disabilities and the implications of cultural and linguistic diversity. Examines inclusive early childhood programs, strategies for adaptions and accommodations to meet the social, emotional, and academic needs of all children who are at-risk or have special needs.

EDUCATIONAL NEUROSCIENCE

This course explores the intersection of neuroscience and education, focusing on how brain processes impact learning and development. Students will delve into the biological basis of learning, memory, and cognitive development, and examine how these processes influence educational practices. The course covers topics such as neuroplasticity, the impact of stress and emotions on learning, and the application of neuroimaging techniques in educational research. By integrating neuroscience principles, students will gain insights into effective teaching strategies and interventions to support diverse learners.

EDUCATIONAL SOCIOLOGY

This course examines the relationship between education and society, exploring how social structures, cultural norms, and institutional practices influence educational processes and outcomes. Students will analyze key sociological theories and concepts, such as social stratification, inequality, and the role of education in social mobility. The course also addresses contemporary issues in education, including diversity, inclusion, and the impact of globalization. By understanding the sociological context of education, students will be equipped to critically evaluate and address the social challenges faced by educational institutions and learners.

CONFLICT RESOLUTION IN EDUCATION

This course provides an in-depth exploration of conflict dynamics within educational settings and equips students with practical strategies for managing and resolving conflicts. Topics include the nature and sources of conflict, communication skills, negotiation techniques, and mediation processes. Students will analyze case studies and engage in role-playing exercises to develop their conflict resolution skills. The course emphasizes creating a positive school climate, fostering collaborative relationships, and implementing restorative practices to

address conflicts constructively. By the end of the course, students will be prepared to handle conflicts effectively and promote a harmonious educational environment.

EDUCATIONAL LAW AND ETHICS

This course provides a comprehensive overview of the legal and ethical principles that govern educational institutions. Students will explore key legal issues such as student rights, teacher responsibilities, special education law, and school governance. The course also delves into ethical dilemmas faced by educators, including issues of equity, confidentiality, and professional conduct. Through case studies and practical scenarios, students will develop the skills to navigate complex legal and ethical situations, ensuring they can uphold the highest standards of integrity and fairness in their professional practice.

EDUCATIONAL ASSESSMENT AND MEASUREMENT

This course provides an in-depth understanding of the principles and practices of educational assessment and measurement. Students will explore various assessment methods, including formative and summative assessments, standardized testing, and performance-based evaluations. The course covers the development, implementation, and interpretation of assessments, with a focus on reliability, validity, and fairness. Students will also examine the role of assessment in informing instruction and improving student learning outcomes. By the end of the course, students will be equipped with the skills to design and utilize effective assessment tools in diverse educational settings.

EDUCATIONAL TECHNOLOGY INTEGRATION

This course focuses on the effective integration of digital technologies in educational settings. Students will explore various tools and strategies for enhancing teaching and learning through technology. Topics include instructional design, online learning environments, digital assessment methods, and the use of multimedia resources. The course emphasizes practical applications and hands-on experiences, enabling students to design and implement technology-enhanced learning activities. By the end of the course, students will be equipped with the skills to leverage technology to improve educational outcomes and foster innovative learning experiences.

SPORTS COACHING AND LEADERSHIP

This course delves into the principles and practices of effective sports coaching and leadership. Students will explore various coaching methodologies, leadership styles, and team management strategies. The course covers topics such as motivation, communication, performance enhancement, and ethical considerations in coaching. Through case studies and practical exercises, students will develop the skills to lead and inspire athletes, foster team cohesion, and create positive sporting environments. By the end of the course, students will be equipped to take on leadership roles in sports organizations and enhance athletic performance at all levels.

CURRICULUM DESIGN IN PHYSICAL EDUCATION

This course focuses on the principles and practices of designing effective physical education curricula. Students will explore various models and frameworks for curriculum development, considering factors such as student needs, educational standards, and contemporary trends in physical education. The course emphasizes creating inclusive and engaging programs that promote physical literacy, health, and well-being. Through practical assignments and case studies, students will develop the skills to design, implement, and evaluate physical education curricula tailored to diverse educational settings. By the end of the course, students will be equipped to create dynamic and impactful physical education programs that meet the needs of all learners.

BIOMECHANICS OF SPORTS AND EXERCISE

This course provides an in-depth exploration of the mechanical principles underlying human movement in sports and exercise. Students will study the forces and motions involved in athletic performance, examining how biomechanics can enhance performance and prevent injuries. Topics include kinematics, kinetics, muscle mechanics, and the analysis of movement patterns. Through practical applications and laboratory work, students will learn to use biomechanical tools and techniques to assess and improve athletic performance. By the end of the course, students will be equipped with the knowledge to apply biomechanical principles in various sports and exercise contexts.

SPORTS INJURY PREVENTION AND REHABILITATION

This course focuses on the principles and practices of preventing and rehabilitating sports-related injuries. Students will explore the mechanisms of common sports injuries, risk factors, and strategies for injury prevention. The course covers topics such as biomechanics, conditioning programs, and the role of nutrition in injury prevention. Additionally, students will learn about rehabilitation techniques, including therapeutic exercises, modalities, and return-to-play protocols. Through case studies and practical applications, students will develop the skills to design and implement effective injury prevention and rehabilitation programs. By the end of the course, students will be equipped to support athletes in maintaining optimal health and performance.

COURSE OUTLINES

Course Title: MED101 - Academic Writing and Communication

Course Description:

This course equips students with essential skills for effective academic communication. It focuses on writing, presenting, and engaging in scholarly discourse. Students will learn to create well-crafted academic content, receive feedback, and understand professional norms within the academic context.

Learning Objectives:

1. **Familiarize with Academic Communication Guidelines:**
    - Understand principles of effective academic writing.
    - Learn citation styles, formatting, and ethical considerations.
    - Explore strategies for clear and concise communication.
2. **Practice Communication Skills:**
    - Write and revise an article manuscript or conference paper.
    - Deliver a conference paper or job talk.
    - Engage in peer review of manuscripts.
    - Participate in various communication exercises.
3. **Integration with Master's Studies:**
    - Apply course concepts to material from their master's studies.
    - Synthesize research findings into scholarly communication.
4. **Professional Norms:**
    - Explore norms related to scholarly publication.
    - Understand job search processes in academia.

Assessment:

- Article Manuscript (Major Assignment)
- Conference Paper (Major Assignment)
- Manuscript Peer Review
- Other Communication Exercises

Prerequisites:

None

Recommended Texts:

- "The Elements of Style" by William Strunk Jr. and E.B. White
- Relevant academic journals and style guides

Grading:

Grading will be based on assignments, participation, and adherence to professional norms.

Course Title: MED102 - Resource Management in Education

Course Description:

This course explores the critical role of resource management in educational institutions. It focuses on understanding and effectively utilizing education resources within the school system. Students will analyze challenges related to resource availability and utilization, and develop strategies for efficient management.

Learning Objectives:

1. **Concept of School Administration:**
    - Understand the principles and practices of school administration.
    - Explore the responsibilities of educational leaders in resource management.
2. **Classification of Education Resources:**
    - Identify different types of education resources (e.g., financial, human, physical).
    - Learn how to categorize and allocate resources effectively.
3. **Relevance of Education Resources:**
    - Examine the impact of resource allocation on teaching, learning, and overall school functioning.
    - Discuss the connection between resource availability and student outcomes.
4. **Challenges Associated with Resource Availability:**
    - Investigate common challenges related to resource scarcity.
    - Address issues such as budget constraints, teacher shortages, and infrastructure limitations.
5. **Utilization of Resources:**
    - Develop strategies for optimizing resource utilization.
    - Explore best practices for maximizing the impact of available resources.
6. **Solutions for Effective Resource Management:**
    - Propose solutions to overcome resource-related challenges.
    - Foster a culture of resource stewardship and accountability.

Assessment:

- Class participation
- Resource management case studies
- Resource utilization project

Prerequisites:

None

Recommended Texts:

- “Effective School Management” by Richard A. Gorton
- Relevant research articles on resource management in education

Grading:

Grading will be based on active participation, case study analyses, and the resource utilization project.

Course Title: MED103 - Policy and Practice in Education

Course Description:

This course critically examines the process of education policy design and implementation. It adopts a systems analysis approach to explore various dimensions of policy development and execution. Students will delve into the demands placed on education policy systems, decision-making processes, and the resulting policies and outcomes. Special emphasis will be placed

on the roles of national and local governments in shaping education policies within the broader intergovernmental context.

Learning Objectives:

1. **Understanding Education Policy Design:**
    - Explore the principles and factors influencing education policy formulation.
    - Analyze the role of stakeholders in shaping policy demands.
2. **Systems Analysis Framework:**
    - Study the systems perspective for assessing policy agendas.
    - Investigate how demands translate into policy priorities.
3. **Decision-Making Processes:**
    - Examine the steps involved in policy decision-making.
    - Understand the trade-offs and considerations in policy choices.
4. **Policy Implementation and Outcomes:**
    - Evaluate the impact of policy implementation on educational practices.
    - Analyze the effectiveness of policies in achieving desired outcomes.
5. **Roles of Governments:**
    - Discuss the responsibilities of national and local governments in education policy.
    - Consider intergovernmental dynamics and their influence on policy design.

Assessment:

- Policy analysis papers
- Case studies on policy implementation
- Group discussions and presentations

Prerequisites:

None

Recommended Readings:

- “Education Policy: Process, Themes, and Impact” by Leslie S. Kaplan
- Relevant research articles on education policy and systems analysis

Grading:

Grading will be based on active participation, policy analysis, and critical reflections.

Course Title: MED104 - Applied Organizational Behaviour

Course Description:

This course aims to deepen students’ understanding of organizational behavior (OB) as a field of study and its practical relevance in contemporary organizational contexts. It explores behavior at three levels of analysis: individual, group, and organizational. Through selected topics, students will learn how fundamental theories of human behavior can be applied effectively within organizational settings.

Learning Objectives:

1. **Understanding OB Scope:**
    - Explore the breadth and depth of organizational behavior research.
    - Recognize the relevance of OB in addressing real-world organizational challenges.
2. **Individual Behavior:**
    - Study individual factors influencing behavior (e.g., personality, motivation, perception).
    - Apply psychological theories to workplace scenarios.
3. **Group Dynamics:**
    - Analyze group processes (e.g., team formation, communication, conflict resolution).
    - Understand the impact of group dynamics on organizational performance.
4. **Organizational Culture and Structure:**
    - Examine organizational culture, values, and norms.
    - Investigate structural elements (e.g., hierarchy, communication channels).
5. **Leadership and Decision-Making:**
    - Explore leadership styles and their effects on employee behavior.
    - Discuss decision-making models and their application.
6. **Change Management and Adaptability:**
    - Learn strategies for managing organizational change.
    - Understand how individuals and groups adapt to change.

Assessment:

- Individual case analyses
- Group projects on organizational behavior topics
- Class participation and discussions

Prerequisites:

None

Recommended Readings:

- “Organizational Behavior: Science, The Real World, and You” by Debra L. Nelson and James Campbell Quick
- Relevant research articles on applied organizational behavior

Grading:

Grading will be based on active participation, assignments, and practical application of OB concepts.

Course Title: MED105 - Educational Teamwork and Leadership

Course Description:

This course delves into the theory and research behind small group communication, emphasizing teamwork and leadership. Students will explore topics related to interpersonal

relations, roles, goals, and decision-making within various organizational contexts. The course focuses on leadership as a counteractive influence, aiming to improve the quality of small group interactions and problem-solving.

Learning Objectives:

1. **Understanding Small Group Communication:**
    - Explore the nature and dynamics of small group communication.
    - Analyze how communication patterns impact group effectiveness.
2. **Leadership in Groups:**
    - Study leadership theories and styles.
    - Understand the role of leaders in facilitating effective teamwork.
3. **Interpersonal Relations and Roles:**
    - Examine interpersonal dynamics within groups.
    - Discuss the significance of roles and relationships.
4. **Group Goals and Decision-Making:**
    - Investigate goal-setting processes in teams.
    - Explore decision-making models and their application.
5. **Empirical Strategies for Improvement:**
    - Review research-based strategies to enhance group interaction.
    - Apply evidence-based approaches to solve group-related challenges.

Assessment:

- Group projects on small group communication
- Leadership case studies
- Term projects integrating theory and research

Prerequisites:

None

Recommended Readings:

- “The Five Dysfunctions of a Team” by Patrick Lencioni
- Relevant research articles on small group communication and leadership

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: MED106 Qualitative Research in Education

Course Description:

This course provides an in-depth exploration of qualitative research methods within the field of education. Participants will learn about the characteristics, language, and logic of qualitative research. Through hands-on experience, students will engage in designing and conducting

research projects related to their specific interests. The course emphasizes practical application and understanding the nuances of qualitative data analysis.

Learning Objectives:

1. **Characteristics of Qualitative Research:**
   - Understand the fundamental principles of qualitative research.
   - Explore the unique features that distinguish qualitative approaches.
2. **Designing a Qualitative Research Study:**
   - Learn techniques for formulating research questions.
   - Explore various qualitative research designs (e.g., case study, ethnography, grounded theory).
3. **Qualitative Data Collection Methods:**
   - Investigate data collection techniques (e.g., interviews, observations, focus groups).
   - Understand ethical considerations in qualitative research.
4. **Qualitative Data Analysis Techniques:**
   - Explore methods for coding and analyzing qualitative data.
   - Discuss thematic analysis, content analysis, and narrative analysis.
5. **Quality and Rigor in Qualitative Research:**
   - Recognize criteria for assessing the quality of qualitative studies.
   - Understand strategies to enhance rigor and trustworthiness.

Assessment:

- Research proposal
- Qualitative data analysis project
- Critical evaluation of published qualitative research

Prerequisites:

None

Recommended Readings:

- "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell
- Relevant research articles on qualitative research in education

Grading:

Grading will be based on active participation, research projects, and critical assessments.

Course Title: MED107 Methods Research in Education

Course Description:

This course provides an overview of the quantitative research process within the context of education. Participants will explore key components, including research questions, hypotheses, research design, data collection, and data analysis. Emphasis will be placed on understanding the differences between research questions and hypotheses, as well as ethical

considerations in research design. The course will also delve into survey sampling methods and designed experiments for data collection.

Learning Objectives:

1. **Understanding Quantitative Research:**
   - Define quantitative research and its relevance in educational contexts.
   - Explore the role of quantitative methods in addressing research questions.
2. **Research Questions vs. Research Hypotheses:**
   - Differentiate between research questions and hypotheses.
   - Formulate clear and testable research questions.
3. **Research Design and Ethics:**
   - Overview of research design components (e.g., experimental, quasi-experimental, correlational).
   - Discuss ethical considerations in designing research studies.
4. **Data Collection Methods:**
   - Focus on survey sampling techniques.
   - Understand how to select appropriate samples for research.
5. **Designed Experiments:**
   - Explore experimental designs for collecting quantitative data.
   - Discuss control groups, randomization, and manipulation.

Assessment:

- Research proposal
- Data collection plan
- Ethical analysis of research design

Prerequisites:

Basic understanding of research methods and statistics.

Recommended Readings:

- "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell
- Relevant research articles on quantitative research in education

Grading:

Grading will be based on active participation, assignments, and critical reflections.

Course Title: MED108 - Future Trends and Emerging Technologies

Course Description:

This course explores the dynamic landscape of emerging technologies and their impact on organizations across various industries. Students will gain insights into the challenges and opportunities presented by these technologies. The course emphasizes practical strategies

for coping with disruption, managing change, and leveraging new tools effectively. Legal and privacy considerations are also addressed.

Learning Objectives:

1. **Understanding Emerging Technologies:**
    - Explore current and future trends in technology.
    - Analyze how disruptive technologies affect organizational operations.
2. **Coping with Disruption:**
    - Discuss strategies for managing change in response to technological shifts.
    - Examine case studies of organizations adapting to emerging technologies.
3. **Benefits and Challenges of Technology Adoption:**
    - Evaluate the advantages and risks associated with implementing new tools.
    - Consider ethical implications and privacy concerns.
4. **Designing Projects with Emerging Technologies:**
    - Learn best practices for integrating new tools into organizational projects.
    - Develop skills in identifying and assessing technology solutions.
5. **Legal and Privacy Issues:**
    - Understand legal frameworks related to technology adoption.
    - Address privacy considerations in data-driven environments.

Assessment:

- Case study project on technology implementation
- Technology impact analysis
- Legal and ethical reflections

Prerequisites:

Basic understanding of technology concepts.

Recommended Readings:

- “The Innovator’s Dilemma” by Clayton M. Christensen
- Relevant research articles on emerging technologies

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: EPL109 - Managing Finance and Operations

Course Description:

This course explores the financial management and operational aspects of higher educational institutions. Students will gain insights into funding models for private, nonprofit, and public universities. The course will analyze trends in higher education finance and delve into case studies of institutions facing financial crises. Solutions to these crises will be examined.

Learning Objectives:

1. **Understanding Funding Models:**
    - Explore different funding sources for educational institutions.
    - Compare funding mechanisms for private, nonprofit, and public universities.
2. **Trends in Higher Education Finance:**
    - Analyze current trends affecting financial sustainability.
    - Discuss challenges and opportunities related to funding.
3. **Financial Crisis Case Studies:**
    - Examine real-world examples of institutions facing financial challenges.
    - Identify factors contributing to financial crises.
4. **Solutions and Strategies:**
    - Investigate effective approaches to mitigate financial difficulties.
    - Explore innovative solutions for financial sustainability.

Assessment:

- Financial analysis projects
- Case study presentations
- Operational efficiency proposals

Prerequisites:

Basic understanding of financial concepts.

Recommended Readings:

- "The Business of Higher Education" by John C. Knapp
- Relevant research articles on higher education finance

Grading:

Grading will be based on active participation, assignments, and critical analysis.

Course Title: EPL110 - Strategic Planning and Management

Course Description:

This course focuses on strategic planning within educational institutions. Participants will explore the processes involved in institution-wide planning, considering both internal and external variables. A critical component of strategic planning is data analysis, which informs decision-making. The course emphasizes the role of relevant data, including student learning outcomes and assessment results.

Learning Objectives:

1. **Understanding Strategic Planning:**
    - Explore the purpose and importance of strategic planning in education.
    - Analyze the impact of internal and external factors on institutional goals.
2. **Data-Driven Decision-Making:**
    - Discuss the role of data in strategic planning.
    - Learn how to collect, analyze, and interpret relevant educational data.
3. **Assessment and Learning Outcomes:**

    - Examine student learning assessment methods.
    - Understand how assessment data inform strategic initiatives.
4. **Environmental Scanning:**
    - Conduct environmental scans to identify external trends and challenges.
    - Evaluate their implications for institutional planning.

Assessment:

- Strategic plan development project
- Data analysis exercises
- Case studies on successful strategic initiatives

Prerequisites:

Basic understanding of educational administration and management.

Recommended Readings:

- “Strategic Planning for Public and Nonprofit Organizations” by John M. Bryson
- Relevant research articles on strategic planning in education

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: EPL111 - Human Resources Administration in Education

Course Description:

This course focuses on advanced topics in human resource management specifically tailored for educational contexts. Participants will explore essential concepts related to managing human resources within educational institutions. The course covers a range of critical areas, including motivation, group behavior, leadership, performance appraisal, and conflict management.

Learning Objectives:

1. **Fundamentals of Motivation:**
    - Understand theories of motivation and their application in educational settings.
    - Explore strategies for motivating educators and staff.
2. **Individual and Group Behavior:**
    - Analyze individual and group dynamics within educational organizations.
    - Discuss factors influencing behavior and collaboration.
3. **Informal Organization and Culture:**
    - Study the informal structures and cultural norms within educational institutions.
    - Recognize the impact of organizational culture on HR practices.
4. **Technology and People at Work:**
    - Explore the role of technology in HR processes.
    - Consider ethical implications of technology use.

5. **Productivity and Quality Improvement:**
    - Discuss methods for enhancing productivity and quality in education.
    - Evaluate performance metrics and continuous improvement strategies.
6. **Leadership and Employee Development:**
    - Learn leadership principles applicable to educational contexts.
    - Develop skills in employee development and training.
7. **Managing Conflict and Change:**
    - Address conflict resolution techniques.
    - Understand change management in educational settings.
8. **Human Relations in Global Education:**
    - Explore cross-cultural HR practices.
    - Consider diversity and inclusion in education.

Assessment:

- Case studies on HR challenges in education
- Employee appraisal project
- Conflict resolution simulations

Prerequisites:

Basic understanding of human resource management principles.

Recommended Readings:

- "Human Resource Management in Education: Contexts, Themes, and Impact" by Bernard Barker
- Relevant research articles on HR administration in education

Grading:

Grading will be based on active participation, assignments, and critical analysis.

Course Title: EPL112 - Instructional Supervision

Course Description:

This course delves into instructional supervision within educational contexts. Participants will explore various aspects related to curriculum planning, implementation, and evaluation. The course emphasizes meeting the diverse needs of learners through effective content delivery, social climate, and instructional strategies. Additionally, the impact of technology on curriculum design and assessment will be studied. Issues related to supervision, program evaluation, staff development, and support services will also be considered.

Learning Objectives:

1. **Curriculum Planning and Implementation:**
    - Understand the principles of curriculum development.
    - Explore strategies for effective curriculum implementation.

2. **Meeting Diverse Learner Needs:**
    - Analyze the role of instructional strategies in addressing diverse student populations.
    - Consider social climate and inclusivity in educational settings.
3. **Technology Integration in Curriculum:**
    - Study the use of technology as an educational tool.
    - Explore how technology enhances curriculum delivery.
4. **Assessment and Supervision:**
    - Discuss assessment methods and their alignment with instructional goals.
    - Understand the role of instructional supervision in improving teaching practices.
5. **Program Evaluation and Development:**
    - Evaluate existing educational programs.
    - Propose enhancements and modifications based on evaluation findings.
6. **Staff Development and Support Services:**
    - Explore professional development opportunities for educators.
    - Consider support services for both teachers and students.

Assessment:

- Curriculum design project
- Case studies on instructional supervision
- Technology integration plan

Prerequisites:

Basic understanding of educational theory and practice.

Recommended Readings:

- "Supervision: A Guide to Instructional Leadership" by Carl D. Glickman
- Relevant research articles on instructional supervision

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

EPL214 - Thesis/Capstone

The **EPL214 - Thesis/Capstone** course involves designing and conducting research based on the aims outlined in the student's research proposal. Under the guidance of a supervisor, students will delve into their chosen topic, collect data, analyze findings, and ultimately contribute to the field of study. It's an exciting opportunity for students to apply their knowledge and make a meaningful impact.

Course Title: ENE109 - Instructional Theory and Design

Course Description:

This course delves into instructional theory and design, emphasizing the integration of learning theories and contemporary technologies. Participants will explore various learning models and principles to create effective learning experiences. The course aims to equip learners with the knowledge and skills needed to design and deliver impactful instruction in educational settings.

Learning Objectives:

1. **Understanding Learning Theories:**
    - Explore behaviorism, cognitivism, constructivism, and other foundational learning theories.
    - Understand how these theories inform instructional design.
2. **Applying Scientific Principles:**
    - Use evidence-based approaches to design learning experiences.
    - Apply research findings to course development.
3. **Integrating Contemporary Technologies:**
    - Explore the role of technology in instructional design.
    - Learn to leverage digital tools for effective teaching and learning.
4. **Designing Learning Experiences:**
    - Analyze learner needs and goals.
    - Develop instructional materials aligned with learning objectives.
5. **Assessment and Evaluation:**
    - Understand assessment methods for measuring learning outcomes.
    - Evaluate the effectiveness of instructional strategies.

Course Topics:

1. Behaviorism and Learning Outcomes
2. Cognitive Processes and Memory
3. Constructivist Approaches to Instruction
4. Technology-Enhanced Learning
5. Learning Objectives and Bloom's Taxonomy
6. Instructional Strategies and Materials
7. Formative and Summative Assessment
8. Adaptive Learning and Personalization

Assessment:

- Design a sample instructional module
- Create a technology-enhanced learning activity
- Reflect on the alignment of learning theories and practice

Prerequisites:

Basic understanding of education and instructional design concepts.

Recommended Readings:

- "The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them" by Daniel L. Schwartz, Jessica M. Tsang, and Kristen P. Blair
- Relevant research articles on instructional theory and design

Course Title: ENE110 - Curriculum, Assessment, and Management

Course Description:

This course focuses on curriculum design, assessment strategies, and effective management within educational contexts. Participants will enhance their skills in designing meaningful curricula by aligning aims and objectives with student learning activities. The course also emphasizes the impact of assessment on student learning outcomes. Additionally, participants will explore the use of information and communication technologies (ICT) to enhance teaching and learning. Peer and student evaluations will be utilized to analyze the learning environment, translating theoretical principles into practical applications.

Learning Objectives:

1. **Curriculum Design:**
    - Understand the principles of curriculum development.
    - Learn how to create clear aims and objectives for effective teaching.
2. **Assessment Strategies:**
    - Explore various assessment methods (e.g., formative, summative, authentic).
    - Align assessments with learning objectives.
3. **Impact of Assessment on Learning:**
    - Analyze how assessment practices influence student learning.
    - Consider feedback and improvement opportunities.
4. **Information and Communication Technologies (ICT):**
    - Explore the role of ICT in curriculum delivery.
    - Learn to integrate technology effectively for student engagement.
5. **Peer and Student Evaluations:**
    - Understand the value of peer and student feedback.
    - Use evaluations to enhance teaching practices.
6. **Practical Application:**
    - Engage in group interactions to apply theoretical concepts.
    - Translate curriculum and assessment principles into real-world scenarios.

Course Topics:

1. Principles of Curriculum Design
2. Learning Objectives and Aims
3. Assessment Methods and Alignment
4. Technology Integration in Teaching
5. Peer and Student Feedback
6. Managing the Learning Environment

Assessment:

- Curriculum design project
- Assessment plan development
- Peer evaluation exercises

Prerequisites:

Basic understanding of educational theory and practice.

Recommended Readings:

- “Understanding by Design” by Grant Wiggins and Jay McTighe
- Relevant research articles on curriculum design and assessment

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ENE111 - Inclusive ECE Practices

Course Description:

This course focuses on inclusive practices in early childhood education (ECE). Participants will explore variations in child development, identification of disabilities, and the impact of cultural and linguistic diversity. The course emphasizes strategies for creating inclusive ECE programs, adapting environments, and providing accommodations to meet the social, emotional, and academic needs of all children, including those who are at-risk or have special needs.

Learning Objectives:

1. **Understanding Child Development Variations:**
    - Explore typical and atypical child development milestones.
    - Recognize individual differences and diversities.
2. **Identification of Disabilities:**
    - Learn about common disabilities and developmental delays.
    - Understand the importance of early identification and intervention.
3. **Cultural and Linguistic Diversity:**
    - Analyze the impact of cultural and linguistic backgrounds on children’s learning.
    - Promote culturally responsive practices.
4. **Inclusive Early Childhood Programs:**
    - Explore models of inclusive ECE settings.
    - Discuss the benefits of inclusive education for all children.
5. **Adaptations and Accommodations:**
    - Develop strategies for adapting the environment to meet diverse needs.
    - Provide individualized accommodations for children with special needs.
6. **Social and Emotional Support:**
    - Understand the role of social-emotional development in inclusive practices.
    - Foster a positive and supportive classroom climate.

Course Topics:

1. Child Development and Individual Differences
2. Early Identification of Disabilities
3. Cultural Competence and Inclusion
4. Creating Inclusive Environments
5. Individualized Accommodations
6. Social-Emotional Learning

Assessment:

- Inclusive program design project

- Case studies on adapting environments
- Reflective essays on cultural responsiveness

Prerequisites:

Basic understanding of early childhood education principles.

Recommended Readings:

- "Including Children with Special Needs: A Practical Guide for Classroom Teachers" by Diane Schwartz
- Relevant research articles on inclusive ECE practices

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ENE112 Students with Special Needs

Course Description:

This course is designed for teachers working with students with special educational needs (SEN) in both mainstream and special education schools. Participants will explore teaching and assessment methods, strategies, and tools to address the distinctive learning needs of students with SEN. Through case study discussions, sharing of best practices, and utilization of information and communication technology (ICT) tools, participants will gain insights into key challenges in special education.

Learning Objectives:

1. **Recognizing Students' Special Needs:**
    - Understand the characteristics of various special needs (e.g., autism spectrum, intellectual disabilities).
    - Identify signs and symptoms of different SEN conditions.
2. **Assessment and Identification:**
    - Learn about curriculum-based measurement and assessment techniques.
    - Understand the process of identifying and assessing students with special needs.
3. **Designing Differentiated Activities:**
    - Explore methods for adapting instruction to meet individual learning needs.
    - Create differentiated activities that allow access to the general curriculum.
4. **Effective Teaching Methods and Strategies:**
    - Study task analysis and physical guidance techniques.
    - Apply evidence-based teaching methods to achieve individual educational plan (IEP) goals.
5. **ICT Tools for Inclusive Learning:**
    - Discover how technology can support all learners, including those with SEN.
    - Explore assistive technology and adaptive software.
6. **Professional and Home-School Collaboration:**

- Understand the importance of collaboration between educators, parents, and other professionals.
- Learn effective communication strategies for supporting students with SEN.

Course Topics:

1. Overview of Special Educational Needs
2. Assessment and Identification Procedures
3. Differentiation in Curriculum and Instruction
4. Evidence-Based Teaching Strategies
5. Assistive Technology and ICT Tools
6. Collaborative Partnerships

Assessment:

- Case study analysis
- Designing adapted activities
- Reflective essays on collaboration

Prerequisites:

Basic understanding of education and teaching principles.

Recommended Readings:

- "Teaching Students with Special Needs in Inclusive Classrooms" by Diane P. Bryant, Deborah D. Smith, and Brian R. Bryant
- Relevant research articles on special education and inclusive practices

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ENE214 - Thesis

Course Description:

In this course, students will engage in independent research under the guidance of a supervisor. The focus is on designing and conducting research to achieve the aims outlined in the student's research proposal. Students will explore relevant literature, collect data, analyze findings, and contribute to the field of study.

Learning Objectives:

1. **Research Design and Proposal Refinement:**
   - Refine the research proposal based on feedback from the supervisor.
   - Develop a clear research question and objectives.
2. **Literature Review and Theoretical Framework:**
   - Conduct a comprehensive literature review related to the research topic.
   - Establish a theoretical framework to guide the study.
3. **Data Collection and Analysis:**
   - Collect relevant data using appropriate methods (e.g., surveys, interviews, observations).

    - Apply statistical or qualitative analysis techniques.
4. **Writing and Presentation Skills:**
    - Write a well-structured thesis document.
    - Prepare and deliver a compelling oral presentation.
5. **Ethical Considerations and Professional Conduct:**
    - Adhere to ethical guidelines in research.
    - Demonstrate professional integrity throughout the process.

Course Components:

1. **Proposal Refinement and Approval**
    - Refine the research proposal based on feedback.
    - Obtain approval from the supervisor and ethics committee.
2. **Literature Review and Theoretical Framework**
    - Conduct an in-depth literature review.
    - Develop a theoretical framework.
3. **Data Collection and Analysis**
    - Collect data using appropriate methods.
    - Analyze data using relevant tools.
4. **Thesis Writing and Presentation**
    - Write the thesis document (introduction, methodology, results, discussion, conclusion).
    - Prepare an engaging oral presentation.
5. **Ethical Considerations and Professional Conduct**
    - Address ethical issues related to research participants.
    - Maintain professional standards throughout the research process.

Assessment:

- Research proposal refinement
- Literature review and theoretical framework
- Thesis document and oral presentation

Prerequisites:

Completion of relevant coursework and approval of the research proposal.

Recommended Readings:

- “How to Write a Thesis” by Umberto Eco
- Relevant research articles on the chosen topic

Grading:

Grading will be based on the quality of the thesis, research process, and presentation.

Course Title: ETE109 - Philosophy of Education

Course Description:

The course “Philosophy of Education” engages in systematic reflection upon the various activities and practices involved in imparting knowledge, developing human capacities, and fostering learning. Participants will explore fundamental questions related to educational processes, including aims, effective teaching methods, curriculum content, and the role of individuals within the broader social and political context.

Learning Objectives:

1. **Understanding Educational Aims and Goals:**
    - Explore the fundamental purposes of education.
    - Reflect on the desired outcomes of educational activities.
2. **Effective Teaching Methods:**
    - Investigate various teaching approaches and methodologies.
    - Consider pedagogical strategies aligned with educational goals.
3. **Curriculum Content and Subject Matter:**
    - Analyze the selection and organization of educational content.
    - Understand the role of curriculum in shaping learning experiences.
4. **Individuals in the Social and Political Order:**
    - Reflect on the impact of education on individuals’ roles in society.
    - Consider ethical and social implications of educational practices.

Course Topics:

1. Philosophical Foundations of Education
2. Educational Aims and Objectives
3. Teaching Methods and Pedagogical Approaches
4. Curriculum Design and Content Selection
5. Social Responsibility and Education

Assessment:

- Reflective essays on educational philosophy
- Critical analysis of educational theories
- Classroom discussions and debates

Prerequisites:

Basic understanding of educational theory and philosophy.

Recommended Readings:

- “Philosophy of Education: An Anthology” edited by Randall Curren
- Relevant philosophical texts on education

Grading:

Grading will be based on active participation, written assignments, and critical thinking.

Course Title: ETE110 - Child or Adolescent Development

Course Description:

This course provides an in-depth exploration of child and adolescent development, considering both typical and atypical trajectories. Participants will examine physical, social, cognitive, and language changes over time. The course emphasizes understanding how to address special needs and support at-risk youth. Readings and coursework will ground students in major theories and theorists of human development. The focus is on developmental issues during the earlier stages of the lifespan, particularly relevant for those entering the field of education. The course is suitable for individuals interested in teaching in schools, as well as those planning careers in child care centers, developmental services, residential treatment, and specialty schools for children and youth.

Learning Objectives:

1. **Understanding Developmental Milestones:**
    - Explore typical and atypical developmental milestones from infancy through adolescence.
    - Recognize variations in physical, cognitive, and socioemotional development.
2. **Theories of Human Development:**
    - Study major developmental theories and theorists (e.g., Piaget, Erikson, Vygotsky).
    - Apply theoretical frameworks to educational contexts.
3. **Addressing Special Needs and At-Risk Youth:**
    - Learn strategies for supporting children with diverse needs.
    - Understand risk factors and protective factors for youth.
4. **Developmental Psychology in Education:**
    - Analyze how developmental principles apply to teaching and learning.
    - Consider implications for classroom practices.

Course Topics:

1. Introduction to Child and Adolescent Development
2. Physical Development: From Infancy to Adolescence
3. Cognitive Development: Piaget, Vygotsky, and Beyond
4. Socioemotional Development: Attachment, Identity, and Peer Relationships
5. Special Needs and Inclusive Education
6. Risk and Resilience in Youth

Assessment:

- Reflective essays on developmental observations
- Case studies on addressing special needs
- Classroom applications of developmental theories

Prerequisites:

Basic understanding of educational theory and child development concepts.

Recommended Readings:

- “Child Development: A Cultural Approach” by Jeffrey Arnett
- Relevant research articles on child and adolescent development

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ETE111 - Classroom Management

Course Description:

The course “Classroom Management” is designed for teachers seeking to enhance their skills in managing effective and up-to-date classrooms. Participants will explore techniques and strategies to create an engaging and participatory learning environment. The course emphasizes the use of contemporary methods and classroom tools to foster student engagement and optimize teaching practices.

Learning Objectives:

1. **Foundations of Classroom Management:**
    - Understand the importance of effective classroom management.
    - Explore theories and principles related to creating a positive learning environment.
2. **Creating an Engaged Classroom:**
    - Learn strategies to encourage student participation.
    - Explore techniques for maintaining student interest and motivation.
3. **Behavioral Interventions:**
    - Study methods for addressing disruptive behavior.
    - Develop proactive approaches to prevent classroom disruptions.
4. **Technology Integration in Classroom Management:**
    - Explore how technology tools can enhance classroom management.
    - Learn to use digital resources for organization and communication.
5. **Assessment and Feedback:**
    - Understand the role of assessment in managing student progress.
    - Explore effective feedback strategies to guide student behavior.

Course Topics:

1. Introduction to Classroom Management
2. Establishing Classroom Rules and Expectations
3. Positive Reinforcement and Behavior Modification
4. Technology Tools for Organization and Communication
5. Conflict Resolution and De-escalation Techniques

Assessment:

- Classroom management plan development
- Case studies on effective strategies
- Reflective essays on classroom experiences

Prerequisites:

Basic understanding of educational theory and teaching practices.

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. Wong
- Relevant research articles on classroom management

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ETE112 - Teaching Seminar or Practicum

Course Description:

The course "Teaching Seminar or Practicum" provides teacher candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment within an educational setting. Through a blend of field observation experiences and full-time teaching, candidates will utilize standards-based educational theories and practices in real-life teaching and learning environments. The course project, "Student Teaching Portfolio Project II: Implementing Effective Instructional Practices," guides each teacher candidate in developing a professional teaching portfolio.

Learning Objectives:

1. **Lesson Planning for Diverse Student Needs:**
    - Develop lesson plans that address the diverse needs of students.
    - Consider differentiation strategies to accommodate various learning styles and abilities.
2. **Assessment Strategies and Monitoring:**
    - Utilize both formal and informal assessments to measure and monitor student performance.
    - Understand the role of assessment in informing instruction.
3. **Literacy Integration Across Content Areas:**
    - Explore methods for integrating literacy skills into content area instruction.
    - Foster literacy development across subject areas.
4. **Effective Classroom Management and Student Engagement:**
    - Learn strategies for maintaining an organized and positive classroom environment.
    - Promote student engagement and active participation.
5. **Professional Ethics and Collaboration:**
    - Exhibit professional and ethical practices in teaching.
    - Collaborate with school-based teams and parents to support student achievement.

Course Topics:

1. Introduction to Teaching Seminar or Practicum
2. Developing Effective Lesson Plans
3. Assessment Techniques and Student Progress Monitoring

4. Literacy Integration Strategies
5. Classroom Management and Engagement

Assessment:

- Development of a teaching portfolio
- Reflective essays on classroom experiences
- Collaborative projects with school-based teams

Prerequisites:

Completion of relevant coursework and approval for the practicum.

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. Wong
- Relevant research articles on effective teaching practices

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ITE110 Curriculum Planning

Course Description:

The course "Curriculum Planning" introduces students to the concepts and processes involved in curriculum development, innovation, and evaluation. Participants will explore how learning and teaching approaches can benefit from the use of information and communication technology (ICT) to advance understanding, appreciation of knowledge, and innovative practices. The course covers general issues related to curriculum design, including various curriculum models and their implications for multimedia-based learning, teaching, and assessment. Additionally, the course addresses the teaching of values and emphasizes the design, development, and evaluation of curricula, including the implementation of innovative approaches.

Learning Objectives:

1. **Foundations of Curriculum Development:**
    - Understand the importance of effective curriculum planning.
    - Explore the historical and theoretical underpinnings of curriculum design.
2. **Curriculum Models and Approaches:**
    - Study various curriculum design models (e.g., subject-centered, learner-centered, competency-based).
    - Analyze their implications for teaching and learning.
3. **Multimedia-Based Learning and Teaching:**
    - Explore how ICT can enhance curriculum delivery.
    - Consider multimedia resources for engaging instruction.
4. **Values Education and Ethical Considerations:**
    - Discuss the role of values in curriculum planning.
    - Address ethical dilemmas related to curriculum content.
5. **Design, Development, and Evaluation of Curricula:**

- Learn practical steps for designing and developing curricula.
- Understand the importance of ongoing evaluation and adaptation.

Course Topics:

1. Introduction to Curriculum Planning
2. Curriculum Models and Theoretical Perspectives
3. Multimedia Integration in Curriculum Delivery
4. Teaching Values and Ethical Education
5. Curriculum Evaluation and Innovation

Assessment:

- Curriculum design project
- Case studies on curriculum implementation
- Reflective essays on ethical considerations

Prerequisites:

Basic understanding of educational theory and curriculum concepts.

Recommended Readings:

- "Curriculum Development: A Guide to Practice" by Jon Wiles and Joseph Bondi
- Relevant research articles on curriculum planning and innovation

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ITE111 - Psychology of Learning

Course Description:

The course "Psychology of Learning" delves into the study of how individuals acquire knowledge, skills, and behaviors. Participants will explore various theories and principles related to learning processes. The course emphasizes a scientific perspective and principles that apply across species. Additionally, it focuses on pervasive and fundamental forms of learning that are often overlooked but play a crucial role in everyday life.

Learning Objectives:

1. **Foundations of Learning:**
   - Understand the nature of learning and its significance.
   - Explore historical and contemporary theories of learning.
2. **Behavioral and Cognitive Approaches:**
   - Study behaviorism and its impact on understanding learning.
   - Investigate cognitive theories related to memory, problem-solving, and information processing.

3. **Classical and Operant Conditioning:**
    - Explore classical conditioning (Pavlovian) and operant conditioning (Skinnerian).
    - Understand how associations and consequences shape behavior.
4. **Social Learning and Observational Learning:**
    - Analyze social learning theory (Bandura) and observational learning.
    - Consider the role of modeling and imitation in learning.
5. **Applications of Learning Principles:**
    - Apply learning principles to educational contexts.
    - Explore real-world examples of learning interventions.

Course Topics:

1. Introduction to Psychology of Learning
2. Behaviorism and Classical Conditioning
3. Operant Conditioning and Reinforcement
4. Cognitive Approaches to Learning
5. Social Learning and Modeling

Assessment:

- Reflective essays on learning experiences
- Case studies applying learning theories
- Classroom applications of learning principles

Prerequisites:

Basic understanding of psychology and educational theory.

Recommended Readings:

- “Learning: Principles and Applications” by Stephen B. Klein and Benjamin A. Pierce
- Relevant research articles on learning processes

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Course Title: ITE112 - Development of Reasoning

Course Description:

The course “Development of Reasoning” focuses on enhancing students’ reasoning abilities and introducing critical thinking skills. Participants will explore the significance of critical thinking not only in academic contexts but also for vocational and personal success. The course includes interactive sessions, group activities, and discussions to apply critical thinking strategies to both instructional settings and everyday life.

Learning Objectives:

1. **Understanding Reasoning and Critical Thinking:**
    - Explore the nature of reasoning and critical thinking.
    - Recognize their importance in problem-solving and decision-making.
2. **Dimensions of Critical Thinking:**
    - Study various dimensions of critical thinking (e.g., analysis, evaluation, inference).
    - Apply critical thinking strategies to diverse scenarios.
3. **Academic and Vocational Relevance:**
    - Understand how critical thinking impacts academic achievement.
    - Explore its role in vocational success and professional growth.
4. **Hands-On Activities and Application:**
    - Engage in small group activities to practice critical thinking.
    - Apply reasoning skills to instructional design and personal life situations.

Course Topics:

1. Introduction to Reasoning and Critical Thinking
2. Dimensions of Critical Thinking
3. Critical Thinking in Academic Contexts
4. Critical Thinking for Vocational Success
5. Practical Application and Group Activities

Assessment:

- Critical thinking reflections
- Case studies applying reasoning skills
- Group project on instructional design with a critical thinking focus

Prerequisites:

Basic understanding of educational theory and cognitive processes.

Recommended Readings:

- “Critical Thinking: A Concise Guide” by Tracy Bowell and Gary Kemp
- Relevant research articles on critical thinking and reasoning

Grading:

Grading will be based on active participation, project outcomes, and critical analysis.

Educational Neuroscience

Course Description:

This course explores the intersection of neuroscience and education, focusing on how brain processes impact learning and development. Students will delve into the biological basis of learning, memory, and cognitive development, and examine how these processes influence educational practices. The course covers topics such as neuroplasticity, the impact of stress and emotions on learning, and the application of neuroimaging techniques in educational research. By integrating neuroscience principles, students will gain insights into effective teaching strategies and interventions to support diverse learners.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the fundamental principles of neuroscience as they relate to education.
2. Analyze the biological basis of learning and memory.
3. Evaluate the impact of stress and emotions on learning processes.
4. Apply neuroimaging techniques to educational research.
5. Develop effective teaching strategies based on neuroscience principles.
6. Design interventions to support diverse learners using insights from educational neuroscience.

Topics Covered:

1. **Introduction to Educational Neuroscience**
    - Overview of the field
    - Historical context and development
2. **Brain Structure and Function**
    - Basic neuroanatomy
    - Neural mechanisms of learning and memory
3. **Neuroplasticity**
    - Mechanisms of brain plasticity
    - Implications for learning and education
4. **Cognitive Development**
    - Stages of cognitive development
    - Brain development in children and adolescents
5. **Stress, Emotion, and Learning**
    - Impact of stress on the brain
    - Emotional regulation and its effects on learning
6. **Neuroimaging Techniques**
    - Introduction to neuroimaging methods (fMRI, EEG, etc.)
    - Applications in educational research
7. **Learning Disabilities and Neurodiversity**
    - Understanding learning disabilities from a neurological perspective
    - Strategies for supporting neurodiverse learners
8. **Educational Interventions**
    - Designing neuroscience-informed interventions

- Case studies and practical applications

9. **Ethical Considerations in Educational Neuroscience**
    - Ethical issues in research and practice
    - Privacy and consent in neuroimaging studies

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to educational neuroscience (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving the application of neuroscience principles in education (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (20%).
- **Final Project**: Design and present an educational intervention based on neuroscience principles (30%).

Recommended Reading:

1. **"The Learning Brain: Lessons for Education"** by Sarah-Jayne Blakemore and Uta Frith
2. **"How People Learn: Brain, Mind, Experience, and School"** by National Research Council
3. **"Educational Neuroscience"** by Denis Mareschal, Brian Butterworth, and Andrew Tolmie
4. **"Mind, Brain, and Education: Neuroscience Implications for the Classroom"** by David A. Sousa
5. **"Neuroscience for Teachers: Applying Research Evidence from Brain Science"** by Richard Churches, Eleanor Dommett, and Ian Devonshire

Educational Sociology

Course Description:

This course examines the relationship between education and society, exploring how social structures, cultural norms, and institutional practices influence educational processes and outcomes. Students will analyze key sociological theories and concepts, such as social stratification, inequality, and the role of education in social mobility. The course also addresses contemporary issues in education, including diversity, inclusion, and the impact of globalization. By understanding the sociological context of education, students will be equipped to critically evaluate and address the social challenges faced by educational institutions and learners.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand and apply key sociological theories and concepts to educational contexts.
2. Analyze the impact of social structures and cultural norms on educational processes and outcomes.
3. Evaluate the role of education in promoting or hindering social mobility and equality.
4. Critically assess contemporary issues in education, such as diversity, inclusion, and globalization.
5. Develop strategies to address social challenges in educational settings.

Topics Covered:

1. **Introduction to Educational Sociology**
    - Definition and scope
    - Historical development of the field
2. **Theoretical Perspectives in Educational Sociology**
    - Functionalism
    - Conflict theory
    - Symbolic interactionism
3. **Social Stratification and Education**
    - Class, race, and gender inequalities
    - The role of education in social mobility
4. **Cultural Capital and Education**
    - Bourdieu's theory of cultural capital
    - Implications for educational attainment
5. **Schooling and Socialization**
    - The role of schools in socializing children
    - Hidden curriculum and its effects
6. **Educational Policy and Reform**
    - Analysis of educational policies
    - Impact of reforms on educational equity
7. **Diversity and Inclusion in Education**
    - Strategies for promoting diversity and inclusion
    - Challenges and opportunities
8. **Globalization and Education**
    - Impact of globalization on educational systems

- Comparative education studies

9. **Educational Inequality and Social Justice**
    - Addressing educational disparities
    - Promoting social justice through education
10. **Research Methods in Educational Sociology**
    - Qualitative and quantitative research methods
    - Conducting sociological research in education

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to educational sociology (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving sociological issues in education (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (20%).
- **Final Project**: Design and present a strategy to address a specific social challenge in education (30%).

Recommended Reading:

1. **"Sociology of Education: A Critical Reader"** by Alan R. Sadovnik
2. **"Education and Society: An Introduction to Key Issues in the Sociology of Education"** by Thurston Domina, Benjamin G. Gibbs, Lisa Nunn, and Andrew Penner
3. **"The Structure of Schooling: Readings in the Sociology of Education"** by Richard Arum, Irenee R. Beattie, and Karly Ford
4. **"Social Class and Educational Inequality: The Impact of Parents and Schools"** by Iram Siraj and Aziza Mayo
5. **"Handbook of the Sociology of Education"** by Maureen T. Hallinan

Conflict Resolution in Education

Course Description:

This course provides an in-depth exploration of conflict dynamics within educational settings and equips students with practical strategies for managing and resolving conflicts. Topics include the nature and sources of conflict, communication skills, negotiation techniques, and mediation processes. Students will analyze case studies and engage in role-playing exercises to develop their conflict resolution skills. The course emphasizes creating a positive school climate, fostering collaborative relationships, and implementing restorative practices to address conflicts constructively.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the nature and sources of conflict in educational settings.
2. Develop effective communication and negotiation skills for conflict resolution.
3. Apply mediation techniques to resolve conflicts among students, staff, and parents.
4. Implement restorative practices to create a positive and inclusive school climate.
5. Analyze and evaluate case studies of conflict resolution in education.
6. Design and apply conflict resolution strategies tailored to specific educational contexts.

Topics Covered:

1. **Introduction to Conflict Resolution in Education**
    - Definition and importance
    - Overview of conflict dynamics
2. **Sources and Types of Conflict**
    - Common sources of conflict in schools
    - Types of conflict (interpersonal, intrapersonal, intergroup)
3. **Communication Skills for Conflict Resolution**
    - Active listening
    - Effective questioning
    - Non-verbal communication
4. **Negotiation Techniques**
    - Principles of negotiation
    - Strategies for successful negotiation
5. **Mediation Processes**
    - Steps in the mediation process
    - Role of the mediator
    - Techniques for effective mediation
6. **Restorative Practices in Education**
    - Principles of restorative justice
    - Implementing restorative circles and conferences
7. **Creating a Positive School Climate**
    - Strategies for fostering a collaborative environment
    - Role of leadership in conflict resolution
8. **Case Studies and Role-Playing Exercises**
    - Analysis of real-world conflict scenarios

- Practical exercises to develop conflict resolution skills

9. **Ethical Considerations in Conflict Resolution**
    - Ethical dilemmas and decision-making
    - Maintaining confidentiality and impartiality

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to conflict resolution in education (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving conflict resolution in an educational setting (20%).
- **Role-Playing Exercises**: Participation in role-playing exercises to demonstrate conflict resolution skills (20%).
- **Final Project**: Design and present a comprehensive conflict resolution strategy for a specific educational context (30%).

Recommended Reading:

1. **"The Handbook of Conflict Resolution: Theory and Practice"** by Peter T. Coleman, Morton Deutsch, and Eric C. Marcus
2. **"Restorative Justice in Education: Transforming Teaching and Learning Through the Disciplines"** by Maisha T. Winn and Lawrence T. Winn
3. **"Conflict Resolution in the Schools: A Manual for Educators"** by Kathryn Girard and Susan J. Koch
4. **"The Mediation Process: Practical Strategies for Resolving Conflict"** by Christopher W. Moore
5. **"Nonviolent Communication: A Language of Life"** by Marshall B. Rosenberg

Educational Law and Ethics

Course Description:

This course provides a comprehensive overview of the legal and ethical principles that govern educational institutions. Students will explore key legal issues such as student rights, teacher responsibilities, special education law, and school governance. The course also delves into ethical dilemmas faced by educators, including issues of equity, confidentiality, and professional conduct. Through case studies and practical scenarios, students will develop the skills to navigate complex legal and ethical situations, ensuring they can uphold the highest standards of integrity and fairness in their professional practice.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the fundamental legal principles affecting education.
2. Analyze key legal issues related to student rights, teacher responsibilities, and school governance.

3. Evaluate ethical dilemmas in educational settings and develop appropriate responses.
4. Apply legal and ethical principles to real-world educational scenarios.
5. Develop strategies to ensure compliance with educational laws and uphold ethical standards.

Topics Covered:

1. **Introduction to Educational Law and Ethics**
    - Overview of legal and ethical frameworks
    - Importance of law and ethics in education
2. **Student Rights and Responsibilities**
    - Legal rights of students
    - Issues of discipline, privacy, and free speech
3. **Teacher Rights and Responsibilities**
    - Employment law for educators
    - Professional conduct and ethical responsibilities
4. **Special Education Law**
    - Legal requirements for special education
    - Individualized Education Programs (IEPs) and accommodations
5. **School Governance and Policy**
    - Roles and responsibilities of school boards and administrators
    - Policy development and implementation
6. **Equity and Access in Education**
    - Legal and ethical issues related to equity and inclusion
    - Strategies for promoting equitable educational opportunities
7. **Confidentiality and Privacy**
    - Legal standards for student and staff privacy
    - Ethical considerations in handling confidential information
8. **Ethical Decision-Making in Education**
    - Frameworks for ethical decision-making
    - Case studies of ethical dilemmas in education
9. **Legal and Ethical Issues in Technology Use**
    - Laws and ethics related to the use of technology in education
    - Cybersecurity and digital citizenship

10. **Current Trends and Issues in Educational Law and Ethics**
    - Emerging legal and ethical challenges
    - Impact of recent legal cases and policy changes

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to educational law and ethics (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving legal or ethical issues in education (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (20%).
- **Final Project**: Design and present a comprehensive strategy to address a legal or ethical issue in an educational setting (30%).

Recommended Reading:

1. **"School Law and the Public Schools: A Practical Guide for Educational Leaders"** by Nathan L. Essex
2. **"The Ethics of Teaching"** by Kenneth A. Strike and Jonas F. Soltis
3. **"Legal Issues in Education: Rights and Responsibilities in U.S. Public Schools Today"** by Kevin G. Welner and Wendy C. Chi
4. **"Teachers and the Law"** by David Schimmel, Leslie R. Stellman, and Louis Fischer
5. **"Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas"** by Joan Poliner Shapiro and Jacqueline A. Stefkovich

Educational Assessment and Measurement

Course Description:

This course provides an in-depth understanding of the principles and practices of educational assessment and measurement. Students will explore various assessment methods, including formative and summative assessments, standardized testing, and performance-based evaluations. The course covers the development, implementation, and interpretation of assessments, with a focus on reliability, validity, and fairness. Students will also examine the role of assessment in informing instruction and improving student learning outcomes. By the end of the course, students will be equipped with the skills to design and utilize effective assessment tools in diverse educational settings.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the fundamental concepts of educational assessment and measurement.
2. Develop and implement various types of assessments.
3. Evaluate the reliability and validity of assessment tools.

4. Interpret assessment data to inform instructional decisions.
5. Design fair and equitable assessments for diverse learners.
6. Analyze the impact of assessment practices on student learning outcomes.

Topics Covered:

1. **Introduction to Educational Assessment**
    - Definition and purpose
    - Historical context and evolution
2. **Types of Assessments**
    - Formative and summative assessments
    - Standardized testing
    - Performance-based assessments
3. **Principles of Measurement**
    - Reliability and validity
    - Fairness and bias in assessments
4. **Assessment Design and Development**
    - Creating assessment items
    - Developing rubrics and scoring guides
5. **Data Collection and Analysis**
    - Methods of data collection
    - Statistical analysis of assessment data
6. **Interpreting Assessment Results**
    - Using data to inform instruction
    - Reporting and communicating assessment results
7. **Assessment in Diverse Educational Settings**
    - Designing assessments for diverse learners
    - Addressing cultural and linguistic diversity
8. **Ethical and Legal Issues in Assessment**
    - Ethical considerations in assessment practices
    - Legal requirements and standards
9. **Current Trends and Issues in Educational Assessment**
    - Innovations in assessment technology
    - Policy and practice implications

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to educational assessment and measurement (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving assessment practices in an educational setting (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (20%).
- **Final Project**: Design and present a comprehensive assessment plan for a specific educational context (30%).

Recommended Reading:

1. **"Educational Measurement"** by Robert L. Linn and Norman E. Gronlund
2. **"Classroom Assessment: What Teachers Need to Know"** by W. James Popham
3. **"Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education"** by Trudy W. Banta and Catherine A. Palomba
4. **"The ABCs of Educational Testing: Demystifying the Tools That Shape Our Schools"** by W. James Popham
5. **"Handbook of Test Development"** by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna

Educational Technology Integration

Course Description:

This course focuses on the effective integration of digital technologies in educational settings. Students will explore various tools and strategies for enhancing teaching and learning through technology. Topics include instructional design, online learning environments, digital assessment methods, and the use of multimedia resources. The course emphasizes practical applications and hands-on experiences, enabling students to design and implement technology-enhanced learning activities. By the end of the course, students will be equipped with the skills to leverage technology to improve educational outcomes and foster innovative learning experiences.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the principles and theories of educational technology integration.
2. Design and implement technology-enhanced learning activities.
3. Evaluate the effectiveness of digital tools and resources in education.
4. Develop strategies for integrating technology into various educational contexts.
5. Analyze the impact of technology on teaching and learning processes.
6. Address ethical and legal issues related to the use of technology in education.

Topics Covered:

1. **Introduction to Educational Technology Integration**
    - Definition and scope
    - Historical context and evolution
2. **Theoretical Foundations**
    - Learning theories and technology integration
    - Models of technology integration (e.g., SAMR, TPACK)
3. **Instructional Design for Technology Integration**
    - Principles of instructional design
    - Designing technology-enhanced learning activities
4. **Online Learning Environments**
    - Creating and managing online courses
    - Best practices for online teaching and learning
5. **Digital Assessment Methods**
    - Formative and summative assessments using technology
    - Tools for digital assessment and feedback
6. **Multimedia Resources in Education**
    - Using multimedia to enhance learning
    - Creating and curating digital content
7. **Collaborative Learning with Technology**
    - Tools and strategies for collaborative learning
    - Promoting student engagement and interaction
8. **Mobile and Ubiquitous Learning**
    - Mobile learning applications
    - Ubiquitous learning environments
9. **Ethical and Legal Issues in Educational Technology**
    - Privacy and security concerns
    - Ethical use of digital resources
10. **Current Trends and Future Directions**
    - Emerging technologies in education
    - Future trends and innovations

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to educational technology integration (30%).

- **Project**: Design and implement a technology-enhanced learning activity (25%).
- **Case Study Analysis**: Analysis and presentation of a case study involving technology integration in education (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (15%).
- **Final Presentation**: Present a comprehensive plan for integrating technology into a specific educational context (10%).

Recommended Reading:

1. **"Educational Technology: A Definition with Commentary"** by Al Januszewski and Michael Molenda
2. **"The Handbook of Educational Technology"** by J. Michael Spector, M. David Merrill, Jan Elen, and M.J. Bishop
3. **"Teaching and Learning with Technology"** by Judy Lever-Duffy and Jean B. McDonald
4. **"Blended Learning in Higher Education: Framework, Principles, and Guidelines"** by D. Randy Garrison and Norman D. Vaughan
5. **"The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice"** by Abbie H. Brown and Timothy D. Green

Sports Coaching and Leadership

Course Description:

This course delves into the principles and practices of effective sports coaching and leadership. Students will explore various coaching methodologies, leadership styles, and team management strategies. The course covers topics such as motivation, communication, performance enhancement, and ethical considerations in coaching. Through case studies and practical exercises, students will develop the skills to lead and inspire athletes, foster team cohesion, and create positive sporting environments. By the end of the course, students will be equipped to take on leadership roles in sports organizations and enhance athletic performance at all levels.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand and apply key coaching methodologies and leadership theories.
2. Develop effective communication and motivational strategies for athletes.
3. Analyze and implement performance enhancement techniques.
4. Address ethical issues and dilemmas in sports coaching.
5. Foster team cohesion and create positive sporting environments.
6. Evaluate and improve coaching practices through reflective analysis.

Topics Covered:

1. **Introduction to Sports Coaching and Leadership**
    - Overview of coaching and leadership in sports
    - Historical context and evolution
2. **Coaching Methodologies**
    - Various coaching styles and approaches
    - Developing a personal coaching philosophy
3. **Leadership Theories and Practices**
    - Leadership styles and their application in sports
    - Building and leading effective teams
4. **Motivation and Communication**
    - Techniques for motivating athletes
    - Effective communication strategies
5. **Performance Enhancement**
    - Physical and psychological aspects of performance
    - Training and conditioning programs
6. **Ethics in Sports Coaching**
    - Ethical considerations and dilemmas
    - Promoting fair play and sportsmanship
7. **Team Dynamics and Cohesion**
    - Building team cohesion and culture
    - Conflict resolution within teams
8. **Reflective Practice in Coaching**
    - Techniques for self-reflection and improvement
    - Case studies and practical applications
9. **Current Trends and Issues in Sports Coaching**
    - Innovations in coaching practices
    - Addressing contemporary challenges in sports

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to sports coaching and leadership (30%).
- **Case Study Analysis**: Analysis and presentation of a case study involving coaching practices (20%).

- **Practical Coaching Exercise**: Design and implement a coaching session, followed by a reflective analysis (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (15%).
- **Final Project**: Develop and present a comprehensive coaching and leadership plan for a specific sports team or organization (15%).

Recommended Reading:

1. **"Coaching for Performance: GROWing Human Potential and Purpose"** by John Whitmore
2. **"The Art of Coaching: Effective Strategies for School Transformation"** by Elena Aguilar
3. **"Sports Leadership: A Concise Reference Guide"** by Peter J. Miller
4. **"The Psychology of Coaching, Mentoring and Learning"** by Ho Law
5. **"Successful Coaching"** by Rainer Martens

Curriculum Design in Physical Education

Course Description:

This course focuses on the principles and practices of designing effective physical education curricula. Students will explore various models and frameworks for curriculum development, considering factors such as student needs, educational standards, and contemporary trends in physical education. The course emphasizes creating inclusive and engaging programs that promote physical literacy, health, and well-being. Through practical assignments and case studies, students will develop the skills to design, implement, and evaluate physical education curricula tailored to diverse educational settings.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the fundamental principles of curriculum design in physical education.
2. Analyze and apply various models and frameworks for curriculum development.
3. Develop inclusive and engaging physical education programs.
4. Evaluate the effectiveness of physical education curricula.
5. Address contemporary trends and challenges in physical education.
6. Implement strategies to promote physical literacy, health, and well-being.

Topics Covered:

1. **Introduction to Curriculum Design in Physical Education**
    - Definition and importance
    - Historical context and evolution

2. **Theoretical Foundations of Curriculum Design**
    - Key theories and models
    - Frameworks for curriculum development
3. **Needs Assessment and Goal Setting**
    - Identifying student needs
    - Setting educational goals and objectives
4. **Curriculum Models in Physical Education**
    - Traditional vs. contemporary models
    - Comparative analysis of different models
5. **Designing Inclusive Physical Education Programs**
    - Strategies for inclusion and diversity
    - Adapting curricula for different abilities and backgrounds
6. **Instructional Strategies and Pedagogical Approaches**
    - Effective teaching methods in physical education
    - Integrating technology and innovative practices
7. **Assessment and Evaluation in Physical Education**
    - Designing assessment tools
    - Evaluating student performance and program effectiveness
8. **Health and Well-being in Physical Education**
    - Promoting physical literacy and lifelong fitness
    - Addressing mental health and well-being
9. **Contemporary Trends and Issues in Physical Education**
    - Current challenges and opportunities
    - Future directions in physical education
10. **Case Studies and Practical Applications**
    - Analysis of successful physical education programs
    - Designing and implementing a curriculum project

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to curriculum design in physical education (30%).
- **Curriculum Project**: Design and present a comprehensive physical education curriculum for a specific educational setting (30%).

- **Case Study Analysis**: Analysis and presentation of a case study involving curriculum design in physical education (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (10%).
- **Class Participation**: Active participation in discussions and practical exercises (10%).

Recommended Reading:

1. **"Physical Education Curriculum Design and Implementation"** by Stephen J. Silverman and Catherine D. Ennis
2. **"Developing the Physical Education Curriculum: An Achievement-Based Approach"** by Luke E. Kelly and Vincent J. Melograno
3. **"Dynamic Physical Education for Secondary School Students"** by Paul W. Darst and Robert P. Pangrazi
4. **"Standards-Based Physical Education Curriculum Development"** by Jacalyn Lea Lund and Deborah Tannehill
5. **"The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment"** by Stephen A. Mitchell, Jennifer L. Walton-Fisette, and Linda L. Griffin

Biomechanics of Sports and Exercise

Course Description:

This course provides an in-depth exploration of the mechanical principles underlying human movement in sports and exercise. Students will study the forces and motions involved in athletic performance, examining how biomechanics can enhance performance and prevent injuries. Topics include kinematics, kinetics, muscle mechanics, and the analysis of movement patterns. Through practical applications and laboratory work, students will learn to use biomechanical tools and techniques to assess and improve athletic performance. By the end of the course, students will be equipped with the knowledge to apply biomechanical principles in various sports and exercise contexts.

Learning Objectives:

By the end of this course, students will be able to:

1. Understand the fundamental principles of biomechanics as they relate to sports and exercise.
2. Analyze the forces and motions involved in athletic performance.
3. Apply biomechanical principles to enhance athletic performance and prevent injuries.
4. Utilize biomechanical tools and techniques for movement analysis.
5. Conduct and interpret biomechanical research in sports and exercise.
6. Develop and implement biomechanically-informed training programs.

Topics Covered:

1. **Introduction to Biomechanics**
    - Definition and scope

- Historical context and evolution

2. **Kinematics of Human Movement**
    - Linear and angular kinematics
    - Motion analysis techniques
3. **Kinetics of Human Movement**
    - Forces and torques
    - Newton's laws of motion in sports
4. **Muscle Mechanics**
    - Muscle structure and function
    - Force production and muscle contraction
5. **Biomechanical Analysis of Sports Techniques**
    - Analysis of specific sports movements
    - Techniques for improving performance
6. **Injury Prevention and Rehabilitation**
    - Biomechanical factors in injury prevention
    - Rehabilitation techniques and protocols
7. **Use of Technology in Biomechanics**
    - Motion capture systems
    - Force plates and other measurement tools
8. **Research Methods in Biomechanics**
    - Experimental design and data collection
    - Statistical analysis and interpretation
9. **Practical Applications and Case Studies**
    - Real-world applications of biomechanics
    - Case studies of biomechanical interventions

Assessment:

- **Research Paper**: Students will write a research paper on a topic related to biomechanics of sports and exercise (30%).
- **Laboratory Report**: Analysis and presentation of a biomechanical study conducted in the lab (25%).
- **Case Study Analysis**: Analysis and presentation of a case study involving biomechanical principles (20%).
- **Midterm Exam**: A written exam covering the first half of the course content (15%).

- **Final Project**: Design and present a biomechanically-informed training program for a specific sport or exercise (10%).

Recommended Reading:

1. **"Biomechanics of Sport and Exercise"** by Peter McGinnis
2. **"Introduction to Sports Biomechanics: Analysing Human Movement Patterns"** by Roger Bartlett
3. **"Research Methods in Biomechanics"** by Gordon E. Robertson, Graham E. Caldwell, Joseph Hamill, Gary Kamen, and Saunders N. Whittlesey
4. **"Fundamentals of Biomechanics: Equilibrium, Motion, and Deformation"** by Nihat Özkaya, Margareta Nordin, David Goldsheyder, and Dawn Leger
5. **"Kinesiology: Scientific Basis of Human Motion"** by Nancy Hamilton, Kathryn Luttgens, and Sally Davis

Sports Injury Prevention and Rehabilitation

Course Description

This course provides an in-depth understanding of the principles and practices involved in preventing and rehabilitating sports injuries. It covers the anatomy and biomechanics of injuries, strategies for injury prevention, and rehabilitation techniques. The course is designed for educators, coaches, and sports professionals who aim to enhance their knowledge and skills in managing sports-related injuries.

Learning Objectives

By the end of this course, students will be able to:

1. Understand the anatomy and biomechanics of common sports injuries.
2. Identify risk factors and implement strategies for injury prevention.
3. Develop and apply rehabilitation programs for various sports injuries.
4. Evaluate the effectiveness of injury prevention and rehabilitation techniques.
5. Integrate evidence-based practices into sports injury management.

Topics Covered

1. **Introduction to Sports Injuries**
    - Types and causes of sports injuries
    - Anatomy and biomechanics of injuries
2. **Injury Prevention Strategies**
    - Risk factors and screening

- Warm-up, conditioning, and cool-down techniques
- Protective equipment and safe practices

3. **Acute Injury Management**
    - Immediate care and first aid
    - Assessment and diagnosis of injuries
4. **Rehabilitation Techniques**
    - Principles of rehabilitation
    - Exercise therapy and physical modalities
    - Psychological aspects of injury recovery
5. **Specific Injuries and Rehabilitation**
    - Lower limb injuries (e.g., ACL tears, ankle sprains)
    - Upper limb injuries (e.g., shoulder dislocations, tennis elbow)
    - Spinal injuries and back pain
6. **Performance and Return to Play**
    - Criteria for return to play
    - Monitoring and evaluating rehabilitation progress
    - Preventing re-injury

Assessment

- **Assignments**: Written assignments on injury prevention strategies and rehabilitation plans (30%)
- **Practical Exams**: Demonstration of rehabilitation techniques (20%)
- **Case Studies**: Analysis and presentation of injury cases (20%)
- **Final Exam**: Comprehensive written exam covering all course topics (30%)

Recommended Reading

1. **"Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions"** by David Joyce and Daniel Lewindon
2. **"Essentials of Athletic Injury Management"** by William E. Prentice and Daniel D. Arnheim
3. **"Rehabilitation Techniques for Sports Medicine and Athletic Training"** by William E. Prentice
4. **"The Anatomy of Sports Injuries: Your Illustrated Guide to Prevention, Diagnosis, and Treatment"** by Brad Walker

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Office of Institutional Planning and Effectiveness
The Knowledge Park I, Examination Council of Eswatini
P.O. Box D61, Ezulwini
Eswatini

www.springfieldresearch.university
frontdesk@springfieldresearch.university

+268 7619-2898
+268 2417-1634

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