



**The University of the West Indies**

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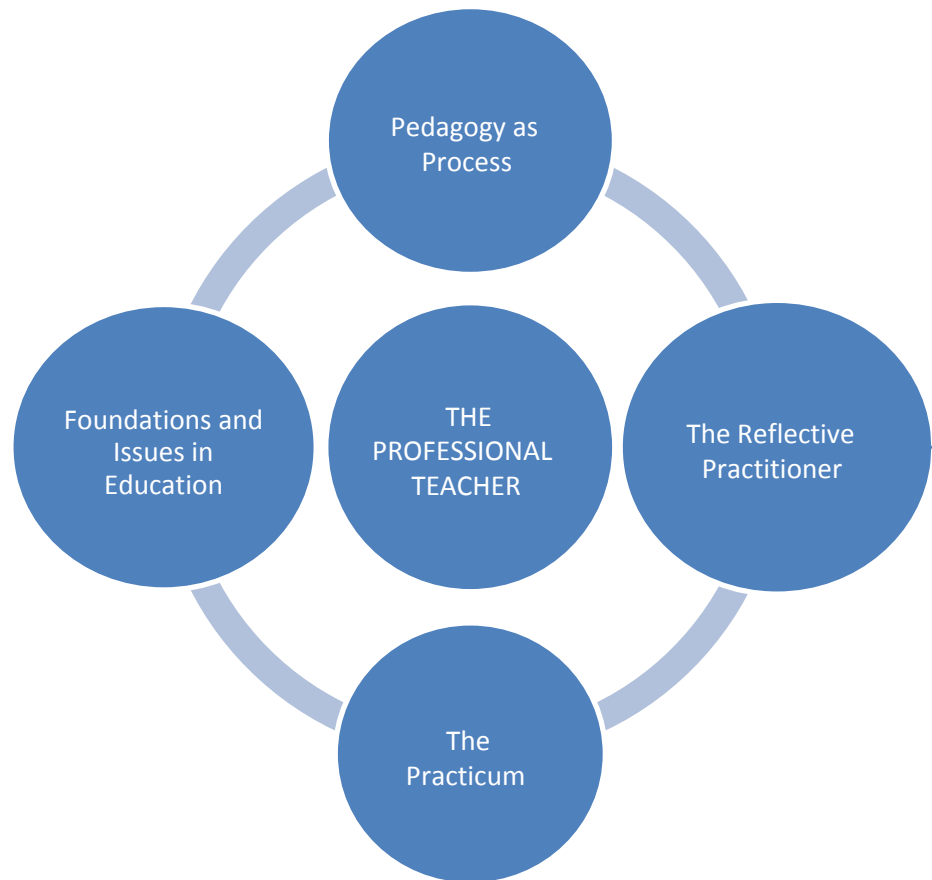
# **The Postgraduate Diploma in Education**

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## **School of Education**

STUDENT HANDBOOK

2016/2017



"It can be argued that the level of teacher competence and the degree of effective engagement of that competence in the teaching-learning process are major determinants of the outcomes of any school improvement/learning enhancement initiative."

(Carol Keller (1993) Trinidad and Tobago. Ministry of Education. National Task Force on Education (1993). Report of the National Task Force on Education (Green Paper). Port of Spain, Trinidad.)

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# VISION AND MISSION STATEMENTS

of

## THE FACULTY OF HUMANITIES AND EDUCATION

and

## THE SCHOOL OF EDUCATION

The School of Education

### **VISION STATEMENT**

A School of Education with an established national, regional, and international reputation for excellence in teaching, research, and professional development and for leadership in educational change and innovation in the region.

### **MISSION STATEMENT**

The School of Education will, through innovative research agendas and appropriate technologies, lead in the collaborative creation of indigenous knowledge and ideas that add value in the field of education.

We will develop and sustain programmes and activities to achieve the highest levels of professional development in national and regional education systems.

# **INTRODUCTION**

## Welcome Statement from the Director of the School of Education

When you joined the teaching profession, you would have no doubt wondered about the meaning of the term 'professional teacher'.



You might have also wondered if you were viewed

as a 'professional'. This programme opens up a world of new understandings about teaching and learning. It assumes that you are entering the programme with your own understandings through your experiences, including academic, professional and personal. The staff at the SOE therefore recognises that we are building on what you already know and believe.

I urge you to view yourself as a traveller on the professional continuum, thirsty for new insights that would enable you to ultimately make a positive difference to your school community and thereby impact the wider society. To use an old adage "you get from it what you put into it" with regard to this programme

Do take this opportunity to build your professional learning community, take stock of who you are, dig deep. This programme will

help you to empower yourself by laying bare your weaknesses in order to gain strength. Make your lecturers and fellow teachers your allies as you wage war against nonchalance, ignorance, disinterest and myopia.

This programme seeks to bring out the best in you. Let it happen!

Jennifer Yamin-Ali (Ph. D.)

## GENERAL INFORMATION

Faculty of Humanities and Education:

**Faculty Dean:**

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**Administrative Staff**

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**LECTURERS IN THE POST GRADUATE DIPLOMA IN EDUCATION  
(PG DIP. ED.) PROGRAMME**

EDFA5500	Educational Foundations and Issues in Education	Dr. Krishna Seunarinesingh, Dr. Phaedra Pierre, Mr. Benignus Bitu, Dr. Bernice Dyer-Regis, Dr. Madgerie Jameson, Mrs. Dyann Barras, Mr. Ashmead Ali, Mr. Lennox McLeod, Ms. Gail Joseph-Alleyne, Ms. Juliet Jones, guest speakers
EDRS5450	The Reflective Practitioner	Dr. Dorian Barrow, Mr. Ben Bitu, Dr. Rowena Kalloo, Dr. Freddy James, Dr. Rinnelle Lee-Piggott, Mrs. Shahiba Ali, Ms. Sharon Jaggernauth, and Mrs. Desiree Augustin
EDED5200	Educational Administration for Secondary Schools	Dr. Freddy James, Dr. Rinnelle Lee-Piggott
EDLG5100	Teaching of English Language Arts	Dr. Krishna Seunarinesingh, Ms. Sharon Phillip, Mrs. Desiree Augustin, Ms. Juliet Jones
EDIT 5002	Teaching of Information Technology	Dr. Vimala Judy Kamalodeen, Ms. Michele Taylor
Not a course	Technology Integration Sessions	Mrs. Sandra Figaro-Henry, Debra Ferdinand-James, PhD, Derek Haqq, Shirdi Ali
EDMA 5700	Teaching of Mathematics	Dr. Zhanna Dedovets. Ms. Sharon Jaggernauth, Mrs. Nalini Ramsawak-Jodha
EDFL 5400	Teaching of Modern Foreign Languages	Mrs. Susan Otway-Charles, Mrs. Margaret Hunte
EDSC 5800	Teaching of Science	Dr. Susan Herbert, Dr. Dorian Barrow, Dr. Rowena Kalloo, Mr. Kenny Kitsingh, Ms. Patsy Ann Rudder
EDSS 5710	Teaching of Social Sciences	Mr. Benignus Bitu, Mrs. Dyann Barras, Ms. Shahiba Ali; Mr. Lennox McLeod, Mrs. Lystra Stephen-James, Mrs. Antoinette Valentine-Lewis
EDTP5002	The Practicum	Dip. Ed teaching staff

## About the School of Education

Welcome to the School of Education. For over 40 years, the School of Education has had an established reputation for providing quality professional education for practitioners in the field of education, both in Trinidad and Tobago and in other countries in the region. We are recognised internationally for our commitment to good educational practice.

Over the years we have also led the way in research into issues that have had a significant impact on education in the Caribbean. Our programmes are the product of ongoing collaboration among faculty, staff, students and the wider educational community.

### History

Established in the mid-1960s as the Institute of Education, the School of Education engaged, in its early years, mainly in curriculum development and research activities. As part of the University's restructuring process the School has, at different times in its history, been constituted as a Faculty of Education, an Institute of Education and a School of Education. In 1995/1996, when The

University of the West Indies (UWI) underwent its last major restructuring exercise, the Faculty of Education re-named the School of Education.

### Location

The School of Education is located on the Northern end of the UWI campus at St. Augustine. It is bounded on the North by the Eastern Main Road and on the south by Agostini Street. It consists of several buildings on the same compound (see map in Appendix E).

### Emergency Procedures

An emergency procedure will be established at the start of the academic year and a muster point identified.

### Access to Campus

All students will be provided with car passes at the beginning of the academic year and must prominently display same on dashboard for access to car parks.

### Parking

Parking accommodations are at the TGR student carpark obliquely opposite the SOE gates. **Illegal parking in STAFF areas may result in security clamping your vehicle, with a financial penalty. Kindly park in designated areas only.**

# ABOUT THE POSTGRADUATE DIPLOMA IN EDUCATION PROGRAMME

The Postgraduate Diploma in Education, since 1973, has provided University certification for qualifying Secondary school teachers in Trinidad and Tobago.

## **Rationale for the Postgraduate Dip. Ed. Programme**

The Postgraduate Diploma in Education programme provides professional training for teachers who hold a first degree or equivalent and who are teaching at the secondary level. This programme is viewed as initial training which sensitizes and orients teachers to the fundamentals of their profession.

The primary aim is to develop in teachers and administrators a professional approach to teaching and administration, characterized by creativity, imagination and the pursuit of professional and personal development. The programme runs for one academic year, commencing in August and ending in May of the following year.

This programme attempts to ensure that professional educational practice is informed by a solid theoretical base in the foundation disciplines, curriculum and methodology. In addition, it is expected that teachers would use this programme to improve their skills in the specific content relevant to teaching in their subject areas and that administrators would increase their ability to manage their schools as an educational institution of quality.

## **Programme Structure**

The PG Diploma in Education is a one-year part-time course for in-service teachers. After completing 24 credits of work from August to May of the academic year, students will be awarded a Post Graduate Diploma in Education. There are four compulsory courses for the year summarized on pages 23-32.

## **Programme Delivery**

The programme is offered in a **blended learning format**. Face to face sessions dominate the August semester with a small number of online sessions in Semesters I and II. The online sessions may be synchronous or asynchronous and students will be notified of the format and media to be used at least 24 hours in advance. **MyElearning** is the official site for online communication between SOE and students and for upload of assignments. Students are expected to have their own Internet access (reliable) and to have a mobile device

such as a laptop or tablet to maximise this experience. Wi-Fi access is available on the main campus and at the SOE.

### **Library facilities**

The SOE library is a world-class facility with many subscriptions to peer-reviewed journals and key literature in Education. It is located on the ground floor of the main building. The Library is open year round with opening hours that are suitable to evening students and to Saturday reading. Online access is also available via *UWIlInC*. Students should ensure that they have their Student ID available for borrowing. The Alma Jordan Library on main campus is also available to students. It has a wide range of literature available in reserve and for short-term borrowing.

### **Attendance**

Attendance is compulsory for all taught face to face and online sessions. Registers of attendance are kept for all sessions of all courses. *75% attendance for each course is required in order to meet the requirements for the award of the diploma.* In accordance with the regulations for attending this programme, **any Friday absent from the programme requires students to submit an application for leave to their respective schools.**

## **STUDENT REGULATIONS**

For further advice re: regulations, please liaise with the Administrative Assistant (Student Matters), Mrs. Anita Ali (see pg. 8 GENERAL INFORMATION for contact information)

### **Submission of assignments**

A schedule of dates for formal submission of assignments is provided at the beginning of the academic year. These submissions are made at the PG Dip.Ed. office to the receiving Secretary who will issue a

receipt upon submission. All Tobago students are required to submit final assignments to the designated person in Tobago or as otherwise advised. A signed copy of the '**GRADUATE COURSEWORK ACCOUNTABILITY STATEMENT**' **must** be submitted with all formal submissions.

### **Examinations (Coursework)**

The examination shall be in two parts – Practice of Education and Theory of Education. To obtain the Postgraduate Diploma in Education, a candidate must satisfy the examiners in both the Theory and the Practice of Education.

- a) A pass in the **Practicum** is obtained by a candidate who satisfies the examiners by achieving a grade of at least a B in the requirements for School Practice (Teaching Practice).
- b) A pass in the **Theory of Education** is obtained by a candidate who satisfies the examiners by achieving a grade of at least a B in each component of the examination (Foundations and Issues in Education, The Reflective Practitioner and Pedagogy as Process).

The A weighting of **1**(EDFA5500): **2**(EDRS5450): **3**(EDLG5100-EDIT5002) is applied to compute the grade for the Theory of Education.

- c) The Diploma may be awarded with Distinction. A distinction will be awarded provided that
- i. The student has earned an **A** in the Practice of Education AND
  - ii. The student has earned an **A** in the Theory of Education AND
  - iii. No grade in any component of the Theory of Education is less than **B+**
  - iv. The composite mark for Theory AND Practice amounts to 70% or more and satisfies i-iv.

The following Grading scheme is used for all assignments.

GRADE	A	B+	B	F
Percentage Range	70-100%	60-69%	50-59%	0-49%

## PENALTIES AND REGULATIONS

### Penalty

Extensions for submission of assignments	All requests for extension for submissions of assignments must be made in writing (may be email) to the Coordinator of the Programme <b>7 days in advance</b> of the submission deadline. Permission for extension is not guaranteed. The Coordinator will make a decision in consultation with your supervising lecturer. Assignments submitted without permission for late submission will be penalized. Such penalty will be determined by the Programme Coordinator. Please note that it is possible that a late submission without permission might constitute a failing grade. If the reason for a late submission or request for extension is medical, <b>a medical certificate must be submitted to the Health Services Unit, and a photocopy submitted with your request to the Dip. Ed. Office.</b>
Unsatisfactory features of presentation	Any required written submission with unsatisfactory features of presentation (e.g. with respect to its title page, abstract or preface, acknowledgements, table of contents, figures and illustrations, reference, bibliography, appendices and language) shall be returned to the candidate for correction regardless of the agreed grade recommended for it, and will not be finally accepted until those features are satisfactorily amended.

<b>Withdrawal Regulations</b> <b>1.55-1.57</b>	<p>1.55 Where a candidate does not meet the final deadline for submission of any requirement for a graduate diploma or degree, that candidate's registration and the right to re-registration expire at the end of the academic year during which the final deadline occurs. Such candidates are deemed to have been required to withdraw.</p>
<b>Students Required To Withdraw</b>	<p>1.56. Students registered in graduate diplomas or taught Master's degrees may be required to withdraw by the Campus Committee at the end of either Semester I or II, or for programmes in which modular courses are delivered, at any point within a Semester, <b>on account of poor performance</b> as may be prescribed in Faculty Regulations.</p> <p>1.57 Candidates required to withdraw at the end of Semester I shall be refunded any fees already paid towards Semester II. (In this case, the MOE for tuition fees)</p>

**Re-Admission of Candidates**  
**Regulation 1.58-1.59**

- 1.58 The re-admission of applicants who have been required to withdraw must be approved by the Campus Committee. Such applicants will not be considered for re-admission within **two years of their withdrawal**, unless the Board for Graduate Studies and Research in any particular case otherwise decides.
- 1.59 Applicants re-admitted to a Graduate Diploma or degree programme may, with the approval of the Campus Committee, be credited with courses passed during the applicant's previous registration provided that not more than **five** years have lapsed since the date of expiry of the applicant's previous registration, and that the course content has not changed significantly in the interval. An applicant may be allowed credit for courses passed after more than five years have lapsed provided the relevant Head of Department submits in writing the reasons for the recommendation, for the approval of the Board for Graduate Studies and Research. Approval of such credit will be granted only where the candidate's performance has been significantly better than a minimal pass, unless the Board for Graduate Studies and Research in any particular case otherwise decides.

**Cheating**  
**Regulation 1.80-1.83**

- 1.80 Cheating is any act intended to benefit one's self or another by deceit or fraud.
- 1.81 A candidate must not directly or indirectly give assistance to any other candidate, or permit any other candidate to copy from or otherwise use his or her papers. A candidate must not directly or indirectly accept assistance from any other candidate or use any other candidate's papers. These behaviours will be regarded as cheating.
- 1.82

- (a) If any candidate is suspected of cheating, or of attempting to cheat, the circumstances shall be reported in writing to the Campus Registrar. The Campus Registrar shall refer the matter to the Chair of the Campus Committee for Graduate Studies and Research. The Chair shall appoint an Investigating Committee of not less than 5 members to consider the case. If the Chair so decides, the Committee shall invite the candidate for an interview and shall conduct an investigation. If the candidate fails to attend the interview, and does not offer a satisfactory explanation, the Committee may hear the case in the candidate's absence.
- (b) When investigating allegations of cheating, the quorum of the meeting shall include the Chair of the Campus Committee for Graduate Studies and Research, at least one (1) other member of the Campus Committee and the graduate student representative on the Campus, or in his/her absence, a student nominated by the President of the Student Society. In the event that the Chair of the Campus Committee for Graduate Studies and Research is unable to attend, either Co-Chair of the Board for Graduate Studies and Research shall appoint an Acting Chair. The Campus Registrar shall be the Secretary to the Committee.
- (c) If the candidate is found guilty of cheating or of attempting to cheat, the Committee may recommend to the Board for Graduate Studies and Research that the candidate be disqualified from the examination concerned, or disqualified from all his/her examinations taken in that examination session; or disqualified from all further examinations of the University for any such period of time as it may determine.
- (d) A student may appeal to the Senate from the decision of the Board for Graduate Studies and Research. Appeals against decisions of the Board for Graduate Studies and Research shall be received by the Campus Registrar within two weeks of the date on which the decision is communicated to the student. Such appeals shall be heard by an Appeal Committee of Senate. Such an Appeal Committee may uphold or reverse the decision and may vary the penalty in either direction within the limits prescribed in (b) above. The decision of the Appeal Committee of Senate shall be final.
- (e) Regulations 1.82(a)-(d) apply to all forms of cheating except plagiarism.

## **Plagiarism**

- 1.83 Regulations applicable to plagiarism are provided in Appendix 1 in <http://sta.uwi.edu/resources/documents/postgrad/Regulations%20for%20Graduate%20Diplomas%20and%20Degrees.pdf>

## **Application of these Regulations**

- 1 These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

## **Definitions**

- 2 In these Regulations, "plagiarism" means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;

“Level 1 plagiarism” means plagiarism which does not meet the definition of Level 2 plagiarism; “Level 2 plagiarism” means plagiarism undertaken with the intention of passing off as original work by the plagiariser work done by another person or persons.

- 3 What may otherwise meet the definition of plagiarism may be justified for the purposes of Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is, by the standards of the relevant academic discipline, a function of part or all of the object of the work for evaluation whether or not for credit, including without limitation:
  - (a) The unacknowledged use is required for conformity with presentation standards;
  - (b) The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
  - (c) The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.
- 4 The fact that a user enjoys the right of use of certain words, ideas and creations as a matter of intellectual property, does not justify their unacknowledged use under Regulations 2 and 3.
- 5 In these Regulations, “BGSR Regulations” means the University of the West Indies *Regulations for Graduate Diplomas and Degrees*; “Campus Co-ordinator” means the Campus Co-ordinator for Graduate Studies and Research.

### **Evidence of Plagiarism**

- 6 In order to constitute evidence of plagiarism under these Regulations, there must be identified as a minimum the passage or passages in the student’s work which is/are considered to have been plagiarised and the passage or passages from which the passages in the student’s work are considered to have been derived.

### **Leave of Absence Regulation 1.36**



<p><b>Conditions for of Leave Absence</b></p>	<p>(a) A candidate who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence to the Chair, Campus Committee, UWI, stating the reasons for the application.</p> <p>(b) The length of such leave of absence, if granted, will be subject to approval by the Campus Committee, but will not be less than one semester or greater than one academic year in the first instance, terminating at the end of the semester or the academic year for which the application is approved.</p> <p>(c) Leave of absence will not be granted for more than two consecutive academic years, unless the Board for Graduate Studies and Research in any particular case otherwise decides.</p> <p>(d) Applications for leave of absence for a semester shall be submitted by the end of the third week of the relevant semester;</p> <p>(e) Applications for leave of absence for the academic year shall be submitted by the end of the third week of Semester I.</p>
<p><b>Submission of Leave Absence Forms</b></p>	<p>There are approved forms for requests of <i>Leave of Absence</i> which can be found on the following link : <a href="http://sta.uwi.edu/admissions/postgrad/downloads.asp">http://sta.uwi.edu/admissions/postgrad/downloads.asp</a> . These forms must be completed by <b>September 9<sup>th</sup>, 2016 for Semester I and February 3<sup>rd</sup>, 2017 for Semester II.</b></p>
<p><b>Note:</b></p>	<p>If you are ill and unable to complete the programme, you can apply for Leave of Absence based on medical grounds. You <b>MUST</b> complete the respective Leave of Absence form and attached your supporting medical certificate.</p>

## Registration

### Financial Clearance Reminders

- **ALL** students are required to pay a compulsory fee to the University (through Republic Bank, UWI) during the registration and financial clearance period of July 18th, 2016 – August 12th, 2016. A fee invoice will be generated once your registration has been entered on our systems. The fee invoice and receipt of payment must be submitted to the Bursary, The UWI, St. Augustine, by Friday 12th August, 2016.
- However, once August 12<sup>th</sup>, 2016 has passed and you have not paid your compulsory fees, please note **you will no longer be registered and will be unable to access MyeLearning and examination results.**
- Only private students are required to pay tuition fees (they are eligible for GATE funding).
- Private students are those teachers employed at schools not funded by the Ministry of Education. If in doubt, please speak with your principal.
- Continuing students cannot be registered if there are any sums outstanding from previous years. If in doubt, please check our Student Accounts Section at the Bursary, New Student Administration Building.

The following would apply to **RETURNING** students when registering:

If you <b>PASS</b> EDTP5002 (The Practicum)	If you <b>Fail 1</b> course in Theory ( <b>either</b> EDFA5500/EDRS5450/EDLG5100/EDMA5700/EDIT5002/EDFL5400/EDSS5710/EDSC580/EDVA5300/ <b>or</b> EDED5200) re-register for <b>ONLY THE FAILED COURSE</b> and make a request to bring forward marks from successful courses in previous registration.
	If you <b>Fail 2</b> courses in Theory (EDFA5500 and, EDRS5450 <b>but passed</b> EDLG5100/EDMA5700/EDIT5002/EDFL5400/EDSS5710/EDSC580/EDVA5300/ <b>or</b> EDED5200) re-register for <b>THE 2 FAILED COURSES</b> and make a request to bring forward marks from successful courses in previous registration.
	If you <b>Pass</b> both EDFA5210 or EDRS5220 <b>but failed</b> EDLG5100/EDMA5700/EDIT5002/EDFL5400/EDSS5710/EDSC580/EDVA5300/ <b>or</b> EDED5200 re-register for <b>ONLY THE FAILED COURSE</b> and make a request to bring forward marks from successful courses in previous registration.
If you <b>FAIL</b> EDTP5002 (The Practicum))	If you <b>Pass</b> only 1 course in Theory ( <b>either</b> EDFA5500/EDRS5450/EDLG5100/EDMA5700/EDIT5002/EDFL5400/EDSS5710/EDSC580/EDVA5300/ <b>or</b> EDED5200) you must re-register for <b>ENTIRE PROGRAMME</b> .
	Fail all courses in Theory, must re-register for <b>ENTIRE PROGRAMME</b> .

REVIEW YOUR RECORDS REGULARLY online at mySTA. - o to ensure that they are accurate and up-to-date

- o to ensure that you have registered for the courses for which you are attending classes and intend to be examined.

**Please note that a Student is deemed to have successfully registered for a course when his/her financial obligations to the University have been fulfilled.**

### Student Emails

Students are required to use only their official UWI email addresses to communicate with SOE staff. It is strongly advised that you check your UWI email on a daily basis.

### FAQs

*What is BANNER?*

BANNER is an electronic database.

*What are CRNs?*

CRN are groups of numbers that allows the electronic system to recognize each course and the Faculty responsible for the course. It also identifies the number of students allowed to register for each course and what prerequisites they must possess to do so. *What is 'de-registration' and how is that done?*

'De-registration' is the act of de-registering oneself from a course you have already registered for. This must be done during the 'drop and add' period and must be done online. There are guidelines available at every step that would assist you to 'de-register'. *If I fail a course, what is my next step?*

If you fail a course you must register for it again at the next offering of that course. Timetable issues and course requirements can be sorted out with the respective lecturer. You would be required to liaise closely with the Bursary with respect to fees as a returning student.

*How does the deadline for entry of marks affect me, the student?*

BANNER has very strict deadline dates for lecturers to enter marks. Failure of students to honour the assignment due dates may result in the assignment mark not being entered on the electronic system BANNER before it closes.

*What do I do if I fall ill during the semester and am unable to meet both my assignment deadlines and my attendance requirements?*

UWI Medical Certificates must be submitted within seven (7) days [prior to] the date of the examination [submission date]; *Examination Regulation 33 (ii)* refers. Students are advised to complete both the UWI Medical Certificate Form as well as the SOE PG Dip. Ed. medical note. Kindly note that the UWI Medical form can be obtained at the following link <http://sta.uwi.edu/admissions/postgrad/downloads.asp> and the SOE PG Dip. Ed. medical note will be sent to you via your student email by the PG Dip. Ed. office at School of Education. Kindly note the following procedure for both forms:

- UWI Medical Certificate Form - must be completed by both the student and his/her medical doctor. The completed form must be submitted to the Health Services Unit (HSU) for further processing.
- SOE PG Dip. Ed. medical note – the completed form must be submitted to the SOE PG Dip. Ed. Office for noting until we receive the official response from the HSU.

*If I am unable to continue and complete the programme, what do I do?*

Students who are unable to complete the programme are asked to email the Programme Coordinator and Senior Administrative Assistant (Student Matters) for further guidance.

*Where can I view my FINAL grades?*

Examiners are required to submit grades by a deadline to BANNER. Students may view unofficial results from that date by accessing the WEB as follows:

- visit <http://my.uwi.edu/>
- Scroll to Quick links Click on Enter secure area Final Grades

# **COURSES AND ASSESSMENT INFORMATION**

## LIST OF ASSESSMENTS AND DEADLINE DATES

<b>Assignment</b>	<b>Deadline Date</b>	<b>Format for submission</b>
Foundations and Issues in Education Assignment#1	Sunday August 14, 2016 11.55 pm	Myelearning and email to Foundations tutor by 11:55 pm
Foundations and Issues in Education Assignment #2 (Group presentation)	Friday day August 26 <sup>th</sup> , 2016 10:05 a.m.-12:15 p.m.	Oral group presentation
Foundations and Issues in Education Assignment#3	Sunday 25 September 2016, 11:55pm	Myelearning and email to Foundations tutor by 11:55 pm
Pedagogy Portfolio items	TBA	TBA
Action Research Diary	TBA	TBA
Action Research Project report	TBA	TBA
Practicum assessments	TBA by individual lecturers	N/A



# THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES  
FACULTY OF HUMANITIES AND EDUCATION  
SCHOOL OF EDUCATION

## POSTGRADUATE DIPLOMA IN EDUCATION

The following courses comprise the Postgraduate Diploma in Education:

1. **EDFA5500** - **Educational Foundations and Issues in Education** (4 CREDITS)
2. **EDRS5450** - **The Reflective Practitioner** (5 CREDITS)
3. **PEDAGOGY AS PROCESS:**
  - **EDLG5100 - Teaching of English Language Arts** (6 CREDITS)
  - **EDMA5700 - Teaching of Mathematics** (6 CREDITS)
  - **EDIT5002 - Teaching of Information Technology** (6 CREDITS)
  - **EDFL5400 - Teaching of Modern Foreign Language** (6 CREDITS)
  - **EDSS5710 - Teaching of Social Sciences** (6 CREDITS)
  - **EDSC5800 - Teaching of Science** (6 CREDITS)
  - **EDED5200 - Educational Administration for Secondary Schools** (6 CREDITS)
4. **EDTP5002** - **The Practicum** (9 CREDITS)

## **PROGRAMME COURSES**

### **EDFA5500 – EDUCATIONAL FOUNDATIONS AND ISSUES IN EDUCATION**

**Course Description:** This course attempts to induct teachers into the set of key issues and concepts required to make sense of the complexities of teaching and learning and the complex world of the school. It is divided into three modules. In Module 1 the participant is introduced to concepts in sociology, psychology, philosophy, language, HFLE and academic writing. In Module 2 some key issues in education are dealt with. In Module 3 students advance key issues of their own choice that they consider critical to their practice. Assessments are designed to reflect the skills and content presented in the course. As such, participants would be required to respond in writing to 2 case studies, present a group report focused on an issue of choice in a group setting and present a written analytical discussion on an issue in education.

#### **Philosophy**

Discussion of philosophical questions will: illustrate how philosophizing about teaching and education has practical importance in larger decisions about education; develop in teachers a flexible and analytical way of thinking of issues and problems in teaching; help teachers to be able to analyze questions in education with comprehensiveness and penetration; help to clarify and formulate a clear and coherent set of values to which teachers could commit themselves, and strive to promote at all times.

#### **Psychology**

This unit is intended to provide a framework for looking at the learner, the learning process, and the learning situation. It will present systematic information and concepts which will assist the classroom teacher in developing and implementing effective classroom strategies for bringing about desired changes in learners as well as in developing action plans for personal and professional growth.

#### **Sociology**

This unit is intended to provide the student with the concepts and tools of analysis to understand the relationship between the school and society and how this relationship affects individuals and groups within the educational system. Teachers will develop an understanding of the relationship between the school and the society in which it operates; the influence of the family on educational achievement; the effects of peer groups on the development of the individual; the ways in which the school as a social organization can influence academic performance and learning of norms.

#### **Language in Education**

Language is the most unique of all human attributes. It is a means of human communication and, at the same time, a mode of thought and learning through which reality is constructed and presented. Through this unit teachers will understand the role of language in schools and classrooms for both teaching and learning; be conscious of the linguistic processes by which students meet the urgent demands for practical mastery of language in the various curriculum areas; be introduced to appropriate strategies and resources to help students meet the urgent demands for practical mastery of language in the various curriculum areas; develop the skills to

evaluate students' language abilities and devise ways of extending them; develop a reflective linguistic perspective which will contribute to professional as well as personal development.

### Health and Family Life Education (HFLE)

The secondary school teacher confronts a range of complex issues related to adolescence and family life. This unit is designed to give teachers an understanding of these issues and the ability to provide instructional experiences for their students, which would enable them to make appropriate lifestyle choices and to form satisfying interpersonal relationships. This unit enables teachers to explore issues which include: schools as health promoting environments; the role the family plays in society ; the impact of socio-cultural and economic factors on family patterns, family relationships, health practices, and lifestyles; human sexuality and sexual health and communicating effectively with adolescents on these topics; conception/contraception technologies and the ethical implications of these; the role of morals and values in adolescent decision-making about ethical issues; family crises; the counselling process.

### Assessments for EDFA5500

Course Assessment for Educational Foundations and Issues in Education			Deadline (Penalties apply)
<i>Assessment Method</i>	<i>Weighting</i>	<i>Assessment Description</i>	
Reflective written assignment (1000 words)	20%	Response & reflection to given case geared to explore the theme: "Becoming a teacher" (1000 words).	11:55 pm e mail to tutor or upload to my e learning by Sunday 14th August 2016.
Group Assignment- Oral presentation (20 – 25 min)	40%	Small group oral presentation on school case of choice.	Friday 26th August 10:05 am – 12:15 p.m.
Written assignment (2500 words)	40%	Written essay on educational issue.	11:55 pm e mail to tutor or upload to my e learning by Sunday 25th September, 2016.

### EDRS5450 – THE REFLECTIVE PRACTITIONER

This course focuses on conducting action research in the classroom or in the wider school and reporting on it. It introduces participants to the concept 'the reflective practitioner' and provides the framework for teachers and administrators to interrogate their evolving professional identity, that is, "what it means to be a teacher/administrator" and what constitutes their work. It lays the ground work and provides the platform for the conceptualisation and enactment of an action research project in relation to the teaching of disciplinary content by facilitating teachers'/administrators' critical reflection on self- their personal and professional identities and values, the general educational context and that specific to their current experience- the school in which they function.



This is a preliminary course in school/classroom-based enquiry, which provides participants with initial training to conduct practice-based enquiries. It does so by affording opportunities and contexts leading to development of the reflective habit and by taking participants through the process of action research which combines reflection with action. The course introduces the participants to the discourse on action research and associated concepts through engagement with relevant action research literature and research. It provides them with opportunities to work collaboratively with colleagues in secondary schools to develop a plan of action to conduct an enquiry into an aspect of school. The intention is to provide the participants with the opportunity to develop and implement a plan that is reflective of their specific position as teachers/administrators, identified needs, experiences and operating contexts. The course will be assessed through 100% coursework comprising an action research report and an action research reflective diary.

**Assessment for EDRS5450**

1.	An action research reflective diary		20%
2.	An action research report	6,500 words	80%

## **PEDAGOGY AS PROCESS:**

The programme caters to the professional development of practitioners of varied subject disciplines.

As offerings at the CSEC level expand, the programme has expanded its training offerings to include VAPA, Physical Education and Food and Nutrition. All applicants register for 4 courses. However, those not pursuing Educational Administration are grouped according to subject disciplines for

'Pedagogy as Process', 'The Reflective Practitioner', and 'The Practicum'. Educational Administration students are grouped together for the latter 2 courses. All participants cover the same core content in the same modules, except for subject specific topics/strategies as indicated in the course calendars.

### **Course Assessment**

The assessment for this course is an assessment portfolio comprised of core areas that are reflective of the student's learning over the year. The portfolio includes assignments from all modules including reflections and reports on lessons taught and observed. They comprise selecting teaching approaches, critiquing lessons, reflecting and reporting on lessons taught and observed, reporting on activities, and reading assignments. Students are given qualitative feedback by lecturers and or by peers for developmental purposes. The portfolio is worth 100%.

## **PEDAGOGY AS PROCESS EDLG5100 - TEACHING OF ENGLISH LANGUAGE ARTS**

### **Course Description**

This course addresses classroom instruction, curriculum and assessment as elements that are critical to classroom practice. Through the examination of the theoretical issues relevant to curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course demands that teachers understand themselves as learners and encourages the exploration of personal learning styles and approaches as they reflect on their practice. It helps teachers to develop a greater awareness of the nature of English Language Arts, while providing opportunities for mastering the relevant content. The importance of the linguistic skills as well as Literature is given special focus. Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of English Language Arts. The course encourages teachers to examine and critique current practices in the teaching and assessment of English Language Arts and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago, including the concept of Standard English as a second language and the place of Creole in the local classroom. The course is comprised of 4 modules: Instructional Planning, Curriculum, Technology Integration and Assessment. Through these modules teachers will respond to National curricular demands while addressing the diverse needs of twenty-first century learners.

It is delivered in a blended mode and includes lecturer presentations, group work, online tutorials, group discussions, online activities and exercises, role play and simulations and student presentations. An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings

## **PEDAGOGY AS PROCESS EDFL5400 - TEACHING OF MODERN FOREIGN LANGUAGES**

### **Course Description**

Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course helps teachers to develop a greater awareness of the nature of Modern Foreign Languages including what it means to be a foreign language learner and the value of learning a foreign language from the perspective of the adolescent learner. Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of Modern Foreign Languages curriculum area. This course is based on an integrated approach to the teaching of the discrete linguistic skills in conjunction with culture as a key component of language learning. It engages teachers in developing understandings about Modern Foreign Languages as a discipline and in acquiring insights about the role of contextualisation in making the Foreign Language relevant and meaningful to the learner in the classroom. It explores the variety of intellectual abilities which may be of use in becoming proficient in a Modern Foreign Language and which could be regarded as possible sources of objectives in Modern Foreign Languages lessons. It examines the notion of Modern Foreign Languages as a life skill with an emphasis on making the discipline relevant and accessible to the learner especially in the context of Trinidad and Tobago.

The course encourages teachers to examine and critique current practices in the teaching and assessment of Modern Foreign Languages especially within the context of national curricular demands while enabling participants to tailor their practice to suit the peculiar circumstances of Trinidad and Tobago.

## **PEDAGOGY AS PROCESS EDIT5002 - TEACHING OF INFORMATION TECHNOLOGY**

### **Course Description**

This course is designed for graduates who have earned a non-education Bachelor's of Science degree in Computer Science, Computer Studies, or Computing and who have been teaching Information Technology at the CSEC level and/or Computer Science at the CAPE level.

Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. Teachers will be invited to become critical of their pedagogical approaches and to explore dynamic and effective ways of adopting technology in the teaching/learning process.

This course addresses issues related to the teaching of algorithmic thinking, programming and programming languages. It demands that teachers understand themselves as learners and encourages the exploration of personal learning styles and approaches as they reflect on their practice. The course also highlights the need for teachers' expertise in common proficiency tools such as word-processing, spreadsheets and desktop publishing, and the application of these tools to daily practice. It examines the notion of Information

Technology as a life skill with an emphasis on making it relevant and accessible to the learner especially in the context of Trinidad and Tobago.

Teachers will explore problem-solving and project-based learning approaches to teaching and how to respond to national curricular demands while addressing the diverse needs of twenty-first century learners. The course encourages teachers to examine current practices in the teaching and assessment of the Information Technology and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago.

## **PEDAGOGY AS PROCESS EDMA5700 - TEACHING OF MATHEMATICS**

### **Course Description**

All teaching and learning activities can be crafted around instruction, curriculum and assessment.

Through the examination of the theoretical issues relevant to instruction, curriculum and assessment in Mathematics, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course, therefore, helps teachers to develop a greater awareness of the nature of Mathematics, while providing opportunities for mastering the relevant content for teaching at the secondary level. Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of the Math curriculum area. The study of mathematics is believed to require memorization of facts and proficient use of algorithms. Many teachers teach Mathematics in this way, which relies heavily on traditional methods of teaching that treat the content of Mathematics as discrete units. This course exposes teachers to alternative approaches to teaching and assessing mathematics that provide learners with greater opportunities to appreciate the connected nature of mathematics, and its beauty, and empowers them to apply mathematical concepts in day-to-day problem solving.

Through the experience of understanding themselves as learners and through in-depth reflection of their practice, participants are encouraged to critically examine current practices in the teaching and assessment of Mathematics. They will also explore how to respond to the national curricular demands as they address the needs of secondary school students in a 21st century setting within the peculiar circumstances of Trinidad and Tobago.

## **PEDAGOGY AS PROCESS EDSC5800 - TEACHING OF THE SCIENCES**

### **Course Description**

Teachers' understandings of instruction, curriculum and assessment are critical to classroom practice. Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will explore the fundamental theoretical bases of the teaching and learning of science. This course addresses the four common places of Science education—the teacher, the learner, the subject matter and the context (Schwab, 1970). Accordingly, it provides opportunities for teachers to develop knowledge of self (personal and professional), their students, the science curriculum, and the educational context. The course helps teachers to develop a greater awareness of the nature of Science, while providing opportunities for mastering the relevant

content. Teachers develop understandings about science as a discipline and acquire insights about the distinction between science and other “ways of knowing”, the variety of intellectual abilities which may be of use in solving scientific problems and which could be regarded as possible sources of objectives in science lessons. Teachers examine the notions of science as a body of knowledge, science as process and science in its social context with particular reference to Trinidad and Tobago and are exposed to methods for teaching science and assessing science learning that have been researched and which are reported to provide effective and efficient instruction, thereby promoting learning in science for 21st century learners.

An integrated approach to the teaching of the discrete areas of science taught at the secondary level in Trinidad and Tobago is encouraged and the course invites teachers to examine their current practices in the teaching and assessment of science in relation to educational literature and the relevance of their practices to the peculiar circumstances of Trinidad and Tobago thereby enhancing their technological pedagogical content knowledge (TPCK).

An assessment portfolio worth 100% measures participants’ understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

## **PEDAGOGY AS PROCESS EDSS5710 - TEACHING OF THE SOCIAL SCIENCES**

### **Course Description**

Through the examination of the theoretical issues relevant to curriculum, instruction and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course helps teachers to develop a greater awareness of the nature of Social Sciences comprising Geography, History, Social Studies, Caribbean Studies, Sociology, Business Studies and Economics, while providing opportunities for mastering the relevant content. Teachers also examine and critique methodologies in order to provide effective and efficient instruction and assessment within the Social Sciences discipline. This course is based on an integrated approach to the teaching of the discrete areas of Social Sciences taught at the secondary level in Trinidad and Tobago. It engages teachers in developing understandings about Social Sciences as a discipline and in acquiring insights about the relevance of its study to everyday life. It explores the variety of intellectual abilities which may be of use in examining social problems and which could be regarded as possible sources of objectives in Social Sciences lessons. It examines the notion of Social Sciences as a body of knowledge, and of understanding it as a source of problem-solving within the social context with particular reference to Trinidad and Tobago.

Through the experience of understanding themselves as learners and through in-depth reflection of their practice, participants are encouraged to critically examine current practices in the teaching and assessment of the Social Sciences. They will also explore how to respond to the national curricular demands as they address the needs of secondary school students in a 21st century setting within the peculiar circumstances of Trinidad and Tobago.

An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

## **PEDAGOGY AS PROCESS EDED5200 – EDUCATIONAL ADMINISTRATION FOR SECONDARY SCHOOLS**

### **Course Description**

The course focuses on core educational administration issues and processes as they impact the quality of teaching, learning and assessment. The course also attempts to develop participants' understandings of the nature, purpose and impact of school administration in relation to improving schools and educational institutions from theoretical, research and practical perspectives. This requires an approach to leadership training that is practice-based and research oriented. This course facilitates the development of leadership and management capacity, building knowledge and skills using a context-based approach that enables participants to develop plans to improve the teaching and learning and organizational conditions in their schools. The course also seeks to assist participants in developing their leadership and management skills and practices and applying their learning to the specific contexts in schools and the educational system in Trinidad and Tobago.

This course will be delivered using a combination of face to face and online lectures and tutorials, discussions/workshops sessions, school visits, theme directed readings and mini case studies, panel discussion and student presentations.

The course is assessed based on coursework in the form of a portfolio comprising specific tasks assigned based on the course content , 3 written group assignments and 1 oral group presentation.

## **EDTP5002 - THE PRACTICUM**

### **Course Description**

This course focuses on school practice under the guidance and supervision of course tutors who will visit teachers in their schools throughout the year. During this time, course tutors will advise and provide opportunities for guided experimentation with various methods. The period of School Practice runs from September to the end of May.

Apart from enacting the lesson plan in the teacher's classrooms and in schools other than the teacher's, teachers will engage in preparing units and lesson plans, writing reflections on lessons taught, critiquing lessons and demonstrating effective and efficient use of educational technology. Teachers will also engage in a Community of Practice (e.g. Peer leadership, Peer sharing; Peer critique) in and out of their schools.

The observation, critique and discussion of student performance will be done throughout the year by the student's course tutor and a critical peer. Evaluation of lessons taught is developmental with assessment done

during the semester and at the end. Both the evaluation and assessment would include examination of lesson notes and plans, course outlines, units of work, and other relevant items.

**Assessment for EDTP5002 (Subject areas)**

Teaching Practice – 100%

**Assessments for EDTP5002 – (Ed. Admin)**

<b>Assignments</b>		<b>Word limit</b>	<b>Weighting</b>
1	Clinical supervision proposal	2500	<b>10 %</b>
2	Session documents	None	<b>10 %</b>
3	Reflection on each school visit	None	<b>10 %</b>
4	Report on all school visits	2500	<b>10 %</b>
5	Assessment of three clinical supervision sessions	None	<b>60 %</b>  (10 + 20 + 30)

**APPENDIX A**

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE  
POSTGRADUATE DIPLOMA IN EDUCATION PROGRAMME 2016-2017**

Programme Orientation: Wednesday August 3 (9.00a.m.-3.00p.m.) & Thursday August 4 (9.00a.m.-3.00p.m.) **Sessions not indicated as 'Plenary' are small group sessions**

**AUGUST SESSION: WEEK 1**

TIME	Mon Aug 8	Tues Aug 9	Wed Aug 10	Thurs Aug 11	Fri Aug 12
9:00 – 10:00	Language (Plenary) Brief Orientation to Foundations & Issues	Pedagogy (Curriculum Plenary)	Pedagogy	Ed. Found & Issues (Plenary)	Ed. Found. & Issues Reflective writing (Plenary)
10:05 – 11:05	Ed. Found & Issues (Plenary)	Pedagogy		Ed. Found. & Issues HFLE (Plenary)	Pedagogy
11:15 – 12:15	Ed. Found. & Issues Philosophy (Plenary)			Ed. Found. & Issues Psychology (Plenary)	
1:00 – 2:00	Pedagogy	Ed. Found. & Issues Sociology (Plenary)	Ed. Found. & Issues Reflective writing (Plenary)	Pedagogy (Curriculum Plenary)	Ed. Found. & Issues HFLE (Plenary)
2:05 – 3:00	Ed. Found & Issues (Plenary) Case Study Analysis	Ed. Found. & Issues Reflective writing (Plenary)	Ed. Found & Issues (Tutorial) Case Study Analysis	Pedagogy	Ed. Foundations & Issues Student Panel
3:05 – 4:00	Ed. Found & Issues (Tutorial)	Ed. Found. & Issues Academic Writing (Plenary)	Ed. Found & Issues (Tutorial) Case Study Analysis <b>Assignment 1: Response to a case in the context of becoming a teacher (1000 words) 20%</b> <b>Deadline: Sunday 14 August, 11:55pm</b>		



**AUGUST SESSION: WEEK 2**

<b>TIME</b>	<b>Mon Aug 15</b>	<b>Tues Aug 16</b>	<b>Wed Aug 17</b>	<b>Thurs Aug 18</b>	<b>Fri Aug 19</b>
9:00 – 10:00	Ed. Found. & Issues Academic writing (Plenary)	Ed. Found. & Issues (Plenary)	Ed. Foundations & Issues (Plenary)	Research (Plenary)	Ed. Found. & Issues (Plenary)
10:05 – 11:05	Ed. Foundations & Issues (Plenary)	Pedagogy (Plenary) (Assessment)	Ed. Foundations & Issues (Plenary)		Ed. Found. & Issues (Plenary)
11:15 – 12:15	Ed. Foundations & Issues (Plenary)	Pedagogy (Plenary) (Curriculum Plenary)	Ed. Found. & Issues Sociology (Plenary)	Ed. Found & Issues (Tutorial) Case Study Analysis	Pedagogy
1:00 – 2:00	Ed. Found. & Issues Psychology (Plenary)	Research (Plenary)	Ed. Found. & Issues Philosophy (Plenary)	Ed. Foundations & Issues HFLE (Plenary)	Research (Plenary)
2:05 – 3:00	Research (Plenary)	Ed. Found & Issues (Plenary)	Pedagogy (Plenary) (Curriculum Plenary)	Pedagogy (Plenary) (Assessment Hour )	Student Group meetings re Ed. Found. & Issues Oral presentations (without tutor)
3:05 – 4:00	Pedagogy (Plenary) (Assessment )	Ed. Found. & Issues Language (Plenary)	Pedagogy	Pedagogy	

AUGUST SESSION: WEEK 3

TIME	Mon Aug 22	Tues Aug 23	Wed Aug 24	Thurs Aug 25	Fri Aug 26
9:00 – 10:00	Ed. Found. & Issues (Plenary)	Ed. Found. & Issues (Plenary)	Pedagogy	Pedagogy (Plenary) (Assessment)	Student group meetings re Ed. Found. & Issues oral presentations
10:05 – 11:05	Ed. Found. & Issues (Plenary)	Ed. Found. & Issues Sociology (Plenary)		Pedagogy	Ed. Found. & Issues: Oral Presentation – assignment 2: 40%
11:15 – 12:15	Ed. Found. & Issues Philosophy (Plenary)	Ed. Found. & Issues Language (Plenary)			
1:00 – 2:00	Ed. Found. & Issues Psychology (Plenary)	Ed. Found. & Issues (Plenary) Case Study Analysis	Ed. Found. & Issues (Plenary) Case Study Analysis	Research (Plenary)	
2:05 – 3:00	Research (Plenary)		Ed. Found. & Issues case studies (Tutorial) Re Assignment 3: Written critical analysis of an issue in education- <b>Deadline: Sunday 25 Sept, 11:55pm</b>	Research (tutorial in curriculum groups)	
3:05 – 4:00			Student group meetings re Ed. Found. & Issues oral presentations	Ed. Found. & Issues Academic writing (Plenary)	
	<b>Ed. Found &amp; Issues – Online feedback on Assignment 1 (will be given anytime before tutorial on Wed 24 August)</b>		<i>Student and Staff Social</i>		

**SEMESTER 1:**

TIME	Friday Sept 16	Friday Sept 23	Friday Sept 30	Friday Oct 7	Fri Oct 14	
9:00 – 10:00	Research (Plenary)	<b>FIELD DAY 1</b>	Research (tutorial)	<b>FIELD DAY 2</b>		
10:05 – 11:05	Research (tutorial)					
11:15 – 12:15	Pedagogy		Technology Integration (TI) (plenary)			TI <b>Group B</b> /Pedagogy
1:00 – 2:00	Pedagogy (Plenary) (Assessment)		TI ( <b>Group A</b> )/Pedagogy			TI ( <b>Group C</b> )/Pedagogy
2:05 – 3:00						
3:05 – 4:00						

Before Tuesday Sept 20 Ed. Found. & Issues (Online Tutorial)

Case Studies **Feedback on drafts for Assignment 3** - to be arranged by individual tutors

<b>Online Technology Integration sessions for ALL students</b>			
5.00-7.00 pm	<b>Monday 19th September</b>	<b>Monday 3rd October</b>	<b>Monday 17th October</b>

**SEMESTER 1:**

TIME	Fri Oct 21	Fri Oct 28	Fri Nov 4	Fri Nov 11	Fri Nov 18	Fri Nov 25	Fri Dec 2	
9:00 – 10:00	<b>FIELD DAY 3</b>	Research (Plenary)	<b>FIELD DAY 4</b>	TI ( <b>Group B</b> )/Pedagogy	<b>FIELD DAY 5</b>	Research (Plenary)	Research (Plenary)	
10:05 – 11:05		Research (tutorial)					TI ( <b>Group C</b> )/Pedagogy	Research (tutorial)
11:15 – 12:15		TI (plenary)						Research (Plenary)
1:00 – 2:00		TI ( <b>Group A</b> )/Pedagogy		TI ( <b>Group C</b> )/Pedagogy		Research (tutorial)		
2:05 – 3:00						<i>Student and Staff Social</i>		
3:05 – 4:00								
	<b>Pedagogy (online 6-8 pm) (Assessment Hours 7&amp;8)</b>	<b>*Note. The Assessment Module will have 10 face-to-face and a 2 hour online asynchronous sessions (Semesters I). The Assessment Team will and will inform lecturers and students re those timings. Material will be posted on mylearning in advance of the scheduled online sessions.</b>						
<b>Online Technology Integrations Sessions</b>			<b>Online Research sessions for ALL students</b>					
5.00-7.00	Monday 31st October; Monday 31st October, Monday 14 November, Monday 28th November, Monday 12 December			5.00-7.00 pm	Thurs Oct. 27 <sup>th</sup> 5 – 7 pm	Literature Review		

**SEMESTER 2**

TIME	Fri Jan 13	Fri Jan 20	Fri Jan 27	Fri Feb 3	Fri Feb10
9:00 – 10:00	Pedagogy (Plenary) (Assessment)	<b>FIELD DAY 6</b>	Research (Plenary)	<b>FIELD DAY 7</b>	Research (Plenary)
10:05 – 11:05					
11:15 – 12:15					
1:00 – 2:00	Research (Plenary)		Research (Plenary)		Pedagogy/ <b>TI Group A</b>
2:05 – 3:00	Research (tutorial)				
3:05 – 4:00	Pedagogy		Pedagogy (Assessment )		

**During Semester 2, the TI team will deliver 1 additional plenary online and 3 x 2hr online practical sessions**

<b>Online Technology Integrations Sessions</b>			
5.00-7.00 p.m.	Monday 16 January, Monday 23rd January, Monday 30th January	6.00-7.00 p.m.	Monday Feb. 6

**SEMESTER 2:**

TIME	Fri Feb 17	Fri Feb 24	Fri March 3	Fri March 10	Fri March 17
9:00 – 10:00	<b>FIELD DAY 8</b>	<b>Carnival Friday</b>	Research (tutorial)	<b>FIELD DAY 9</b>	Research (tutorial)
10:05 – 11:05			Research (tutorial) <b>(independent work)</b>		Research (tutorial) <b>(independent work)</b>
11:15 – 12:15			Research (tutorial)		Pedagogy
1:00 – 2:00			Research (tutorial)		Pedagogy/TI <b>Group B</b>
2:05 – 3:00			Research (tutorial) <b>(independent work)</b>		
3:05 – 4:00			Research (tutorial)		

**SEMESTER 2:**

TIME	Fri March 24	Fri March 31	Fri April 7
9:00 – 10:00	<b>FIELD DAY 10</b>	Research (tutorial)	Research tutorial
10:05 – 11:05		Research (tutorial)	
11:15 – 12:15		Research (tutorial)	
1:00 – 2:00		<b>Pedagogy/TI Group C</b>	

2:05 – 3:00			
3:05 – 4:00			

ONLINE ASSESSMENT SESSIONS TO BE INSERTED

**2 hours plenary - assessment – date to be advised by team (see October 21)**

**1 hour plenary - assessment – to be advised by team (week ending February 24)**

TI Groups

**Mrs. Sandra Figaro-Henry; Dr. Debra Ferdinand-James; Mr. Shirdi Ali; Mr. Derek Haqq**

**A – English (30), FL (20) , IT (17), Geog. (10) = (77)**

**B – Science (40), Ed, Admin (20) & PE (10) = (70)**

**C – Math (29), Social Sciences [Social Studies/Hist (22); Business (20)] = 71**

## Appendix B: Pedagogy Sessions Room Allocation

Pedagogy Sessions Room Allocation	
Science	FHE SOE 323, 324, 221, Old Science Lab
English	FHE SOE 325
Information Technology	FHE SOE 130
Mathematics	FHE SOE 202
Foreign Languages	FHE SOE 218
Social Studies	FHE SOE 203
Social Studies	FHE SOE 204
Business	FHE SOE South Block Old Library
Geography	FHE SOE Arcon 1 (EF)
History	FHE SOE 11
Educational Administration	FHE SOE 131

## Appendix C: COMPOUND LAYOUT OF SCHOOL OF EDUCATION



