MESSAGE FROM THE DEAN

The Faculty of Humanities & Education considers its primary role to be that of producing members of the society who are assured of themselves as individuals, as members of a nation and as members of a region which has had a special social history. It is this positive concept of self, of nation and of region which will work towards ensuring total development. The Faculty offers degree programmes in History, Theology, Linguistics, French, Spanish, English Literature, Creative Arts and Education. These disciplines are the cornerstones of civilised existence.

The Faculty takes seriously its responsibility to provide its students with the tools for life. We try to provide the creative basis for the understanding and achievement which the individual, the region and the nation must attain. It is our imagination and creativity that must challenge the other areas to excellence. This challenge is all the more important in a world that seeks to define, refine, reshape and fit us into those moulds which it best understands and most easily manipulates even as we struggle against the limitations of these impositions.

Ian E. Robertson
Dean

CONTENT

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THE SCHOOL OF EDUCATION

INTRODUCTION

When the University College of the West Indies was founded at Mona, Jamaica in 1948, one of the first departments to be established was the Department of Education. Together with the Department of Extra Mural Studies, it constituted the Faculty of Education. In 1963 the Institute of Education was created through a grant from the Ford Foundation which was matched by disbursements from the governments of the contributing territories. The Faculty's presence outside of Jamaica was established by the Institute of Education which began to function at the St. Augustine Campus of the University in the mid-1960's.

During the period 1963-1972, the major thrust of the Institute was the improvement of the quality of teacher education in all of the contributing territories. The activities of the Institute included the conduct of in-service courses and workshops, curriculum development, syllabus development and approval, the monitoring of teachers' colleges' examinations, materials development and the conduct of developmental conferences for educators.

In 1972, a new administrative structure saw the Department of Extra Mural Studies detached from the Faculty and the Faculty itself re-labelled a "School of Education". In 1973 teaching for University certification was established at the St. Augustine campus for the first time. The teaching section of the School began a programme towards the Diploma in Education, previously available only at Mona.

In 1984, the restructuring of the University produced further changes in the administration of Education and the School was reorganised into two departments and re-labelled once again the "Faculty of Education". The Faculty now comprised the Department of Educational Foundations and Teacher Education and the Department of Educational Research and Development.

The most recent restructuring and rationalisation exercise (1995/96) merged the two Departments within the Faculty of Education to form a School of Education. The School of Education along with the School of Humanities, now constitute the Faculty of Humanities & Education.

Activities of the School of Education

A. Teaching University Programmes at various levels

- Certificate in Education
  The Art and Science of Coaching

- Bachelor of Education
  Bachelor of Education (Primary)
  Bachelor of Education
    (Early Childhood Care & Education)

- Postgraduate Diploma in Education
- Diploma in Health Visiting
- Master of Art in Education, M.A.(Ed.)
- Master of Education Degree, M.Ed.
- Master of Philosophy, M.Phil.
- Doctor of Philosophy, Ph.D.

The School does not offer all the above programmes every year. Information on the offerings in any year can be obtained at the Office of the Head, School of Education. Effective 1999/2000, the Masters of Education (M.A.) will no longer be offered. Effective 2001/2002, the Masters in Education Degree, M.Ed. is being reorganised and will be offered in the year 2002/2003. Those persons already registered will be allowed to complete the Programmes.

B. Research on Education in the Caribbean

In the past research was mainly action-based with short term potential. Today, research continues to be system supportive. New focuses within the School are now centred on a thrust towards large-scale projects aimed at dealing with pressing problems in the school system. These efforts are being conducted by research projects, working groups and individual researchers within the School.

C. Curriculum Development and Development of Educational Materials

In this area, the School collaborates with Ministries of Education and Teachers' Colleges. The most recent initiative is in writing materials for delivery of university courses by distance. The University has embarked on an increased distance education thrust and the School is being called upon to deliver courses in mixed modes.

D. Outreach Activities

Staff members are engaged in a variety of professional activities which include the provision of consultancies and services to institutions and organisations in the country. The main categories of public professional services are: the organisation of workshops, conferences and seminars; membership on commissions, professional associations and examining boards; collaborative ventures with associated institutions such as teachers' colleges; and involvement in community-based activities.

E. Links with other Universities

The School of Education, St. Augustine, has since its inception established links with the wider community through its provision for the appointment of external examiners, the practice of staff exchanges and invitations to visiting scholars of international repute. These links have proved to be mutually beneficial and are intended to promote development in a number of areas related to education.

Support Services

The Library

The Library at the School was created in 1973. It contains a comprehensive collection of materials in the field of education, with growing emphasis on Caribbean publications. The collection numbers approximately 30,000 items consisting of books, monographs, reports, newspaper clippings, files, theses, government documents, microtexts and subject bibliographies. It subscribes to over 170 journals in education. Its services include:

i.   *bibliographic searches;*
ii.   *photocopying;*
iii. *listing of new acquisitions;*
iv.   *user orientation;*
v.   *alerting staff to new material;*
vi.   *book loans;*
vii. *assistance in using materials, and*
viii. *database searches on CD-ROM and the internet*
ix.   *provision of audio-visual material*

The Library serves the staff of the School of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education and other persons whose eligibility is stated in the rules of the Library. The Library also plays an integral part in the teaching and research programmes undertaken by the School through the acquisition and dissemination of published material.

The Multi-Media Production Centre (MPC)

The Multi-Media Production Centre (MPC) began as a UNESCO pilot project in 1970. The centre is divided into two sections: Audio-visual and Printing. The audio-visual section is a well equipped unit geared for copy reproduction, charts, illustrations, high contrast black and white slides from technical drawings, graphic illustrations and colour slides for educational purposes. Existing studio facilities are used by staff for previewing films and micro-teaching. Staff members conduct workshops and seminars in schools as outreach activities.

The printing section produces a substantial number of useful publications for the School of Education and the University community. The range includes: books, monographs, faculty brochures and booklets, conference and workshop documents, annual reports, research and curriculum development publications, journals, posters, newsletters and it offers general printing facilities.

Caribbean Educational Research Information Service (CERIS)

CERIS is a computerized information service, which provides access to information on education in the English-speaking Caribbean. It operates five main databases: (1) **CERIB**, which provides references and detailed abstracts to the contents of documents available at CERIS; (2) **RESPUB**, which provides references and varying levels of bibliographic information to other information resources on education in the region; (3) **CERBIO**, which provides biographical information on researchers on Caribbean education systems; (4) **CERINS**, which provides information on organisations which produce educational data; and (5) **CERIP**, which provides details of Caribbean educational research projects in progress or recently completed. The **INNODATA** databank of educational innovations developed by the International Bureau of Education is also available on-line, as well as a number of other databases on CD-ROM.

Service is available in the form of on-line access to staff and students of the School of Education, as well as in the provision of reference lists, photocopies, and referral services, on demand, to all researchers, planners, policy makers, and practitioners in the field of education in the region.

Family Development and Children's Research Centre (FDCRC)

The school was established in September 1988 with an enrolment of 50 pupils in the 3 - 5 year age group. The programme is based on the intrinsic worth of the individual and the obligation to provide optimal learning environments to bring about maximum all-round development. Cognizance is also taken of the critical importance of the first 5 years of the child's life for later development and the necessity to provide learning experiences, which will promote all-round growth during this crucial developmental phase.

The curricular practice employed in the school is based on the learning centre concept. This approach is posited on the view that pre-schoolers learn more effectively through concrete, play-oriented activities. Consequently, the current trend to formalize instruction for this group through the study of subjects is de-emphasised.

In addition to serving as the model of an enriched environment which could maximize the development of pre-schoolers, the facility functions as a centre for conducting research, and provides laboratory conditions for practical teaching. It is also used as a venue for testing prototypes of print and non-print materials and for mounting public exhibitions of these materials and equipment.

From 1996/97 the School became the central activity in an Early Childhood Care and Education Project which was developed to pursue objectives outlined in the School's Strategic Plan (1995-2000).

Staff/Student Liaison Committee

Students are represented on a Staff/Student Liaison Committee in the School and on the authorized Campus Body.

The Staff/Student Liaison Committee is a committee comprising staff and student members drawn from the School. The purpose of the committee is to provide a clear channel of communication between staff and students and a forum for discussion of all student related issues.

The authorized campus body, Faculty Board, is a body comprising all academic staff in the Faculty of Humanities & Education plus elected student members. The body deals with administrative matters pertaining to the Faculty of Humanities & Education and the University as a whole.

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BA, DipEd, MA(Ed.) *UWI*, PhD *Ohio State*

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Secretary - Head of School

Anita Ali
Dip. In Ed. Programme
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Dip. In Health Visiting Programme
Secretary

Cheryl Scott
B.Ed. (Primary) Programme
Secretary

Rena Sookdeo
Postgraduate Studies
Secretary

Post to be filled
Postgraduate Studies
Secretary

Multi-Media Production Centre Printery & Audio-visual Studio

Kelvin Rampaul	Printing Supervisor
Harry Cassie	Printer
Harry Chaitram	Office Assistant/Driver
Cheringdell Depradine	Clerical Assistant II
Marquis Gittens	Graphic Artist
Vernon Gobin	Assistant Printer
Desmond Joseph	Technical Assistant II
Sherbert McKie	Printer
Lisle Waldron	Laboratory Technician
Tayo Ojoade	Senior Laboratory Assistant

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	Cert. Pub. Admin.(UWI)
Cheryl Gomez	Library Asst. II
Jasmine Augustine	Library Asst. II
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Ronald Halbal	Temporary Library Attendant

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Jane Dookram	Cleaner
Nigel Jack	Office Attendant
Ralph Jattan	Office Attendant
Roslyn Lezama	Cleaner
Wilson Lovelace	Messenger/Cleaner
Himrajh Oudit	Office Attendant

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Assistant Registrar

Ms. Jessie-Ann George
Examinations
Senior Assistant Registrar

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Postgraduate Section
Administrative Assistant

Mrs. Chandra Ragoonath
Undergraduate Studies
Administrative Assistant

Mrs. Karen Edwards-Sheppard
(Undergraduate Studies)
Clerk – Admissions

Mrs. Dianne Garcia
(Postgraduate Courses)
Clerk

Candice Dickson
(DipEd Courses)
Clerk

Family Development and Children Research Centre

Ms. Dianne Phillip	Supervisor/Trainer
Tabitha De Four Ward	Teacher
Beverly Mahabir	Teacher
Roxanne Marcano	Teacher
Caroline Olivier	Teacher
Camelia Tsoi-a-Fatt	Teacher
Sumintra Jugmohan	Teacher
Loretta Rampersad	Clerical Assistant I

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Mr. Macsood Ali
Facility Attendant

Ms. Petrina Best-Shepherd
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Ms. Antoinette Gaskin
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Mr. Narendra Maharaj
Facility Attendant

Mr. Matthew Theroulde
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Mr. Carlton Samuel
Gum Attendant

Ms. Heather Joy-Stephen
Clerical Assistant (Temp.)

Mr. Jason Cuffy
Gym Attendant (Temp.)

Ms. Candice Joseph
Gym Attendant (Temp)

Ms. Natalie Modeste
Cleaner (P/T)

CERTIFICATE PROGRAMMES IN THE SCHOOL OF EDUCATION

Regulations and Syllabuses

The School of Education has an approved programme leading to the Certificate in Education.

The **Certificate in Education** in
* *The Art & Science of Coaching*

This course differs substantially in terms of its entry requirements and regulations governing the award of the Certificate in Education. Further details can be obtained from the Office of Sport and Physical Education, UWI Sports Centre.

The Certificate in Education

General Aims
The Certificate in Education is designed to meet the needs of personnel in schools and other institutions/organisations in Trinidad & Tobago by upgrading knowledge of content and methodologies in specific areas.

Regulations for the Certificate in Education
1.   A Certificate in Education shall be awarded in the professional area approved by the School and for which a programme is prescribed and offered.

Qualifications for Admission
2.   a. Applicants for the Certificate in the Arts and Science of Coaching must have at least three (3) years coaching experience at Club, School or Community level OR be attached to an organisation as a Sport Officer.

Programme of Study
3.   The programme of study shall extend over at least one academic year.

Scheme of Examination
4.   The Certificate in Education will be awarded to persons who:

   a. *have achieved a satisfactory standard in the theoretical aspects of the programme; and,*

b. (i) *have performed satisfactorily in the practicum;*

and/or

     (ii) *have submitted a satisfactory study.*

5. *The Certificate may be awarded with a mark of distinction.*

6. *A candidate may be referred in either the theoretical aspects of the Certificate or the Practicum. Failure to satisfy the examiners in both of these areas will result in the candidate being listed as having failed.*

7. *A candidate who has been referred may apply for re-examination on not more than two subsequent attempts within five years of first sitting the examination.*

Structure of the Programme

1. Students enrolled in the **Certificate in the Art and Science of Coaching** will pursue the following courses:

SEMESTER I

EDSP 4001 (SP40A)	Human Anatomy and Physiology of Exercise
EDSP 4101 (SP41A)	Diet and Performance
EDSP 4302 (SP43B)	Theory and Practice of Coaching

SEMESTER II

EDSP 4102 (SP41B)	Sports Officiating
EDSP 4201 (SP42A)	Issues and Values in Sport & Physical Education
EDSP 4202 (SP42B)	Sport Injuries: Prevention and Treatment

SEMESTER III

EDSP 4002 (SP40B)	Measurement and Evaluation in Sports & Physical Education
EDSP 4401 (SP44A)	Observation and Analysis of Human Performance
EDSP 4502 (SP45B)	Practicum: Working with Athletes

Examination Procedures for the Certificate Programme

The School uses a letter grade system for each assignment/course. The scale may be interpreted as shown in the table below. For the Award of Distinction, a weighted average of 11.5 is required.

LETTER GRADE	NUMBER EQUIVALENT	POINTS
A	86+	16
	76 - 85	14
	70 - 75	13
B+	68 - 69	10
	64 - 67	9
	60 - 63	7
B	58 - 59	6
	54 - 57	5
	50 - 53	4
C	48 - 49	3
	44 - 47	2
	40 - 43	1
D	35 - 39	
E	0 - 34	

For the award of the Certificate every component of the examination must be of sufficient quality to be graded at C1, at least. Other general procedures for certificate programmes are :

1. The recommended grade for each piece of written work shall be arrived at in the first place by consensus between two examiners; where consensus cannot be achieved, the final recommended grade shall be arrived at either:

    (a) *by finding the median between the two grades or*
    (b) *by the intervention of a third examiner.*

2. All recommended grades in written assignments are subject to confirmation by the Second Examiner and Faculty Board of Examiners.

3. The recommended grade for the Practicum shall be arrived at in the first place by consensus among two or more exam-iners who have observed the candidate's practice, who have studied the relevant doc-umentation, and who will be guided by the experience of the tutor.

4. The recommended grade for the Practicum is subject to confirmation by the Faculty Board of Examiners.

5   All pass lists are subject to confirmation by Senate.

6   Any required written submission with unsatisfactory features of presentation (e.g. its title page, abstract or preface, acknowledgements, table of contents, figures and illustrations, references, 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.

7   A written requirement which merits a grade of D may be returned for improvement. If the candidate resubmits by a given date, within the same academic year, it shall be awarded the minimum passing grade if it is deemed to be satisfactory, and the candidate will be permitted to graduate in the first graduation following.

8   A written requirement which merits a grade of E cannot be re-examined in the same academic year, and the student will be required to re-register and to undertake a new topic.

9   In the event of unusual and extenuating circumstances, a candidate may apply for extension of time for submission of an assignment, addressing the application to the Co-ordinator of the relevant programme and supplying supporting evidence; medical certificates must be validated by the University Medical Officer.

10 In no other circumstances will a late assignment be accepted. The candidate must re-register according to the University regulations and be provided with a due date in the year of re-registration.

11 A candidate referred or failed in the Practicum is required to re-register under the Regulations.

12 Subject to the above, any candidate who presents himself or herself for re-examination, and is deemed to have achieved a satisfactory standard, will be awarded the minimum passing grade on the components which have been re-examined.

13 Applications for re-registration should be made by the beginning of October, and should be addressed to the The Director Department of Sports and Physical Education, The University of the West Indies, St. Augustine.

Assessment by Coursework

Except where otherwise stated, assessment in the Certificate programme is by 100% course work. This facilitates, not only a valid assessment of the professional development of the candidate, but also formative feedback and individualised tuition. The programmes all have an integrative approach to teaching and learning. Emphases are on the transfer of knowledge, skills and attitudes to the complex situations in local classrooms and on an analysis of current trends in educational thinking. Accordingly, the assessment procedures require candidates to adopt critical and problem-solving approaches. Graduates of the programmes are expected to be familiar with educational literature and to be able to engage in writing of an acceptable scholarly standard, as well as to have demonstrated their ability to translate theory into the practice of their profession.

General Regulations for Leave of Absence

1. Students must apply in writing for leave of absence.

2. Leave of absence may be for one or two semesters

3. Applications for leave of absence must be admitted **no later than the third week of the semester** through the Faculty Dean (or Head of Department).

Course Outlines for the Certificate Programme

Certificate in Education
The Art and Science of Coaching

There is a need both to improve the quality and increase the quantity and range of social opportunities to develop our youth through educational and other cultural activities. Faced by the threats of modern consumer type recreational pursuits and potentially harmful practices; the health and welfare of our society seem to be at risk. Sports and physical education must be explored for furthering the integration movement and fostering human development. It is against this background, primarily, that a programme leading to the Certificate in Education in the Art and Science of Coaching is being presented. The programme is geared towards the upgrading of knowledge and skills of persons, locally and regionally, who are interested or already engaged in coaching at the following levels:

•	National
•	Clubs and Junior Leagues
•	Schools
•	Sport Officers
•	Community Recreational Personnel

The regulations and entry requirements governing this course are detailed in the Certificate in Education Programme handbook for the Art and Science of Coaching.

SEMESTER I

EDSP 4001 (SP40A)
HUMAN ANATOMY & PHYSIOLOGY OF EXERCISE

It is essential that coaching personnel, in any form of athletics and games needing the use of the body, should be more than merely acquainted with the human body and the relationship of its parts to the total working of the healthy person. This knowledge is critical for healthy living and even, moreso, for rigorous work and play. Students, thus, must be knowledgeable about the range and types of movement that the skeleto-muscular system can make, in order to train/ educate the body, without subjecting it to unnecessary distress or injury.

Content
Structure of the human skeleton; functions of the human body; relate the understanding of the functions of the body parts to the physical movements required in games; identification of bone classification; joint articulation; position and function of major skeletal muscles; the care of the body; and, kinesiological analysis of a sporting movement to enable the student to demonstrate an ability to isolate the component phase of a movement.

Assessment
A Project and an objective test.

EDSP 4101 (SP41A)
DIET AND PERFORMANCE

A continuous supply of energy is vital for sports performance. Coaches need to understand the impact that diet has on performance in both training and competition. It is essential, therefore, that they understand the relationship between nutrient intake and storage, energy metabolism and exercise performance. In this course students will be required to know the major food groups; understand the contribution of each food group to the maintenance and promotion of strength, growth and stamina; understand how to balance and vary diets to achieve different purposes; know the basic principles of food choices and preparation for the purposes of physical education and sporting activities; construct nutritionally sound dietary strategies in order to optimise sports performance and modify body composition; and analyse sport performers' diets in order to make recommendations to meet the demands of their sport.

Content
Basic principles of human nutrition; dietary requirements for athletes; fat, carbohydrate and protein as fuel for muscular activity; and, carbohydrate loading and race feeding as aids to endurance performance.

Assessment
Two written examinations.

EDSP 4302 (SP43B)
THEORY AND PRACTICE OF COACHING

This course will provide coaches with an introduction to the range of concepts, theories and methods employed to understand the learning and performance of psychomotor skills in sport. This knowledge is essential for coaches as it provides them with the background necessary to organise and plan coaching sessions and programmes. Coaches must appreciate that individuals react in different ways to the same situation. A knowledge of the factors underlying such differences will allow the coach to understand the behaviour of athletes and to develop strategies to avoid and solve problems therein. Students will be required to understand skill learning and performance; use theory and research in motor learning to identify and solve problems encountered in the learning and coaching of motor skills; identify individual differences which affect performance; know about the physical development of the individual as he/she moves through different phases of life; and, understand the physical potential/capabilities of individuals as they move from one stage to another.

Content
Psychology of coaching, learning motor skills and individual differences; factors relevant to the sporting contest; skill development and ability; and, coaching techniques applied to specific sporting disciplines.

Assessment
A written report (50%) and a written examination (50%).

SEMESTER II

EDSP 4102 (SP41B)
SPORTS OFFICIATING

Match controllers are an essential part of any sport competition. It is they who are responsible for ensuring fair play and interpreting and applying the rules of play and controlling participants' behaviour. It is important that coaches understand the demands and consequences of officiating. Students will be required to understand the need for well-trained and physically fit officials; understand the role of the official; understand the importance of communicating decisions; understand the basic laws of the major games/activities; discuss the psychological skills that aid officials reach their full potential; analyse the performance of officials; and, develop a code of conduct for officials.

Content
The role of the official; fitness and mental training for officials; specific psychological skills as they pertain to officiating; relaxation, concentration, imagery, confidence, communication and goal setting; and, basic laws of the major sporting/games activities.

Assessment
A practical officiating assessment (40%) and a written examination, (60%).

EDSP 4201 (SP42A)
ISSUES AND VALUES IN SPORT AND PHYSICAL EDUCATION

Coaches do not operate in a sporting vacuum. It is important, therefore, that they understand the social, cultural, political, religious and economic contexts within which they will work. It is essential that they understand what is sport and what it means to its participants. Sports must be examined in a multi-disciplinary way to illustrate the complex issues of modern day sport. Students will be required to critically examine the meanings of sport; understand the holistic context of sport and coaching; examine value judgements and subjective views on sport; examine the ethics and values of sport; and, relate ideas, values, and themes to their specific sporting disciplines.

Content

Ethical issues concerning sporting behaviour; attitudes to winning; equal opportunities in sport and coaching; and drugs and sport.

Assessment
Student-led seminar (40%) and essays and projects (60%).

EDSP 4202 (SP42B)
SPORTS INJURIES: PREVENTION AND TREATMENT

In sport, injury may occur. It is essential that coaches are aware of potential injurious situations so that they can help in the prevention and avoidance of injury. This can be accomplished by encouraging the use of protective equipment and appropriate mental and physical preparation before participation in sporting activity. Coaches will also need to develop the knowledge and skills necessary for the care and rehabilitation of the injured performer.

Students will be required to identify the prerequisites for safe practice in coaching; plan and structure coaching sessions so as to reduce the likelihood of injury; be able to render initial advice on, and give relief treatment to, injuries sustained; describe common sport injuries and improve awareness of the relative seriousness of them; understand the need and function of protective equipment; and, identify levels of injury occurrence and predisposing factors.

Content

Predisposing factors to injuries; preventative measures, training, warm-up, rehabilitation and psychological preparation; common injuries and methods of occurrence to head, arm, trunk, leg and foot; protective equipment and purpose; and, treatment methods, heat, cold, taping, rest, relaxation, movement therapy and physiotherapy.

Assessment
A written examination (60%) and a written report (40%).

SEMESTER III

EDSP 4002 (SP40B)
MEASUREMENT AND EVALUATION IN SPORTS & PHYSICAL EDUCATION

A concern for high standards of performance is as important in physical education and sport as it is in other areas of education. The public nature of activities of these types allows for scrutiny by even the uninitiated. It is essential, therefore, that coaches understand training principles and evaluating participation and performance within sport and exercise. Further, they will develop knowledge of aerobic and anaerobic energy systems as well as the concept of maximal oxygen uptake as this is vital to the understanding of factors that limit performance. Students are required to know the standards by which fitness and performance are measured and how they vary with age; identify components of physical fitness; understand how the body responds to training; develop a clear understanding of the major physical limitations to human performance; develop the concept of fatigue and endurance in a practical context; construct, monitor and evaluate a physical conditioning programme; and, apply skills and understanding of measurement and evaluation to their sporting disciplines and Physical Education.

Content

Assessment and training; fitness prescription; strength, power and endurance; the cardio-respiratory system and musco-skeletal systems; anaerobic metabolism; the phosphagen system; aerobic metabolism; and, the oxygen pathway.

Assessment
Examination (50%) and, the design and evaluation of a physical conditioning programme (50%).

EDSP 4401 (SP44A)
OBSERVATION AND ANALYSIS OF HUMAN PERFORMANCE

It is essential that coaches are able to observe and analyse performance if they are to help their athletes to improve. This also requires the ability to provide corrective feedback so that the necessary changes may be brought about. Students will be required to understand the mechanical principles that underpin human movement; understand the need to devise simple frameworks for observation; analyse sporting skills and techniques; learn how to provide feedback to improve performance; learn how to break down skills an techniques into simpler parts; and learn how to use match analysis to improve performance.

Content
The mechanical and anatomical analysis of human movement and videotape analysis of skills, techniques and matches.

Assessment
An analysis of a sporting technique of the student's choice and recommendations as to how performance might be improved.

EDSP 4502 (SP45B)
PRACTICUM:
WORKING WITH ATHLETES

This course builds on the Theory and Practice of Coaching I and recognises that coaching in all sports goes beyond the technical requirements or rudimentary skills of the game. It is, therefore, essential that coaches understand the need for performers to also develop their mental, as well as their physical skills, as they impinge upon and influence accomplishments in sport. Within this course students will have the opportunity to apply this knowledge within the practical context of their choice. Options may be chosen from team sports, aquatics or individual sports. Students will be required to identify some of the psychological factors underlying sport performance; understand how psychology can be used to support and enhance sporting performance; apply theory to practice; and, critically, evaluate the use of social psychology in coaching and learning situations.

Content
Factors influencing motivation; the impact of stress and anxiety on performance; the importance of goal setting; group processes and how they affect the performance of the individual and the team; social facilitation; team and group cohesion; and, coaching techniques applied to specific sporting disciplines.

Assessment
Examination (40%) and Practicum (60%).

BACHELOR OF EDUCATION

Regulations and Syllabuses for Bachelor of Education Degree

The Bachelor of Education degree is a professional degree, which is normally intended for practitioners in the field of education. Its main thrust is towards the holistic development of reflexive professionals who are sensitive to the need to combine caring and advocacy with school and classroom management skills, leadership, and information communication technology.

Candidates may pursue a **major** in either of two (2) options: Early Childhood Care and Education (ECCE) **OR** Primary Education. Areas of specialisation within the Primary option are: Educational Administration, Language Arts, Mathematics, Science, Social Studies.

The **major** will be comprised of:—a compulsory core and professional and content courses as follows:

BEd Early Childhood Care and Education
1. Compulsory Core   51 credits
2. Professional & Content Courses   42 credits

BEd Primary (Educational Administration)
1. Compulsory Core   60 credits
2. Professional & Content Courses   33 credits

BEd Primary (Language Arts)
1. Compulsory Core   60 credits
2. Professional & Content Courses   30 credits

BEd Primary (Mathematics)
1. Compulsory Core   60 credits
2. Professional & Content Courses   31 credits

BEd Primary (Science)
1. Compulsory Core   60 credits
2. Professional & Content Courses   33 credits

BEd Primary (Social Studies)
1. Compulsory Core   60 credits
2. Professional & Content Courses   30 credits

The Bachelor of Education degree in the selected **major** *(and in the case of the Primary option, with the area of specialisation)* will be awarded to persons who have satisfactorily completed the programme of study as prescribed above.

Qualifications for Admission

To be eligible for admission to this programme, an applicant must:

1. have satisfied the matriculation requirements of the university;

2. have successfully completed an approved programme of training for certification as a teacher in his/her country;

3. possess a level of professional experience as a teacher that is deemed satisfactory by the School of Education;

4. possess any other qualification which the School may require from time to time.

Successful candidates to the B.Ed. programme who possess a UWI School of Education Certificate in one of the following: Early Childhood Education, Educational Administration, The Teaching of Language Arts, Mathematics, Science, or Social Studies, or who hold an equivalent Certificate or Associate Degree from an approved institution will experience transitional adjustments. These may include course exemptions (See below) *and/or arrangements to complete outstanding others as the School of Education may deem necessary.*

Certificate in Education courses with their Bachelor of Education course equivalents

OLD CERT. ED. TITLE	COURSE	NEW B. ED. TITLE	COURSE	CREDITS
EDFA 0461 (ED461)	Foundations of Education	EDFA 1401 (ED14A)	Schooling, Personal and Social Development	3
EDRS 0462 (ED462)	Measurement and Research Methods	EDRS 1402 (ED 14B)	School and Classroom Research	3
EDEA 0492 (ED492)	The School as an Organization	EDEA 1410 (ED141)	School and Classroom Management	6
EDEA 0493 (ED493)	Organizational Development of Schools	EDEA 1102 (ED 11B)	Introduction to Organizational Development of Schools	3
EDEA 0494 (ED494)	Curriculum, Administration, Supervision and Evaluation in Primary Schools	EDEA 1101 (ED11A)	Introduction to School Administration and Supervision	3
EDLA 4604 (ED46D)	Teaching Children's Literature	EDLA 2113 (ED21C)	Teaching Children's Literature	3
EDLA 0460 (ED460)	Developing Literacy Ability	EDLA 1180 (ED118)	Developing Literacy Ability	6
EDMA 0463 (ED463)	Mathematics Methods	EDMA 1901 (ED19A)	Teaching Mathematics at the Primary Level	3
EDSC 0481 (ED481)	Concepts in Science	EDSC 1106 (ED11F)	Basic Concepts in Science	3
EDSC 0483 (ED483)	The Teaching of Integrated Science	EDSC 1108 (ED11H)	Teaching Science: An Integrated Approach	3
EDSS 4507 (ED45G)	The Teaching of Social Studies	EDSS 1201 (ED12A)	The Teaching of Social Studies	3
EDSS 4505 (ED45E)	Gender, Kinship, Ethnicity and Social Class in the Development of Trinidad & Tobago	EDSS 2219 (ED22S)	Gender, Kinship, Ethnicity and Social Class in the Development of Trinidad & Tobago	3
EDSS 4506 (ED 45F)	The Economy and Social Life in Trinidad & Tobago	EDSS 2220 (ED22T)	The Economy and Social Life in Trinidad & Tobago	3
EDSS 4504 (ED 45D)	The Environment	EDSS 2120 (ED 21T)	Environmental Systems	3

Scheme of Examination

1   For the award of the degree, candidates must satisfy the examiners by completing for the chosen option and area of specialisation, the requirements of:

   1)   *The compulsory core and*

   2)   *The compulsory professional and content courses indicated for a major.*

Length of Programme

THE FULL-TIME PROGRAMME

1. a)   This programme shall normally extend over a minimum of six (6) semesters and a maximum of ten (l0) semesters of full-time study.

   b)   A full-time student should normally register for not more than fifteen (15) and not less than twelve (12) credits per semester.

   c)   A student will be required to withdraw from the School unless he or she has gained at least:

     1.   *Twelve credits by the end of the second semester.*
     2.   *Twenty four credits by the end of the fourth semester.*

Regulations for the Award of Class of Degree for the Bachelor of Education

AWARD OF DEGREES

1. **Notification of Results**
   i.   The award of the degree of Bachelor of Education shall be published in a separate Pass List for each option and each subject area of specialisation in which the names of the successful candidates shall be arranged alphabetically as follows:

     A.   First Class Honours
     B.   Second Class Honours
       i.   Upper Division
       ii.   Lower Division
     C.   Pass

AWARD OF HONOURS

2. **Criteria for Computation**
   i.   *The class of degree to be awarded shall be determined on the basis of performance on courses taken at Levels II and III only.*

   ii.   *All prescribed Level III (30 credits) courses shall count towards the award of class. For this purpose, courses with Level II or Level III designation, taken outside the School of Education shall be accepted.*

   iii.   *The best eighteen (18) credits from Level II courses shall also count towards the award of class, provided that not more than 9 credits are contributed by Foundations of Education courses; and provided that courses taken outside the School of Education, as well as Professional Specialisation courses also form part of the 18 Level II credits to be used in computation of award.*

   iv.   *Foundation of Education courses and Professional Specialisation courses shall not be accepted as substitutes for prescribed courses to be taken outside the School of Education.*

v. *Courses taken outside of the School of Education shall relate to the area of Professional Specialisation.*

3. **Class of Degree**

i. *To obtain First Class Honours, the candidate must achieve a Grade Point Average (G.P.A.) of 3.60 and above.*

ii. *To obtain Second Class Honours, (Upper Division), the candidate must achieve a Grade Point Average (G.P.A.) of 3.00 – 3.59.*

iii. *To obtain Second Class Honours, (Lower Division), the candidate must achieve a Grade Point Average (G.P.A.) of 2.00 – 2.99.*

iv. *To obtain a Pass, the candidate must achieve a Grade Point Average (GPA) of 1.00 - 1.99.*

4. **Eligibility for Honours**
To be eligible for Honours, a student must have obtained at first attempt at least 48 of the 60 Level II and Level III credits from which honours are derived.

i. *Such a student must not have failed more than two Level II or Level III courses.*
ii. *A course taken for credit and failed not more than twice shall be counted as one failure for the purpose of assessing honours.*
iii. *Failure in a course taken in substitution for a course which has already been failed, shall be counted as an additional failure for the purpose of assessing honours.*
iv. *Where a course which has been failed once is replaced by another course which is also failed, all subsequent failures in that or any other course shall count as additional failures for the purpose of assessing honours.*
v. *A course designated at registration as not for credit (NFC) shall not count for the purpose of assessing honours.*

5. **Grading Scheme and Point System**

GRADES	PERCENTAGE RANGE	GRADE POINTS
A+	86+	4.3
A	70– 85	4.0
A-	67 – 69	3.7
B+	63 – 66	3.3
B	60 – 62	3.0
B-	57 – 59	2.7
C+	53 – 56	2.3
C	50 – 52	2.0
C-	47 – 49	1.7
D+	43 – 46	1.3
D	40 – 42	1.0
F	0 – 39	0

AEGROTAT DEGREES

1. *A candidate who has obtained at least three-quarters of the credits required for a Bachelor's Degree but has been unable through illness to complete the programme may apply under the University Regulations for the award of an Aegrotat Degree.*

2. *An Aegrotat Degree will not be awarded unless the Board of Examiners considers that, in the courses which have been completed, the candidate has reached a standard which, if also reached in the remainder of the programme, would have qualified the candidate for the award of a Degree.*

3. *An Aegrotat Degree will be awarded without class.*

4. *Holders of an Aegrotat Degree are not permitted to re-enter for the same Degree programme but may proceed to a second or higher degree on complying with the Regulations for such Degree.*

WITHDRAWAL

i.　*A candidate may be allowed to withdraw from the programme at any time before it is completed if the Board of Examiners is satisfied that for reasons of health or other circumstances he/she is genuinely unable to continue the programme profitably. Such a candidate shall not be deemed to have failed and may be asked to complete the requirements, if the circumstances are adjudged to justify this.*

ii.　*Any candidate who withdraws from the programme without the approval of the Board of Examiners shall be deemed to have failed.*

iii.　*A candidate may be required to withdraw from the programme at anytime if the Board of Examiners is satisfied that he/she is not applying himself/herself to fulfill the requirements of the programme. Such a candidate shall be deemed to have failed the Programme.*

CROSS-FACULTY COURSES

1.　Students **must choose** Cross-Faculty Courses which are **in line** with their Professional Specialisation. Please consult your Advisor at the School of Education.

2.　Final year (Level III) students **cannot** choose **Year I** Cross -Faculty Courses.

3.　Students should also consult the **Regulations for the Award of Class of Degree for the Bachelor of Education** .

4.　Cross-Faculty Courses can be chosen from those offered by the Faculties of the Humanities & Education, Natural Sciences and/or Social Sciences.

Programme Content
Compulsory Core Courses for the Bachelor of Education Programme

LEVEL I

EDFA 1401 (ED14A)	Schooling, Personal and Social Development	3 credits
EDEA 1410 (ED141)	School and Classroom Management	6 credits
EDRS 1402 (ED14B)	School and Classroom Research	3 credits
EDTL 1720 (ED17T)	Instructional Design I	3 credits
EDMA 1721 (ED17U)	Mathematics Appreciation (BEd Primary option only)	3 credits
FOUN 1001 (FD10A)	English for Academic Purposes	
FOUN 1101 (FD11A)	Caribbean Civilizations	
FOUN 1102 (FD11B)	Academic Writing for Different Purposes	
FOUN 1201 (FD12A)	Science, Medicine and Technology in Society	

N.B: While University compulsory foundation courses (FOUN 1001 (FD10A), FOUN 1101 (FD11A), FOUN 1102 (FD11B), and FOUN 1201 (FD12A) may be done as student's personal time-tabling may allow in any year of the programme, these courses must all be successfully completed before the Bachelor of Education degree is awarded.

LEVEL II

EDFA 2401 (ED24A)	Cultural Diversity and Schooling I	3 credits
EDFA 2402 (ED24B)	Cultural Diversity and Schooling II	3 credits
EDCU 2013 (ED20M)	Introduction to Curriculum	3 credits
EDME 2006 (ED20F)	Classroom Testing and Evaluation	3 credits

LEVEL III

EDFA 3201 (ED32A)	The Challenge of Human Development	3 credits
EDEA 3870 (ED387)	Field Study (in place of **UC 300**)	6 credits
EDTK 3202 (ED32B)	Use of Media and Production of Educational Materials	3 credits

	BEd Primary option only:	
EDTL 3701 (ED37A)	Diagnosis and Remediation: Reading, Writing and Mathematics	3 credits

*and any **one** of the following three (3) courses*

THEA 3301 (CA33A) *or*		
THEA 3302 (CA33B)	Theory and Practice of Educative Theatre	3 credits
GEND 2013 (AR20M)	Men and Masculinities in the Caribbean	3 credits

Compulsory Professional and Content Courses by Area of Specialisation

EARLY CHILDHOOD CARE AND EDUCATION

LEVEL I

EDEC 1501 (ED15A)	Early Childhood and Educational Intervention	3 credits
EDEC 1504 (ED15D)	Curriculum Development – Classroom Organization and Parent Education	3 credits
EDEC 1502 (ED15B)	Health, Safety and Nutrition of the Young Child	3 credits
EDEC 1503 (ED15C)	Evaluation of Effectiveness of Early Childhood Education Programmes	3 credits

LEVEL II

EDEC 2025 (ED20B)	Appropriate Curriculum Models for Early Childhood Education	3 credits
EDEC 2022 (ED20V)	Language and Literacy in Early Childhood Education	3 credits
EDEC 2021 (ED20U)	Children in Action: Effective Curriculum Strategies for Use in Early Childhood Environments	3 credits
EDEC 2024 (ED20X)	Caring for Infants and Toddlers	3 credits
EDEC 2011 (ED20K)	Human Development: Advanced Studies (*Option*)	3 credits

LEVEL III

EDSE 3001 (ED30A)	Special Education/ Advanced Studies	3 credits
EDEC 3326 (ED33Z)	Human Resource Management in ECCE Cross-campus course	3 credits
EDEC 3002 (ED30B)	Administration and Supervision of Early Childhood Environments	3 credits
EDEC 3010 (ED30J)	Fieldwork and Report (Semester II)	3 credits

EDUCATIONAL ADMINISTRATION

LEVEL I

EDEA 1101 (ED11A)	Introduction to School Administration and Supervision	3 credits
EDEA 1102 (ED11B)	Introduction to Organizational Development of Schools	3 credits

LEVEL II

EDEA 2118 (ED21R)	Management of Resources in Educational Administration	3 credits
EDEA 2119 (ED21S)	Law and Ethics I	3 credits
EDEA 2306 (ED23F)	Human Resource Management	6 credits

LEVEL III

EDEA 3560 (ED356)	The Principalship	6 credits
EDEA 3102 (ED31B)	Law and Ethics II	3 credits
EDEA 3570 (ED357)	Educational Administration	6 credits

LANGUAGE ARTS

LEVEL I

EDLA 1180 (ED118)	Developing Literacy Ability	6 credits

LEVEL II

EDLA 2104 (ED21D)	The Teaching of Language Arts in the Primary School	3 credits
EDLA 2113 (ED21C)	Teaching Children's Literature	3 credits
EDLA 2105 (ED21E)	Language Structure Content of English Teaching	3 credits
EDLA 2106 (ED21F)	The Language Use Content of Teaching English	3 credits

LEVEL III
A total of twelve (12) credits from the following courses

L23E	Introduction to Educational Linguistics	3 credits
EDLA 3112 (ED31D)	Literature for Children	3 credits
EDLA 3113 (ED31J)	The Structure of Creole	3 credits
EDLA 3111 (ED31K)	Principles, Approaches and Methods in teaching Standard English in the Caribbean	3 credits
LING 2402 (L24B)	Structure of English	3 credits
EDLA 3319 (ED33S)	Reflection and Teacher Development in Language Arts Education	3 credits

MATHEMATICS

LEVEL I

EDMA 1901 (ED19A)	Teaching Mathematics at the	3 credits
EDMA 1902 (ED19B)	Mathematics for Primary Teachers	3 credits

LEVEL II

EDMA 2901 (ED29A)	Problem-solving in Mathematics	3 credits
EDMA 2902 (ED29B)	Teaching Mathematics to Children with Special Needs	3 credits

A total of 6 credits from:

MATH 1140 (M12A)	Basic Introductory Mathematics	6 credits
MATH 1150 (M12B)	Functions of Real Variables	6 credits

LEVEL III

EDMA 3901 (ED39A)	Mathematics around us	6 credits
EDMA 3902 (ED39B)	Trends and Issues in Mathematics Education	3 credits

One (1) of the following:

MATH 2100 (M20A)	Abstract Algebra	4 credits
MATH 2110 (M20B)	Linear Algebra	4 credits
MATH 2120 (M21A)	Analysis and Mathematical Methods I	4 credits
MATH 2160 (M21B)	Analysis and Mathematical Methods II	4 credits
MATH 2140 (M25A)	Introduction to Probability	4 credits
MATH 2150 (M25B)	Introduction to Statistics	4 credits

SCIENCE

LEVEL I

EDSC 1106 (ED11F)	Basic Concepts in Science	3 credits
EDSC 1108 (ED11H)	Teaching Science: An Integrated Approach	3 credits

LEVEL II

EDSC 2218 (ED22R)	Science Around Us: Principles and Applications	6 credits
EDSC 3418 (ED34F))	Science Teaching in the Primary School	6 credits

LEVEL III

EDSC 3307 (ED33G)	Reflection and Teacher Development in Primary Science	3 credits
EDSC 3404 (ED34D)	Issues and Trends in Science Education and Science Curriculum	6 credits

Students must also choose one from the following courses:
(Prerequisite – EDSC 2218 (ED 22R)

PHYS 1110 (PII A)	Physics	6 credits
BIOL 1061 (BLIID)	Biology	6 credits

SOCIAL STUDIES

LEVEL I

EDSS 1201 (ED12A)	The Teaching of Social Studies I	3 credits

A total of 3 credits from any of:

HIST 1001 (H10A)	The Caribbean World (Semester I)	3 credits
GOVT 1000 (GT11C)	Introduction to Politics	3 credits
SOCI 1002 (SY13E)	Introduction to Sociology	3 credits
PSYC 1003 (PS14A)	Introduction to Psychology	3 credits

LEVEL II

EDSS 2120 (ED21T)	Environmental Systems	3 credits
EDSS 2219 (ED22S)	Gender, Kinship, Ethnicity and Social Class	3 credits
EDSS 2220 (ED22T)	The Economy and Social Life in Trinidad & Tobago	3 credits
EDSS 2906 (ED29F)	Teaching Geographical Skills	3 credits

Level III

EDSS 3107 (ED31G)	Teaching for Choices and Decisions	3 credits
EDSS 3108 (ED31H)	Social Explanation and the Teaching of Social Studies	3 credits
EDSS 3502 (ED35B)	The Historian's Sources and Classroom Teaching	3 credits

A total of 3 credits from any of the following, once prerequisite needs are met:

HIST 3001 (H30A)	History of Trinidad & Tobago (Semester I)	3 credits
SOCI 3002 (SY30E)	Sociology of Education	
SOCI 3028 (SY36E)	Caribbean Social Structure	
SOCI 3031 (SY37G)	Sex, Gender and Society	

FOUNDATION AREA COURSES

EDFA 1401 (ED14A)
SCHOOLING, PERSONAL AND SOCIAL DEVELOPMENT
(3 credits)

Rationale

This course offers an introduction to the psychological, philosophical, and sociological foundations of human knowledge and the development of schooling. It focuses on the history of ideas, theories of cognition and learning, and their relation to the evolution of schooling, personal and social development. It seeks to achieve these objectives through examination and discussion of specific and related themes from the three foundation areas in education, and by focusing on current concerns with curriculum development in the area of Health and Family Life Education.

Objectives

Participants will:
1. Identify and explain the issues in schooling, personal and social development through application of knowledge from the foundation areas in education;
2. Apply key principles, concepts, and theories from the psychology, philosophy, and sociology of education and Health and Family Life Education to issues of schooling, personal and social development;
3. Describe the development of schooling in the Caribbean and internationally;
4. Explain that the goals of education relate to intellectual, personal, and social outcomes;
5. Critically analyse the organisation of schooling.

Content
The Philosophy of Education
•   Schooling to sustain communication
•   Talk and thought: thoughts and statements; evidence and reasons for belief; meaning and truth
•   Concepts and the school's curriculum: explanations; theories, and concept acquisition
•   Fallibilism: history and the truth of history
•   Schooling as the organisation of disagreement

The Psychology of Education
•   Child development theories (0-11 years); pre-natal influences; physical, social, and cognitive development
•   Gender socialisation
•   Family and the school's role in child development
•   Child rearing and early school practices and their relationship to cognitive development
•   Health and Family Life Education theory and practice

The Sociology of Education
•   Sociological theory – perspectives on the social (functionalism, Marxism, interpretive, critical, and postmodernism)
•   Historical background to schooling
•   The economy, church, state, and family and the evolution of the education system

Assessment (Under Review)
A written assignment of no more than 2,500 words.

EDFA 2401 (ED24A)
CULTURAL DIVERSITY, CITIZENSHIP AND SCHOOLING 1
(3 credits)

Rationale
The foundations of education – philosophy, psychology, and sociology – offer an integrated study of issues related to cultural diversity, citizenship, and schooling, in a two-part course, over the academic year. One major issue is that the provision of education in culturally diverse, democratic nation states continues to pose dilemmas for policymakers, school systems managers, and classroom teachers in every sphere of human knowledge. This course addresses the dilemmas posed by the continued necessity to promote equity, social justice, and effective citizenship given the existence of multiple forms of prejudice(racism, sexism, creedism, classism, ableism and ageism. It recognises the importance of the critical link between education and health in any effort to promote greater social justice through schooling.

Objectives
Participants will:
1. Add to their knowledge of how the foundation areas can contribute to a deeper understanding of educational issues;
2. Study schooling in diverse and plural societies;
3. Develop critical perspectives through which issues of diversity, citizenship, and schooling can be examined;
4. Identify some of the major controversies and dilemmas in contemporary social life that impact on education;
5. Recognise Health and Family Life Education as an integral component in understanding the impact of diversity in schooling.

Content
The Philosophy of Education
• Legitimacy of state schooling in a culturally diverse society
• Mutual relations of citizens; the cognitive condition and attitudes necessary for citizenship
• National culture and minority culture in state schooling
The Psychology of Education
• Theories of cognitive, language, and concept development (including gender differences)
• Learning styles and different ways of learning; theories of moral development
The Sociology of Education

• Education in the post-independence era; the nature and purposes of partnerships in education
• Dilemmas posed for collaboration and cooperation – church, state, economy at ECCE, primary, secondary, and tertiary levels
• Globalisation and education

Assessment   (Under Review)
A written assignment of 2,500 words.

EDFA 2402 (ED24B)
CULTURAL DIVERSITY, CITIZENSHIP AND SCHOOLING II
(3 credits)

Rationale
The foundations of education – philosophy, psychology, and sociology – offer an integrated study of issues related to cultural diversity, citizenship, and schooling, in a two-part course, over the academic year. One major issue is that the provision of education in culturally diverse, democratic nation states continues to pose dilemmas for policymakers, school systems managers, and classroom teachers in every sphere of human knowledge. This course addresses the dilemmas posed by the continued necessity to promote equity, social justice, and effective citizenship. It recognises the importance of the critical link between education and health in any effort to promote greater social justice through schooling.

Cultural Diversity, Citizenship and Schooling I is a prerequisite for this course, which uses the theories and general understandings offered in Part 1 as a platform for the study of specific issues related to cultural diversity, citizenship, and schooling. Some of those issues include the involvement of the church in education; schooling to accommodate the diverse needs of children; gender and ethnic relations; and the nature of the relationships of family life in the Caribbean with health and education. Health and Family Life Education (HFLE) in particular is to be studied against a backdrop of cultural diversity and citizenship issues. It thus becomes an integrated approach to the study of HFLE through the three foundation areas.

Objectives
Participants will:
1. Debate and make presentations on issues of diversity and citizenship in schooling;

2. Describe and explain how the principles, concepts, and theories from the philosophy, sociology, and psychology of education can be applied to an analysis of issues in education;
3. Reflect on the educational implications of health and family life with respect to issues such as diversity and citizenship;
4. Critically evaluate present practices in schooling against yardsticks of equity and inclusiveness;
5. Suggest ways in which schooling may reduce prejudice in all its forms.

Content
The Philosophy of Education
• Problems of religious education in a multi-religious society
• Organisation of religious teaching – exclusion from government schools; segregation within school; integrative comparison
• Issues of content: understanding other religions' revelations
• Issues of appropriate attitudes to followers of other religions: condemnation, conversion, tolerance, respect
The Psychology of Education
• Ecological systems theory
• Needs of special children
• HFLE issues
The Sociology of Education
• The Caribbean Family – a sociological study
• Gender as an issue in family, health, and education
• The family, health, and schooling
• Health and Family Life Education and the curriculum

Assessment   (Under Review)
The course will be assessed through group presentations and a written assignment of 2,500 words.

EDFA 3201 (ED32A)
THE CHALLENGE OF
HUMAN DEVELOPMENT
(3 credits)

Rationale
The development imperatives of the Information Age require a primary focus on the changing concept of human development and its implications for schooling in postmodern societies. Human Development Theory is treated as central in this course to an understanding of the postmodern condition and education. The theory speaks to the issues of equity, productivity, empowerment and sustainability in development. This course provides some engagement with these issues through the study of the foundations of education – philosophy, psychology, and sociology. Participants will examine themes related to postmodernism and schooling in the 21st century.

Objectives
Participants will:
1. Reflect on and evaluate postmodern analyses of contemporary social life;
2. Identify and describe how the information age requires changing emphases in education and schooling;
3. Analyse the concept of human development and compare it with past and contemporary ideas of development;
4. Critically assess reforms in education against the precepts of human development and the demands of the information age and globalisation;
5. Reflect on ways of guiding all students into being better prepared for the challenges of social life in the 21st century.

Content
The Philosophy of Education
• Elements of conceptions of human development
• 18th century liberal theory – selections from Condorcet
• 19th century Marxist theory – from alienation to liberation
• Early 20th century – conservatism and tradition
• Late 20th century – postmodern criticism of 'grand narratives'
The Psychology of Education
• Development of healthy self-concept and positive self-esteem in children
• Gender role development
• Emotional and affective development
• Promotion of creativity
The Sociology of Education
• Alternative theorizing about development to macro-economic thinking
• Focus on contextualities and meanings in schooling and development
• Reform from below
• The sociology of the reformed curriculum

Assessment
The course will be assessed by a written assignment of 2,500 words.

EARLY CHILDHOOD CARE AND EDUCATION

EDEC 1501 (ED15A)
EARLY CHILDHOOD AND EDUCATIONAL INTERVENTION
(3 credits)

Building upon the course **ED452**, the understanding of development will be studied in the context of schools and early education. The types of cognitive and social development that are structured into classroom and learning relationships, and the dynamics which constrain this development will be explored. Discussion will focus on the role and importance of early education. Various models of early education programmes will be discussed; especially drawing upon studies and programmes developed in the Caribbean. The structure of ideal classrooms and schools will be related to the learning objectives and proposed outcomes of early education programmes. Concepts of natural education, compensation and intervention will be discussed.

Content
Role of early schooling; cognitive and social applications; practical facilities for development; role of intervention / compensation; responsibility for education; legal implications of education.

Assessment
One written review of the relevant literature.

EDEC 1502 (ED15B)
HEALTH, SAFETY AND NUTRITION OF THE YOUNG CHILD
(3 credits)

Within every meeting place of young children special attention must be given to their safety and health care. Classrooms are noted for the transfer of childhood illnesses amongst pupils. Those in the charge of young children must know about normal physical development and abnormalities of the young school child. They should be in a position to identify childhood illnesses minimally when to recommend that parents seek medical attention for their children. Thus the course will focus on patterns of normal physical development and discuss illnesses and abnormalities. From this basis features of child care can be illuminated in relation to the school and home. Basic first aid sessions will be integrated into the course. Government criteria for school hygiene will be reviewed.

Content
Accident prevention; identification of childhood illnesses; first aid (basic); care of the young child; hygiene of the young child; standards of school hygiene.

Assessment
One written assignment.

EDEC 1503 (ED15C)
EVALUATION OF THE EFFECTIVENESS OF EARLY EDUCATION PROGRAMMES
(3 credits)

The course will review a number programmes past and present and question criteria by which these programmes may be judged effective. The course will be continuous for the duration of the programme. It is designed to help teachers critically analyse a number of programmes past and present; identify effective early education programmes within the present education system; and, to develop research skills and the ability to pursue evaluation studies of early education.

Content
Observational methods; effectiveness and the early education programme; library and resource use; the role of effective programmes in early education in Trinidad & Tobago.

Assessment
One (l) written research study.

EDEC 1504 (ED15D)
CURRICULUM DEVELOPMENT:
CLASSROOM ORGANISATION AND PARENT EDUCATION
(3 credits)

Early education centres are gathering points where much information is discussed and passed on between educators and parents. This course is designed to enhance the organisational and management skills of teachers in the classroom as well as to provide teachers with skills and resources necessary to work effectively with parents and the community. The course will seek to provide opportunities for students to choose appropriate classroom activities/strategies to foster learning; examine and analyse various schemes and approaches for management of early education; organise facilities and experiment with general managerial skills for work with children, parents and aides; and, examine resources available to teachers for parental education in Trinidad & Tobago.

Content
Curriculum development; the role of play in early childhood development; selecting appropriate equipment and supplies; administrative skills for early childhood administrators; school organisation/school climate; and, classroom management.

Assessment
One written assignment

EDEC 2025 (ED20B)
APPROPRIATE CURRICULUM MODELS
FOR EARLY CHILDHOOD EDUCATION
(3 credits)

Prerequisite – ED15D– Curriculum Development - Classroom Organisation and Parent Education

Rationale
Educational researchers in the field of Early Childhood Education are very often called to defend the use of a particular model within their cultural setting. It is therefore of critical importance that students understand the nature of appropriate and inappropriate curricula models. This course extends students' knowledge in relation to curriculum theory and curricular models and practices.

Objectives
To examine curriculum development principles, curriculum theory and practices.
To explore developmental models which focus on integrated curricular approaches.

Content
* *Overview of developmental milestones*
* *Quality, context and developmental appropriateness*
* *Developmentally appropriate practice in Early Childhood Programmes*
* *The High/Scope Model*
* *Reggio Emilia schools*
* *Maria Montessori schools*
* *The Comer/Zigler model*
* *The science based curriculum*
* *The anti-bias curriculum*
* *How nations serve young children*
* *Issues of curriculum development*
* *The Harmonised Curriculum*
* *A national Early Childhood Curriculum*

Assessment
Two essays of equal weighting (2,000 words).

EDEC 2011 (ED20K)
HUMAN DEVELOPMENT:
ADVANCED STUDIES (OPTION)
(3 credits)

Objectives

a) To examine patterns of growth and development in children, and discuss theories which seek to explain specific aspects of development.

(b) To gain insight into the influences of certain biological and environmental factors on the developmental patterns exhibited by children (particularly Caribbean children) between the ages birth - 8 years.

Content

This course will provide an intensive study of theory and research in social, emotional and personality development as those aspects of development relate to Early Childhood Education.

1. Theories of child development
2. The inter-relatedness of different aspects of child development
3. Physical development, with special reference to motor development
4   Social and personality development, with special emphasis on self-concept formation and aggressive behaviour
5. Emotional development/Art as a medium for emotional development
6. Cognitive development, with emphasis on language and concept development
7. Moral development
8   Gender role development
9. The following influences on development: biological (heredity); environmental (home and family, nutrition, socio-economic status, school culture, the media)
10. Affective development and the Creative Arts.

Assessment

In-house examination	*(40%)*
Research Study	*(60%)*

EDEC 2021 (ED20U)
CHILDREN IN ACTION:
EFFECTIVE CURRICULUM STRATEGIES FOR USE IN EARLY CHILDHOOD ENVIRONMENTS
(3 credits)

Prerequisite: ED15D - Curriculum Development Classroom Organisation and Parent Education

Rationale

Few occupations demand the level and intensity of communication as teaching. Teachers interact with groups of active children for sustained periods of time. It is therefore of critical importance that they understand their role and are provided with effective strategies to promote the overall development of young children.

Objectives

This course extends students' knowledge on curriculum theories and practices for children ages three to eight years. Students will explore strategies for creating exciting learning environments for young children. The adult's role as facilitator will also be explored.

Content

*   An overview of child development principles
*   The active learning approach
*   An examination of the ways in which children construct knowledge
*   Creating key experiences through projects, group work and other teaching strategies
*   Establishing a supportive climate as a basis for positive Adult/Child interactions
*   Involving families in active learning settings
*   Working in teams : Adult collaboration to promote active learning
*   Arranging and equipping spaces for active learners
*   Materials production with a focus on creating indigenous materials
*   Key experiences in early childhood development - Creative representation, language and literacy, initiative and social relations, movement, music, cognitive development
*   Use of computers in Early Childhood environments.

Assessment

1. Portfolio	*25%*
2 Child study project	*25%*
3. A written assignment	*50%*

EDEC 2022 (ED20V)
LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION
(3 credits)

Prerequisite: None
Objective
This course will focus on the development of curricula activities for young children. The theoretical and research theories and studies will form the rationale and several approaches will be utilized. This course offers students an overview of current research and professional practices which affect young children's literacy development.

Content
1   *Components of whole language - possibilities and awareness of what constitutes a balanced Literacy Programme.*
2.   *Vocabulary development in the literacy programme.*
3.   *Assessment and evaluation in the literacy-centred classroom.*
4.   *Modelling strategies for constructing meaning.*
5.   *Integrating Spelling into the Reading-Writing classroom.*
6.   *Models of Literacy Instruction.*
7.   *Literacy development - strategies children use to become readers and writers.*
8.   *Recording and reporting children's literacy development.*
9.   *Factors associated with literacy learning.*
10.   *The use of music and drama to facilitate language development.*
11.   *The use of computers in literacy instruction.*
12.   *Puppetry in Early Childhood classrooms.*

Assessment
1.   *Assignment*   *50%*
    Assignments of equal weighting are to be given in the following five areas:
    a.   *Literacy development*
    b.   *Recording and reporting*
    c.   *The use of music and drama to facilitate language development*
    d.   *The use of computers in literacy instruction*
    e.   *Puppetry in Early Childhood classrooms.*

2.   *Written essay*   *50% (2,000 words)*

EDEC 2024 (ED20X)
CARING FOR INFANTS AND TODDLERS
(3 credits)

Prerequisite: EDEC 2021 (ED20U) Children in Action: Effective Curriculum Strategies for Use in Early Childhood Environments
This course will review the historical development of group child care in the Caribbean and examine existing programmes for infants and toddlers which best serve their holistic development and their families' needs.

Objectives
The course will enable caregivers:
•   to examine a number of child-care programmes past and present;
•   to explore the effect of poverty on young children and its impact on quality care;
•   to create and maintain safe, healthy, learning environments;
•   to support social and emotional development and develop positive guidance strategies;
•   to establish positive and productive relationships with and among children and their families;
•   to plan and design workshops for parents and community groups, ECE boards and non-governmental organisations.

Content
•   The history of group child care in the Caribbean region and the status of existing programmes.
•   Quality Child Care.
•   Home based programmes - Parent Outreach Programmes, Health Visiting/Role of the Ministry of Health and Ministry of Social Development
•   Creating safe, healthy, stimulating environments
•   Social emotional development of the young child
•   Guiding young children's behaviour
•   Physical development; large and fine motor skills/Health and Nutrition
•   Cognitive and Language Development
•   Facilitating learning through Integrated Developmental Domains
•   Effective partnerships between parents, primary caregivers and secondary caregivers.

Assessment
1.   *An in-house examination*   *50%*
2.   *An essay (2,000 words)*   *50%*

EDSE 3001 (ED30A)
SPECIAL EDUCATION/ADVANCED STUDIES
(3 credits)

Prerequisite: EDEC 1501 (ED 15A) Early Education and Educational Intervention

Rationale

This course examines the changing paradigms of early intervention and special education for young children with special needs. Inclusive models of service delivery will be explored including the teacher as facilitator and resource consultant. Models currently in use in infant programmes and home visiting programmes will be explored. This course will take an in-depth look at the special needs child in the early childhood classroom. The course will look at how early intervention influences the child's functioning in the classroom. Discussion will focus on the role and importance of identification and recognition of children with special needs and appropriate referral, where necessary for further assessment. Students will be introduced to methods of observing and reporting the characteristics of children having special needs. Emphasis will be placed on the normalisation, integration, identification of children with special needs and the adaptation of the curriculum to meet the needs of special children. Various models of programmes will be examined, especially drawing upon studies and programmes developed in the Caribbean.

Objectives

At the end of this course students will be able to:
1. Identify children who may have special needs
2. Report the behaviours and characteristics of children with special needs so as to enhance appropriate intervention
3   Adapt classroom environments, programmes, curriculum and attitudes to facilitate the learning of children with special needs
4. Utilise alternative, portfolio and informed assessment to measure the learning of children with special needs
5. Translate assessment information into classroom instruction
6. Facilitate parental involvement in their children's education

Content

The following topics will be covered:
•   Identification, diagnosis and assessment
•   Alternative assessment
•   Curriculum development and Adaptation to the Special Needs Child
•   Observation and Reporting of the Behaviour & Characteristics of Children with Special Needs
•   Interpreting the Assessment Report
•   Inclusive Strategies for Early Childhood Educators for Informal and Formal Settings
•   Effectiveness of parental involvement and special needs children

Assessment
A research study (3,500 words)

EDEC 3002 (ED30B)
ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD ENVIRONMENTS
(3 credits)

Prerequisite - EDEC 2025 (ED20B) – Appropriate Curriculum Models for Early Childhood Education

Rationale

This course will allow local and international students from a variety of professional ECCE backgrounds to explore models, methods and techniques of supervision. The focus of this course is on instructional supervision and its role in the effective management of public and private ECCE centres. The course will also allow for theory and practice and the use of experiential and participatory methods of learning through supervision and mentorship Its focus is on the development of collegial and helping behaviours, specific supervisory techniques and skills and appropriate leadership and motivation behaviours. Students will be given opportunities to design and implement peer supervision, mentor and coaching systems for the variety of early childhood settings in their country of origin. Opportunities for exchanging ideas and discussions on supervisory styles of management will also be addressed.

Objectives

•   To enhance the skills of students in the area of clinical supervision
•   To aid students to use helping behaviours as strategies to motivate fellow workers and improve the quality of ECCE programmes.

- to explore techniques of mentoring and supervision which could enhance their skill as potential teacher trainers
- To prepare effective ECCE environments to support young learners

Content
- The nature of instructional supervision
- The instructional process - models of effective teaching
- Clinical supervision - techniques and phases of supervision
- Leadership behaviour in the supervisory role
- The teacher/caregiver as facilitator
- Conferencing and interpersonal skills
- Organising developmentally appropriate Early Childhood Settings
- Planning and managing Early Childhood Programmes
- Training and mentorship of ECCE trainees
- Training and mentorship of ECCE practitioners. Mentoring of Trainers and Parents on home visiting

Assessment
1.	*Case study report (2,500 words)*	*60%*
2.	*Fieldwork report (1,000 words)*	*40%*

EDEC 3010 (ED30J)
FIELDWORK AND REPORT (Semester II)
(3 credits)
Prerequisites: EDEC 2021 (ED 20U) Children in Action: Effective Curriculum Strategies EDEC 2024 (ED 20X) Caring for Infants and Toddlers
Rationale
This course will provide the student with an opportunity to engage in specialised scholarly fieldwork. Area of study must be related to the curriculum, the administration process or any other area which pertains to the discipline of Early Childhood Education.

Objectives
Participants will be encouraged to:

1. Reflect on their past experiences in ECCE and their term of internship during their practicum.
2. Improve the environment/institutions in which these practices were undertaken.

Procedure
Students will select an area of fieldwork in one aspect of Early Childhood Education and will undertake a practical experience in this area. Fieldwork will focus on programme planning and implementation, independent experience, evaluation and assessment and qualitative/quantitative research. Field experience may also be completed in another country. Guidelines are available from the Faculty (ECCEP at the School of Education).

Participants will be responsible for:
(i)   Selecting a Field Study topic
(ii)   Locating an institution as a base for the study
(iii) Conducting and reporting the study.

Content
Revision of principles and techniques of Educational Research Methods with a focus on action research. Fieldwork under the supervision of a faculty member.

Assessment
A report. The length of the report on Field Study is approximately three thousand five hundred (3,500) words.

EDEC 3326 (ED33Z)
HUMAN RESOURCE MANAGEMENT IN ECCE
(3 credits)

Content

The following topics will be covered:

a. *Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) based on educational mission/goals, programmes and technologies.*

b. *Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.*

c. *Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.*

d. *Strategies/interventions related to the development of positive human responses.*

e. *Serving the client.*

Text: Employment, Resourcing by Marjorie Corbridge & Stephen Pilbeam (1998)

EDUCATIONAL ADMINISTRATION

EDEA 1101 (ED11A)
INTRODUCTION TO SCHOOL
ADMINISTRATION AND SUPERVISION
(3 credits)

Rationale

This course attempts to develop the technical competencies of leadership and supervision that are most likely to produce excellence in the practice of educational administration.

Objectives

Participants will:

1. Identify and explain the fundamental concepts of leadership and supervision;
2. Apply related theories and concepts to school leadership, supervision, and evaluation;
3. Demonstrate through discussion their increase awareness of the interrelatedness among theories and concepts pertaining to organisational design, administrative styles, and teaching approaches;
4. Evaluate students, teachers, and classroom operations;
5. Improve their school management practices.

Content

Unit 1   *Leadership:*
         Leadership theories and models, dimensions of effective leadership, leadership styles.

Unit 2   *School Administration and Supervision:*
         The school as an organisation; approaches to supervision; the school as a social system.

Unit 3   *Evaluation Systems in Schools:*
         Key concepts in evaluation; traditional and non-traditional approaches to evaluation; levels of evaluation – student, teacher, programme.

Assessment

A ***2,500 word*** *paper/report on the design and implementation of a leadership or evaluation.*

EDEA 1102 (ED11B)
INTRODUCTION TO ORGANISATIONAL DEVELOPMENT (OD) OF SCHOOLS
(3 credits)

Rationale

In a world characterised by rapid technological changes and information obsolescence, any sustained emphasis on system maintenance without the concomitant focus on constant adaptability of organisational structures and strategies must be viewed as detrimental to organisational health.

The concept of organisational self-renewal at the macro as well as at the micro levels, therefore, is seen as a necessary survival imperative in this new millennium. The capacity for self-renewal at the school level cannot be viewed solely from the traditional top-down perspective. In-school, self-initiated interventions must be encouraged and teachers must acquire the necessary competencies and be provided with support to pursue the goal of the education system.

Teachers and administrators must be professionally prepared with the prerequisite technical, human, conceptual, and philosophical understandings to intervene with economy, efficiency, and effectiveness. The course is therefore designed to equip teachers with an understanding and appreciation of organisational development (OD) strategies. Special emphasis will be placed on intervention techniques through action research in their school**.**

Objectives

Participants will:
1. Explore the dynamic nature of organisational culture and climate;
2. Investigate the essential elements of a model school using the OSN and Discrepancy models;
3. Engage in examining and creating mission and goal statements for schools;
4. Generate policy statements for the efficient operation of the various sub-sectors of schools;
5. Select appropriateness intervention strategies for initiating and sustaining school improvement.

Content
- Introduction to organisational development
- Organisational climate and culture as they relate to school effectiveness
- The model case of an excellent school
- School diagnosing – the Organisational Systems Network (OSN) Model
- Creating the school's mission and goal statement
- Imaging the desired school culture (through identification and clarification of the school's main tasks)
- Imaging the desired school culture (through identification of the school's programmes)
- Imaging the desired school culture (through identification of the school's technologies)
- Imaging the desired school culture (through the school's methods of acquisition, management, and distribution of resources)
- Imaging the desired school culture (through identification of the school's organisational structures)
- The Discrepancy Model and Intervention Theory
- OD methodologies

Assessment

Students will be assessed on the basis of:
1. Group Assignment – which will include presentation of hard copies and oral presentations of policy documents created from Sessions 5-10. This will account for 40% of final mark.
2. Individual Assignment – which will consist of a report on a school problem of not more than 2,500 words, utilizing the Discrepancy Model and Intervention Theory. This will account for 60% of final mark.

EDEA 2118 (ED21R)
MANAGEMENT OF PHYSICAL (MATERIAL) AND FINANCIAL RESOURCES
(3 credits)

Rationale

Increasingly educators in modern society are faced with the reality that to be effective and efficient the delivery of education must be informed by an understanding of:

- the impact of the external environment on schools
- the tasks administrators must perform
- the programmes that must be designed
- the resources required to run programmes
- the structures needed to manage the quality of programmes to be delivered
- the type of climate and culture needed to promote quality education

This course, therefore, has been designed to impart a range of skills and competencies that will enable the leadership in local and Caribbean primary schools to recognise and accept all of the imperatives identified above. More specifically, its main mission is to equip administrators to effectively and efficiently manage the buildings and equipment of their schools as well as the financial and material resources to run programmes.

Objectives

Participants will:

1. Explain the various ways in which the economic, social, political, and technical environment impacts on schools;
2. Reflect on and evaluate their role in contributing to quality education at a time of diminishing resources;
3. Develop skills in cost/benefit analysis, accountability, fiscal and cost-effectiveness systems;
4. Evaluate how participatory structures of governance in schools can contribute to effective use of resources;
5. Apply knowledge of resource allocation in optimal delivery of the curriculum.

Content

- An overview of management of material and financial resources and school development planning
- Project planning and management in schools
- Education and financial management: an overview and historical legacy
- An introduction to financing public education; the macro and micro perspective
- Introduction to policy formulation, implementation, and evaluation
- Introduction to needs analysis
- Introduction to effective budgeting, spending, and monitoring of funds
- Introduction to financial reporting
- Procurement and stock control – the issues and management practice
- Extending the resource base in primary schools
- An introduction to risk management in the primary school
- Assessing, selecting, integrating, and applying the new information technologies in the primary school
- School improvement: its implications for the management of financial and material resources, plant, and equipment
- Video production and closure

Assessment

There will be one (1) written assignment of **5,000 words (80%)**; group presentations **(10%)**; and the production of a mini video on a topic to be assigned **(10%)**.

EDEA 2119 (ED21S)
LAW AND ETHICS I
(3 credits)

Rationale

In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms.

This course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of this course can provide participants with much excitement and enlightenment leading to the improvement of the school system.

Objectives

Participants will:

1. Explain how their value system are constructed;
2. Investigate their own values in relation to educational issues;
3. Discuss controversial legal and ethical issues in education in an effort to clarify value positions;
4. Build a sound understanding of the interplay between ethics and law in school management;

5. Identify the ethical issues inherent in educational management and administration;
6. Explain the laws that govern the education system in Trinidad & Tobago;
7. Identify the rights and duties of the main stakeholders in education;
8. Make decisions that incorporate a sound knowledge of the legal and ethical issues involved;
9. Debate ethical versus legal issues in education;
10. Introduce and support innovations in schools.

Content
- The origins and nature of values and value systems
- Ethical and legal dilemmas in education: rights, freedoms and responsibilities (of stakeholders and pupils)
- The centrality of professional ethics in school administration (of critique, justice caring) – related to pupils and teachers
- Legal and ethical approaches to school violence, afflictions and addiction of various sorts
- The pursuit of excellence / quality as a human entitlement – special reference to the notion of diverse learners
- Ethical and legal issues in the evaluation of students and teachers
- Ethical and legal issues related in providing equality of opportunities in education
- Professional ethics and the Law in grievance settlement, and due process in dealing with administrators, teachers and pupils

Assessment
One (1) written course assignment (3,500 words).

EDEA 2306 (ED23F)
HUMAN RESOURCE MANAGEMENT
(6 credits)
Content
a. *Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) Based on educational mission/goals, programmes and technologies.*

b. *Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.*

c. *Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.*

d. *Strategies/interventions related to the development of positive human responses.*

e. *Serving the client.*

EDEA 3102 (ED31B)
LAWS AND ETHICS II
(3 credits)
Prerequisite: ED 21B-Laws and Ethics I
Rationale
In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms. This two-part course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of these courses can provide participants with much excitement and enlightenment leading to the improvement of the school system. **ED31B** focuses on the laws that govern education and builds on a knowledge of ethics gained from **ED21B**.

Objectives
Participants will:
1. Explain the laws that govern the educational system in Trinidad & Tobago;
2. Identify the rights and duties of the main stakeholders in education;
3. Make decisions that incorporate a sound knowledge of the legal and ethical issues involved;
4. Debate ethical versus legal issues in education;
5. Introduce and support innovations in schools.

Content
Units: (Legal Issues)
- Equality of opportunity in education
- The rights of the clients (pupils)
- The rights of teachers
- Due Process/grievance settlement
- Just provisions for the education of all pupils

Assessment
One (1) written course assignment (3,500 words).

EDEA 3560 (ED356)
THE PRINCIPALSHIP
(6 Credits)

Content

Psychological and sociological dimensions of the role incumbent on the principalship. An understanding of (a) self (b) situation (the acquisition of skills - human, technical, and conceptual).

The School System - organisational management, issues and problems.

The School and the Law. The Education Act and Code of Regulations as pertaining to governance of education, staff rights and obligations, school management, disciplinary processes.

The Principalship - scope, roles and functions. Administrative Leadership - staff selection, assignment, delegation; work organisation; resources management (finance, material equipment, building, time). Instructional Leadership - philosophy, goals and objectives; monitoring work, supervision; school climate and interpersonal relationships; staff development, motivation and evaluation; and, discipline and conflict management.

Curriculum Leadership - identifying needs, developing curriculum.

School-Community Leadership - Fostering relationship, use of resources; increasing school effectiveness (dimensions of effectiveness, overview of school effectiveness studies, the change process: implications for school effectiveness).

EDEA 3570 (ED357)
EDUCATIONAL ADMINISTRATION
(6 credits)

Teachers will understand the basic principles and concepts of organisational and administration theory; understand the social and educational contexts in which their schools and departments operate; relate organisational and administration theory to the total educational system and sub-systems; apply knowledge and skills learnt to their administrative functions and to organisation building generally, and; be self-critical of their professional development as administrators.

Content

Policy formulation /analysis - The development and examination of members' own philosophy of education. An analysis of the philosophy of education as put forward in official documents. The development of philosophy tailored to meet the needs of a particular type of school and its clientele. The development of model, contrary, borderline and invented cases of schools adopting philosophies spelt out above. The formation of a school policy for the model case above.

Organisation and job designs - The development of a design for school organisation structures to carry out model school policy. Examination of processes, tasks and technologies related to the delivery of quality service in the 'model' school. Role design for personnel in 'model' schools.

Curriculum administration - Development and examination of designs for school curriculum. Analysis of philosophies/models of teaching and styles of learning. Administration, supervision and evaluation of curriculum and instruction.

Administrative styles / behaviours - Self examination: personality types, needs, etc. Examination of administrative/ management/leadership styles in respect of 'model' schools, curriculum (technology/process) designs.

Organisation development - Development of action research skills. Building organisation development skills. Diagnosis, intervention, implementation, evaluation, feedback.

Case studies - Cases will be examined and opportunities given for application of problem-solving skills and role playing. Cases will be chosen from among events/activities reflecting the following topics:

The role of the Principal (and other school administrators)

Internal Considerations:
Absenteeism and other staff problems. Professional development of staff. Staff meetings. Timetabling. Democracy in school. Extra-curricular activities. Rules and Regulations (formalism). Discipline and punishment. Internal examinations. Streaming (tracking, setting). Pastoral care.

External Considerations:
Relations with the Ministry of Education. The nature of the Education system. Relations with parents. What is a P.T.A?

Community relations. Staff reports (annual, confidential). Term reports (students'). External examinations. Speech Day. Do schools have or need P.R.?

Resource management.
An investigation of selected concepts and their practical application:

Accountability, responsibility, initiative, bureaucracy, authority, autonomy, maintenance vs. innovation, leadership, delegation, conflict, decision-making and supervision.

Assessment
A School Study. (A piece of Action Research (ED260) undertaken to solve or help to solve a problem; develop policies; plan a programme or project; manage/supervise an organisational/sub-organisational activity. It is distinct from a classroom teaching study).

LANGUAGE ARTS

EDLA 1180 (ED118)
DEVELOPING LITERACY ABILITY
(6 credits)
The course will explore the development of literacy abilities from primary through junior secondary levels. It stresses collaborative, integrated and holistic approaches and strategies to the teaching of language arts.

Content
Reading and writing processes; approaches to teaching literacy; creole language contexts; grammar, syntax and written conventions; classroom organisation; materials and textbooks; literacy across the curriculum.

Assessment
Coursework

EDLA 2113 (ED21C)
TEACHING CHILDREN'S LITERATURE
(3 credits)
This course is predicated on the notion that literature represents a major area of the specialised use of language. In fact, children's literature, both informative and imaginative, provides a rich and varied resource that makes possible the integration of the language arts. The course introduces teachers to a concept of children's literature that would encourage the search for meaning through shared experiences and personal response. Literature, as a vehicle for trans-cultural understanding and values clarification, will also be emphasised.

Content
The concept of children's literature; children's literature in the context of childhood and popular culture; the various genres; reader-response theories; approaches and strategies to teaching; literature across the curriculum; integration of language and literature; reading children's literature cross-culturally; selection and evaluation; assessing cognitive and affective outcomes in literature for children.

Assessment
Course work and an in-class test

EDLA 2104 (ED21D)
THE TEACHING OF LANGUAGE ARTS
IN THE PRIMARY SCHOOL
(3 credits)
This course has the following objectives: to give an understanding of listening, speaking, reading and writing in early and primary education; to give an understanding of the implications of having to teach young children to speak, read and write a second language or second dialect; to give an understanding of, and practice in, the application of methods of teaching the language arts at the primary level, in second-dialect situations.

Content
Developing a language arts programme; a language-based programme; emerging literacy; children as readers; becoming a writer; transcription: writing words down; talking to learn; integrated arts; and, assessing language growth.

Assessment
An in-class test (short answers, objective tests) and, the design of a unit for a particular grade level.

EDLA 2105 (ED21E)
LANGUAGE STRUCTURE CONTENT OF ENGLISH TEACHING
(3 credits)

This course is designed to give teachers: an understanding of the language situation in the West Indies, with special reference to their individual territory; an introductory understanding of the phonology, morphology and syntax of basilectual and mesolectal forms of language; an introductory understanding of phonology and syntax of a standard variety of English; and, to develop in teachers the ability to observe contrasts between the language forms referred to above.

Content

The socio-historical background to language in the West Indies. The contemporary language situation, basilect, mesolect, acrolect. The structure of broad Creole and the structure of standard English. Forms of pronoun, noun and verb morphology, syntactic patterns in the verb phrase, modifying phrases and clauses within sentences, lexical characteristics and contrasts, characteristics of the mesolect. The notion of "interlanguage". Differences between mesolectal forms and inter-languages. Language variation in the individual and the community. An introduction to the phonology of creole. Creole influenced speech and standard varieties of English. Contrastive analyses, error analyses, morpho-syntactic and lexical characteristics of formality and informality in speech and writing. Characteristics of writing.

Assessment
A written assignment and a task involving the phonemic transcription of a piece of non-standard speech, a morpho-syntactic analysis of it, and a contrasting of it against the morpho-syntax of English.

EDLA 2106 (ED21F)
THE LANGUAGE USE CONTENT OF TEACHING ENGLISH
(3 credits)

This course introduces teachers to the fundamental significance of language use in the teaching of English by introducing them to this feature of language learning from the early functionalists like Halliday to the present day genre theorists. Students will learn to do simple analyses of discourse and genre for teaching the construction of meaning in all of the language modes. They will understand the implications of genre teaching to schema and form at one end of the spectrum and social change at the other.

Content
Language use and context. Discourse and its analysis. Genre theory and analysis. Discourse and holistic teaching. Schema and skills in genre teaching. Genre across the curriculum. Genre in the teaching of reading and writing. Teaching for empowerment and social change through genre.

Assessment
In-class test (40%) and an essay, (60%).

EDLA 3112 (ED31D)
LITERATURE FOR CHILDREN
(3 credits)

Prerequisite:ED21E -The Language Structure Content of English Teaching. This course is designed to give teachers an understanding of the role of emotion, feeling and imagination in response to literature; to help teachers appreciate the use of language in literature; to determine and practice techniques and strategies for getting learners to read literature and respond appropriately to it.

Content
Develop in learners the ability to read sensitively for one's self and for others, and develop the ability to perceive the associations and connotations that exist in literary material and that link such material to the emotions, feelings and imagination; develop in teachers a knowledge of, and an acquaintance with, the range of literary materials that are appropriate for learners in different maturational levels; determine and practice techniques and strategies for - getting learners to perceive principles of composition and structure in different kinds of literary materials; and motivating learners towards the creation of literature. Consideration of, and practice in, implementing different levels of teaching including the requirements of the CXC English-B syllabus and section "D" of English-A syllabus.

Assessment
Two essays of equal weighting.

EDLA 3113 (ED31J)
STRUCTURE OF CREOLE
(3 credits)

Rationale

Creole is the vernacular of the majority of the population of Trinidad & Tobago, and occurs as a matter of course in the speech and writing of students, especially primary schoolchildren. But because of its genesis in slavery as well as its continued co-existence with the high-prestige official language, Standard English (SE), with which it shares many features, especially vocabulary, many people see it by comparison in negative terms – e.g., as a 'broken' or inferior form of English – and some are unwilling to even allow that it qualifies as language. Based particularly on Creole's occurrence in various shapes and forms in the attempted SE of primary schoolchildren, this course is designed to show teachers that Creole is a rule-governed, systematic variety of speech and to give them a scientific appreciation of its structure so that they can better appreciate the errors in attempted SE that their students make (as a basis for the development of more rational and effective intervention strategies).

Objectives

Participants will be able to:
1. Identify aspects of Creole structure that are different from SE structure.
2. Analyse aspects of Creole on different levels of language organisation (e.g., phonology, morphology, syntax) and in discoursal use.
   3. Systematically represent Creole in writing, using English spelling conventions and phonemic notation.
   4. Analyse aspects of Creole structure and use in the classroom (as a basis for development of more rationale teaching units and lesson plans).

Content

* The vowel and consonant systems (including sequences of vowels, consonants, and vowels and consonants)
* Types of syllables
* Pronunciation: word and sentence accent
* Phonemic notation
* The structure of words
* Content versus grammatical morphemes
* The noun and pronoun systems (focus, e.g., on the bare noun, determiners with nouns, pluralisation, personal pronouns, demonstratives, possessives, interrogatives, reflexives)

* The verb system (focus, e.g., on the bare verb, preverbal particles, modals, negation, predication)
* Typical phrases
* Miscellaneous grammatical categories (e.g., quantitatives, intensifiers, relative pronouns, temporals, comparatives, sentence tags, prepositions)
* Miscellaneous phrases (e.g., existential, front-focussing, serial verbs, patient-subject)

Assessment

* *A project on the analysis of some aspect of Creole structure and use in the classroom (60%).*
* *An in-class test on miscellaneous matters (40%).*

EDLA 3111 (ED31K)
PRINCIPLES, APPROACHES, AND METHODS IN TEACHING STANDARD ENGLISH IN THE CARIBBEAN
(3 credits)

Rationale

Standard English (SE) is both the official language and the language of education in the Anglophone Caribbean and has been taught and learned as such from the establishment of the school system in the region. But children in Trinidad & Tobago, as indeed in other English-speaking Caribbean countries, routinely speak a Creole-influenced vernacular which, though closely related to it lexically, is substantially different grammatically. This vernacular is typically a mixture of Creole, Standard English, and interlanguage forms and meanings, but with a bias towards Creole grammar. Typically, too, the children do not consciously know critical differences between SE and Creole. As they mature, they pick up more and more SE from both the local and global environment, but their routine speech continues to be dominated by Creole grammar, especially as levels of cultural self-acceptance increase. Teachers therefore find themselves in a situation where they need to know how much oral and written SE to teach their children (including what structures when), and what pedagogical principles, approaches, and methods might be most effective in the attempt to teach SE at the different levels/stages of proficiency across the curriculum.

This course is designed to help teachers work out appropriate principles, approaches, and methods for teaching SE in situations such as Trinidad & Tobago where there is a closely related vernacular. It focuses on the learning of SE as a

maturational and developmental process involving various successive developmental systems until command of different target (sub)systems is achieved.

Objectives
Participants will be able to:
1. Appreciate the nature and function of language in general and language in the Caribbean in particular.
2. Appreciate that grammatical integrity does not depend on social attitudes and aesthetics.
3. Appreciate that learning/acquisition of SE is inescapably developmental on various grounds.
4. Identify learners' developmental systems and use a variety of approaches to analyse them.
5. Critique and develop instructional approaches and methods.
6. Formulate relevant principles of teaching/learning.
7. Develop effective teaching units on the structure and use of SE.
8. Develop effective mechanisms to evaluate and test learning.

Content
• The nature and function of language.
• Language in the Caribbean context.
• First and second language acquisition.
• Learning a standard dialect.
• Language teaching theories and their implications for practice.
• Principles of language teaching.
• The content of the language arts curriculum.
• Curriculum resources and materials.
• Teaching comprehension, composition, and presentation of narrative, expository, and persuasive discourse through the language arts, separately and collectively.
• Principles of unit design.
• Language testing and evaluation.

EDLA 3319 (ED33S)
REFLECTION AND TEACHER DEVELOPMENT IN PRIMARY LANGUAGE ARTS EDUCATION
(3 credits)

Prerequisite: EDLA 1180 (ED118) - Developing Literacy Ability
Rationale
This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of language, language education, and classroom instruction in the contexts of their own personal philosophies of language education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

Objectives
Participants will:
1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various models of effective language and literacy instruction;
3. Discuss the problems that may arise in sustaining a reflective habit;
4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary language arts education;
5. Devise and evaluate approaches to address critical issues/problems in language education and language teaching in Trinidad & Tobago.

Content
• Perspectives on the nature of language
• Reflection as inquiry into practice
• Contemporary views on language education and the application to classroom practice
• Issues in the language arts classroom
• Models of professional development
• Maintaining a reflective stance in the language arts classroom
• The process of journal writing and use of other reflective tools
• Planning for teacher reflection

Assessment

A Teaching Portfolio   100%

The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

Justification for assessment:

The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

Methodology

Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations, and peer teaching.

MATHEMATICS

EDMA 1901 (ED19A)
TEACHING MATHEMATICS
AT THE PRIMARY LEVEL
(3 credits)

Rationale

The demands of the new social and world environment require that all individuals, as a basic prerequisite for effective mathematical functioning, acquire an understanding of mathematical concepts, proficiency with skills, and a positive attitude to the subject. The foundation is laid, at the primary level, for this interaction with mathematics as a window to the world.

In this course, participants will explore the development of concepts in the elementary mathematics curriculum. They will interpret the content of the primary mathematics curriculum beyond the confines of textbooks through explorations of strategies and activities aimed at fostering quality instruction and promoting meaningful learning experiences. Concept development is traced through the primary school, providing important insights for teachers. How children learn specific concepts and what can be done to motivate and support this learning are emphasised. Innovative teaching techniques are introduced. Mathematics manipulatives and other classroom materials are presented as a means of helping students acquire a solid understanding of mathematics.

Objectives

Participants will:

1. deepen their understanding of the content of the primary mathematics curriculum
2. explore mathematical tasks that will engage students' interests and intellect
3. examine ways to promote the investigation and growth of mathematical ideas
4. develop competence in instructional practice
5. discuss theory and theoretical issues that impact on the delivery of the primary curriculum

Content

• Foundations for effective instruction in primary mathematics
• Concepts and skills in primary mathematics
• Selecting and managing content and resources for mathematics instruction
• Exploring appropriate and effective teaching approaches
• Classroom assessment of mathematics learning
• Problem-solving in mathematics

Assessment

A written assignment   100%

EDMA 1902 (ED19B)
MATHEMATICS FOR PRIMARY TEACHERS
(3 credits)

Rationale
The course will develop teachers' knowledge of the mathematics needed to teach at the primary level. Participants will examine topics in the primary mathematics curriculum to develop meaningful understanding of key concepts using a problem-solving approach. Participants will explore the diversity of mathematics and develop quantitative skills and reasoning ability in their quest to develop mathematical thinking as a requisite for exemplary mathematics performance.

Objectives
Participants will:
1. demonstrate an understanding of the development of the topics in the primary curriculum
2. demonstrate an understanding of key concepts in the primary mathematics curriculum
3. examine and competently apply algorithms related to the above
4. be introduced to aspects of algebra and pre calculus that enhance the study of the above
5. apply concepts to real world situations through problem-solving activities
6. use calculators and technology to explore ideas in various topics.

Content
- numeration systems
- equations and inequalities
- patterns
- systems of measurement
- area and perimeter
- volume and surface area
- describing and analysing data
- graphing data and making predictions
- sampling, predictions, and simulations
- plane figures
- symmetric figures
- polygons and tessellations
- space figures
- mappings

Assessment
A written examination   100%

EDMA 2901 (ED29A)
PROBLEM-SOLVING IN MATHEMATICS
(3 credits)

Rationale
This course aims to assist students in developing mathematical problem-solving skills and in becoming independent learners. All too often emphasis in mathematics is on algorithms and their superficial application in artificial situations. Problem-solving should take the learner beyond routine textbook problems. The focus will be on mathematical reasoning. Class discussions and problem-solving sessions will help participants analyse and become aware of their mathematical power. In coming to value the experience of problem-solving, participants, as teachers, will appreciate the role of problem-solving in learning mathematics.

Objectives
Participants will:
1. examine the nature of problems and problem-solving
2. identify the steps in problem-solving
3. explore a variety of problem-solving strategies
4. engage in problem-solving
5. review the literature on problem-solving
6. develop instruments for assessing problem-solving
7. devise activities to motivate students to solve problems

Content
- problem posing and problem-solving
- the goals of problem-solving
- problem-solving strategies
- models of problem-solving
- language and problem-solving
- assessing problem-solving
- factors affecting problem-solving success
- using technology to enhance problem-solving
- creating resources in the mathematics classroom to promote problem-solving

Assessment
3 problem-solving assignments   40%
1 written assignment   60%

EDMA 2902 (ED29B)
TEACHING MATHEMATICS TO CHILDREN WITH SPECIAL NEEDS
(3 credits)

Rationale
The course will challenge participants to acknowledge students' potential as they explore the various factors that can explain students' success or failure. In examining the factors, participants determine what strategies can be developed to lower students' fears, promote integrated learning, and build positive self-concept. Through a study of differentiated programmes, they evaluate how instruction can be structured to meet the widely varied needs of students in the classroom.

Objectives
Participants will:
1. Translate the goals of mathematics education into curricula for students with different needs
2. Discuss and advance strategies for helping students to become lifelong mathematics learners
3. Evaluate resources to promote learning in mathematics by students with differing learning needs
4. Use calculators and computers as resources to support mathematical learning
5. Develop appropriate assessments to evaluate progress and performance.

Content
• Identifying the needs of students in mathematics classrooms
• Learning styles and mathematics performance
• Identifying the student with learning challenges in mathematics
• The remediation process
• Meeting the mathematical needs of academically gifted students
• Resources and mathematical activities to support different learners
• Differentiated assessment strategies

Assessment
A portfolio   *100%*
(Items to include an experiential assignment, reflective journal, annotated bibliographies, and sample materials).

EDMA 3901 (ED39A)
MATHEMATICS AROUND US
(6 credits)

Rationale
"The more teachers know and appreciate mathematics, the more easily and effectively this knowledge and appreciation can be passed on to their students."
The public at large thinks of mathematics as a sequence of basic facts and algorithms with little meaningful daily application in the world around us. This course will offer participants a view of mathematics as a lived experience. It will incorporate pedagogical innovations to build a community of learners, make students more adept problem solvers while improving mathematical thinking and communication as a requirement for substantial and well-targeted change in content and in classroom practices in elementary classrooms. The mathematics that will be discussed and discovered will require participants to be creative and innovative in recognising and interpreting sources of mathematics around them.

Objectives
Participants will:
1. Review the history of mathematics as it recounts mathematics as a lived experience
2. Investigate the environment for sources of mathematics
3. Explore the relationship of mathematics with other areas of study
4. Apply mathematical models to various daily activities in society
5. Use the calculator as a resource to support mathematical understanding
6. Utilize technology appropriately as a student and teacher to experience mathematics.

Content
• The history of mathematics
• Myths in mathematics
• Mathematics in the society
• Careers in mathematics
• Mathematics in nature
• Making connections with mathematics and other subjects
• Mathematical modelling
• Mathematics and technology

Assessment
A project   *60%*
A media presentation   *40%*

EDMA 3902 (ED39B) TRENDS AND ISSUES IN MATHEMATICS EDUCATION (3 credits)

Rationale

The general literature and research on mathematics education worldwide draw attention to issues of gender, ethnicity, teacher preparation, educational environment, and resources as foremost in contributing to students' success, or failure, with mathematics. Additionally, in Trinidad & Tobago, there is a history of mathematics teaching that is textbook driven and chalkboard bound. This course is designed to facilitate a reflective inquiry and analytic approach to examining theory, practice, and research in mathematics education. It will provide the opportunity for discussion of current trends and issues to explore the status of mathematics in the school system.

Objectives

Participants will:
1. Become familiar with the history of mathematics education in Trinidad & Tobago
2. Read and discuss recent literature on the teaching of mathematics
3. Discuss mathematics issues including but not limited to scope and sequence of topics, acquisition of spatial skills, gender bias, multiculturalism, and math anxiety
4. Examine the Trinidad situation and provide suggestions to meet the challenges presented
5. Review resources for teaching and assessing mathematics

Content

- How students learn mathematics
- Gender and mathematics
- Goals of the mathematics curriculum
- The culture of mathematics classrooms
- Resources for teaching mathematics
- Student performance in mathematics
- Assessment in mathematics
- Other

Assessment

A written assignment   *100%*

SCIENCE

EDSC 1106 (ED11F) BASIC CONCEPTS IN SCIENCE (3 credits)

Rationale

This course is designed to strengthen teachers' conceptual understanding of fundamental concepts in science. The aim is also to provide them with a holistic view of these concepts, and thus develop facility in making links in the content of the primary science curriculum. It should provide the knowledge base to enable teachers to make informed decisions about the selection and design of learning experiences, and provide opportunities for inquiry and the acquisition of experiential evidence.

Objectives

Participants will:
1. Compare theories on the origin of the earth;
2. Discuss the structure of the earth and its place in the universe;
3. Relate the principles of classification to the form and function of living organisms;
4. Discuss the properties and behaviour of water and its role in the environment;
5. Describe the structure, properties, and behaviour of the atom
6. Use the mole as a quantity of measure in chemical reactions;
7. Explain patterns and trends in the behaviour of elements in the periodic table;
8. Discuss forms of energy and their inter-conversion;
9. Collect and interpret various forms of empirical data.

Content

- Earth and the universe
- Living things
- Matter and energy

Assessment

Practical examination   *40%*
Written examination   *60%*

EDSC 1108 (ED11H)
TEACHING OF SCIENCE –
AN INTEGRATED APPROACH
(3 credits)

Rationale

The distinctive characteristics of science have implications for the way in which it is to be taught. Teachers need to explore the complex issues of this component of the school curriculum in order to make informed decisions about content, skills, and attitudes to be developed, and strategies to be employed. This course is designed to give teachers an overview of primary science curricula, and to help them develop an understanding of children's learning in science. It should also help teachers develop competence in the use of a range of teaching strategies.

Objectives

Participants will:
1. Articulate the theory and philosophy that inform their classroom practice;
2. Discuss competing views of the nature of science and the implications for the teaching of science;
3. Relate the goals of primary science education to global goals of science education and to the national goals of education in Trinidad & Tobago;
4. Apply principles of learning theories to the science classroom;
5. Demonstrate competence in the use of a range of approaches to science teaching and instruction.

Content
- Nature of science and scientific inquiry
- Science education as part of general education in the primary school
- Aims and objectives of primary science education
- Implications of learning theories for primary science
- Approaches to primary science teaching

Assessment
Written assignment   100%

EDSC 2218 (ED22R)
SCIENCE AROUND US:
PRINCIPLES AND APPLICATIONS
(6 credits)

Rationale

This course will build on the knowledge base acquired in **ED11F**. The aim is to facilitate meaningful conceptual understanding using a thematic approach that contextualizes science and shows its relevance to man's activities. This should better position teachers to make informed decisions about the selection and design of learning experiences in the science classroom, and provide opportunities for inquiry and the acquisition of experiential evidence. The course is divided into two modules.

Objectives

Participants will:
1. Apply physical quantities such as vectors, scalars, power, and energy to everyday situations;
2. Apply basic principles of equilibrium and gravity to the operation of mechanical devices;
3. Describe the reactions of functional groups of organic molecules;
4. Discuss the domestic and industrial applications of organic molecules in terms of their structure and function;
5. Critically analyse the impact of man's activities on the environment, for example, the removal of raw materials and the destruction of natural ecosystems;
6. Explain changes in the environment (abiotic and biotic) in terms of the redistribution of energy;
7. Relate the fundamental principles of genetics to complex global issues such as selective breeding and genetic engineering;
8. Collect and interpret various forms of empirical data.

Module 1
Content
- Work and energy (e.g., work/energy theorem, kinetic and gravitational potential energy, gravitational momentum and energy changes, efficiency, power and machines)
- Equilibrium and gravity (e.g., forces in equilibrium, centre of mass/gravity, apparent weightlessness and artificial gravity)
- Physical and chemical changes in the abiotic environment (e.g., cycles in nature, earthquakes, volcanoes, and mountains)

Assessment
Practical examination   40%
Written examination   60%

Module 2
Content
• Cellular biology – maintenance and continuation of life
• Natural and synthetic materials – preparation, properties, and uses (e.g., minerals to elements, structure and reactions of organic molecules, naturally occurring and man-made polymers)
• Genetics and evolution – fundamental principles
• Industry and the environment (e.g., acid rain, greenhouse effect, ozone, reaction rates and chemical equilibrium)

Assessment
Research project   40%
Written examination   60%

EDSC 3307 (ED33G)
REFLECTION AND TEACHER DEVELOPMENT IN PRIMARY SCIENCE EDUCATION
(3 credits)

Prerequisite: EDSC 3404 (ED34D) -Issues and Trends in Science Education and Science Curriculum

Rationale

This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of science, science education, and classroom instruction in the contexts of their own personal philosophies of science education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

Objectives
Participants will:
1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various views on the nature of science;
3. Integrate perspectives from contemporary science education literature and theories of learning into their practice;

4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary science education;
5. Devise and evaluate approaches to address critical issues/ problems in science education and science teaching in Trinidad & Tobago

Content
• Perspectives on the nature of science
• Reflection as inquiry into practice
• Contemporary views on science education and the application to classroom practice
• Issues in the science classroom
• Models of professional development
• Science education in an era of educational reform in Trinidad & Tobago
• Values and ethics in science teaching and learning

Assessment
A Teaching Portfolio   100%
The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

Justification for assessment:
The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

Methodology
Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations and peer teaching.

EDSC 3404 (ED34D)
ISSUES AND TRENDS IN SCIENCE EDUCATION AND SCIENCE CURRICULUM
(6 credits)

The differing conceptions of curriculum have varying implications for curriculum development, design and delivery. This course is based on a view of curriculum as the interaction between teacher, learner, subject matter and milieu. The curriculum is seen as being responsive to social demands

resulting in changes in these four 'common places' of curriculum. Students will be led to explore some of the current issues and trends in science education and to view these as responses to changes in society and in our understanding of the needs of learners. The course is designed to develop an awareness of various conceptions of curriculum and their implications for curriculum development and enactment; develop awareness of some current issues and trends in science education and their implications for primary science teaching; and, to enable students to appraise these trends and to make decisions about their relevance to science teaching in the Caribbean region.

Content

Conceptions of curriculum; implications of these conceptions as they relate to science curriculum; issues and trends in science education.

Assessment
A written paper on some aspect of primary science education.

EDSC 3418 (ED34F)
SCIENCE TEACHING IN THE
PRIMARY SCHOOL
(6 credits)

This course has the following objectives: to develop understanding of the dynamics of teaching science at the primary level; to develop skill in developing instructional activities for attainment of science concepts by children at the primary level; to develop skill in integrating science concepts with other subject areas in the primary level syllabus; and, to develop confidence in teaching science to children at the primary level.

Content

Learning theories; nature of science and implications for primary science education; science concepts; from children's science to scientists' science; language in the science classroom; principles of evaluation applied to science; assessment of concepts and processes; and, developing and assessing attitudes in and towards science.

Assessment
A written assignment.

SOCIAL STUDIES

EDSS 1201 (ED12A)
THE TEACHING OF SOCIAL STUDIES I
(3 credits)

This course helps teachers to prepare for social studies teaching. The teaching of social studies is compulsory at the primary level and up to Form 3 at the secondary level in the schools of Trinidad & Tobago. The introduction of social studies into the school curriculum has not been accompanied however by sustained programmes geared to familiarise and/or update teachers in the needed content and skills demanded of those who must teach the subject. ED45D, ED45E, ED45F and ED45G are a programme of courses geared to fill these needs in social studies teaching.

Content

The nature of social studies, curriculum organisation, characteristics of effective teaching and planning, writing instructional objectives, evaluation of student learning, methods of teaching map and graphicacy skills, concept attainment strategies, questioning and discussion, small groups, and values and attitudes.

Assessment
One assignment (Practicum) and one examination.

EDSS 2120 (ED21T)
ENVIRONMENTAL SYSTEMS
(3 credits)

One of the most dynamic aspects of Social Studies education at any level is the study of ways in which people and environments interact as attempts are made to modify the landscape. Environmental systems are in a continuous state of flux because of both physical and human influences. Teachers of Social Studies at the primary and lower secondary levels need to develop an awareness of this changing nature of the environment and how and why physical and human phenomena have together shaped the present form of particular places. The local case study of specific sites provides an immediate avenue for creating this awareness. However environmental issues are both local and global concerns. A basic understanding of concepts attained while researching the local case study will help the teacher to recognise and address the issues at both levels. Additionally the study of places is only made complete through a study of related map and globe skills used to judge the significance of the particular locations or places.

Objectives

Participants will be able to:

1. Understand how internal tectonic forces form the major physical landforms and influence the distribution of natural resources.
2. Use maps to locate and explain earthquake and volcanic hazards in the Caribbean and at home.
3. Recognise the interrelationship between tectonic forces that construct and denudational forces that reduce landforms in the Caribbean.
4. Appreciate the need for small island developing states (SIDS) to build sustainability in their use of resources such as soils, water and natural vegetation.
5. Evaluate the effectiveness of specific attempts to preserve the natural environment in the local community.
6. Explain the concept of Central Places as an explanation for the distribution of towns and villages in Trinidad.
7. Identify favourable contributing factors and predict how a village may progress through development stages to become a major city.
8. Evaluate the need for support services and how these may change as the population in towns and villages undergoes change and development.

Content

Module 1 is based on the physical environment. It explains how the earth is shaped through tectonic and denudative forces and explores measures taken to mitigate against natural hazards in the Caribbean. This is followed by an understanding of the need for Small Island Developing States, such as Caribbean countries, to guard against the effects of pollution and practice conservation of their resources including water, soils and natural vegetation.

Module 2 is based on the built-up environment. The Central Place Theory is used to explain the development of towns and villages in Trinidad or Tobago. The specific changes in the larger growth centres in Trinidad are tracked over the last twenty years examining factors that have contributed to their development including population growth, migration, accessibility, communication and transport.

Recurring Concepts

Landform, location, site, situation, diffusion, density, relief, natural resources, urbanization, accessibility, communication, transportation, population growth, change, inertia, migration, range of a good, community, village, hamlet, conurbation, city, metropolis, megalopolis, necropolis, aerial differentiation, spatial differentiation

Assessment

Two written assignments of equal weighting on each module.

EDSS 2219 (ED22S)
GENDER, KINSHIP, ETHNICITY
AND SOCIAL CLASS
(3 credits)

For a stable polity, citizens need to be capable of understanding the differences that exist among them. This understanding of difference is a necessary preliminary to toleration. Social Studies teaching can both articulate (through the terminology of the human sciences) and help to explain (through social theory) these differences. The difficulty is to present the abstract concepts of the social sciences in a sufficiently concrete manner, such that pupils at the primary school can acquire a non-trivial understanding appropriate to their future citizenship. This course, concentrating on the development of few central differences to be found in Trinidad & Tobago, attempts to enable students to carry out this task in their primary school classrooms.

Content

Examine concepts of gender, kinship, ethnicity and social class in relation to Amerindian society; slave society; plantation life after emancipation; and, the post-independence era. Compare current conflicting theories of explanation related to these concepts.

Assessment
Two in-course tests and one written assignment.

EDSS 2220 (ED22T)
THE ECONOMY AND SOCIAL LIFE IN TRINIDAD & TOBAGO
(3 credits)

A major aim of Social Studies teaching is to address aspects of social life in ways that capture their relatedness. Social Studies teachers must therefore possess a critical awareness and understanding of the relationships among social institutions if this aim is to be achieved. This course addresses this concern. It is designed to develop a critical awareness and understanding of the significance of the economy for social life in Trinidad & Tobago in the period after 1950.

Content
Concepts such as the New Global Economy and the Information Age, human resource development, the private sector, the market, the economy, work and work ethic, education, income distribution, wealth and poverty.

Assessment
Two in-course tests and one written assignment.

EDSS 2906 (ED29F)
BASIC GEOGRAPHIC SKILLS FOR THE SOCIAL STUDIES TEACHER
(3 credits)

In this course a range of geographic skills of utility to Social Studies teachers at all levels, are introduced, with practical examples for the student to master. Associated teaching methodologies and potential classroom problems are discussed.

Content
Skills related to the reading and interpretation of Caribbean topographical and atlas maps - the concept of a map, different types of maps; map skills; topographic maps: direction and location, bearings, grid references, the concept of scale; measuring distance; contour lines - recognising simple features; orienting a map in the field; gradients, cross-sections, settlement patterns on maps, relief, drainage, communications and settlement. Skills related to the Earth's shape and movement - latitude, longitude, projections, time zones. Skills involved in transforming statistical data into graphics - bar, line and curved graphs, clock graphs and pie charts; two- and three-dimensional maps, diagrams and dynamic and flow maps; symbol maps (weather maps), pictograms, dot maps and line maps; and, skills related to sketching, sketch map construction and drawing diagrams for classroom use.

Assessment
Two written assignments (60%) and an examination (40%).

EDSS 3107 (ED31G)
TEACHING FOR CHOICES AND DECISIONS
(3 credits)

Rationale

One purpose of the teaching of social studies is to enable students to think about how they should make choices and decisions in their lives. The overall aim is the enhanced thoughtfulness of future parents, workers, and citizens.

Objectives

Participants will:
1. Study practical reasoning and theories of choice relevant to the classroom teaching of decision-making at home, in the family, in school, at work, and as citizens;
2. Using a variety of media, compose dilemmas and problems for the practice of decision-making as part of classroom teaching;
3. Make use of written and oral dialogues for the expression of dilemmas requiring choices and decisions.

Content

- Personal [prudential] planning
- Strategic planning among co-operators and competitors
- Bargaining
- Markets and their failures
- Conventions, rules, institutions
- Public choice and electoral systems

Methodology

Workshops; seminars; classes.

Assessment

1.	Two tests (20 % each)	40%
2.	Project involving development of teaching materials	60%

EDSS 3108 (ED31H)
SOCIAL EXPLANATION AND
THE TEACHING OF SOCIAL STUDIES
(3 credits)

Rationale

Explaining why social changes take place, why certain types of social groups exist, why certain institutions and practices are maintained is a part of any teaching of social studies. Implicit in any explanation are particular concepts and theories. In the social sciences these forms of explanation are often contradictory. At primary level, teachers will not be teaching these different theories and explanations in class. However, these theories and explanations are unavoidably implicit in their teaching.

Objectives

Participants will:
1. identify the presuppositions of their own teaching;
2. evaluate how forms of social explanation have significant implications for views of religion and human nature (free will, agency, rationality, etc.);
3. consider how students, even at the primary level, may begin to be made aware of some of these issues in relation to their own social life in Trinidad & Tobago.

Content

- explanation: its nature and purpose
- explanatory narrative: geological, biological, historical
- rational action explanations
- hermeneutic interpretations of human conduct
- socio-structural explanation
- socio-biology and evolutionary psychology: natural selection as explanation
- theistic explanation: divine intervention in human affairs
- review: primary school teaching and the metaphysics of social thought

Methodology

Classes and seminars.

Assessment

1.	A critical study of a work of social theory and its application to the teaching of social studies	60%
2.	Development of teaching materials using different forms of explanation	40%

EDSS 3502 (ED35B)
THE HISTORIAN'S SOURCES AND CLASSROOM TEACHING
(3 credits)

Rationale

Historians use a wide variety of human artefacts as sources of information from which to construct accounts of changes in the past. The course is aimed at introducing varied types of sources to teachers to show how these can be used in the classroom and on educational visits outside the classroom to acquire knowledge of methods of investigation and knowledge of historical events. Problems of description, dating, interpretation, and evaluation will be discussed. These activities will be directed especially to the understanding of the history of Trinidad & Tobago, to the history of the district in which the school is located, and also the history of the wider region of the Caribbean.

Objectives

Participants will:
1. Identify and explain historians' uses of a variety of sources relevant to the history of Trinidad & Tobago;
2. Make use of varied sources in their classroom teaching;
3. Evaluate controversies related to the justification of historians' claims about the past.

Content

- The elusive past: relating presently observable objects to unobservable past events
- Pictorial sources: maps, paintings, photographs, movies, etc.
- Material sources: natural objects used by humans, tools, machines, household implements, etc.
- Buildings: houses, churches, schools, mills, etc.
- Statistical sources: government and other publications
- Oral sources
- Textual sources: unpublished and published sources
- Fact, fiction, and the truth of history

Methodology

Workshops; seminars; classes.

Assessment

1. Development of teaching materials using pictorial, textual and statistical sources	20%
2. Report of a student project using sources from outside the school	80%

RESEARCH/PRACTICUM

EDRS 1402 (ED14B)
SCHOOL AND CLASSROOM RESEARCH
(3 credits)

Rationale

Teachers, educational administrators, and other school personnel need to develop a clear understanding of the impact of their policies and practices on classroom and school improvement. Knowledge and understanding of their efficacy as planners, implementers, and self-evaluators is the substantive core of the widely recommended reflective practice. This course is founded on the belief that the knowledge and use of action research is essential to the process of generating such sound self-knowledge and understanding.

Objectives

Participants will:
1. Categorise types of educational research by methodology, focus, and nature;
2. Conceptualise action research as a process of change in classroom and school improvement initiatives;
3. Describe the action research process;
4. Develop an action research plan focused on school and classroom management;
5. Present an action research proposal;
6. Evaluate action research plans, proposals, and products.

Content

- Educational research: An overview
- Action Research in education: History, concepts, and approaches
- Action research, school effectiveness, and school improvement
- Diagnosing organisational problems
- The process of action research: Focus on school and classroom
- Developing action research plans and proposals

Assessment

Development of an action research plan and proposal in which the following are treated:

1.   The problem/issue etc. - clearly stated
2.   The action or purpose of the activity
3.   The objectives/research questions/focus of the research/the background to the research
4.   Appropriate action strategies
5.   The intervention and members of the action group
6.   Monitoring and evaluation measures
7.   Time lines
8.   Budgets/resources, etc.

Research plan	*10%*
Research proposal	*80%*
Proposal presentation	*10%*

EDEA 3870 (ED387)
FIELD STUDY
6 Credits

In this course participants will be encouraged to provide rationality for their own educational practices; their understanding of these practices; and, the improvement of the situations/institutions in which these practices are carried out.

Content

Revision of principles and techniques of educational research methods with a focus on action research.

Assessment

Report on Field Study

GENERAL CLASSROOM PRACTICE

EDTL 1720 (ED17T)
INSTRUCTIONAL DESIGN
(3 credits)

Rationale

The choices and decisions a teacher makes with respect to classroom activities determine to a large extent the type of experiences students have and the quality of their learning outcomes. Teachers therefore need to be apprised of the complex range of issues that accompany decision-making for any act of teaching and learning in any situation. This course on instructional design aims to develop in the teacher both an awareness and habit of searching out the complexities involved in the pre-planning, planning, implementation, and evaluation phases of instruction. Teachers would then be able to use this knowledge to create a purposeful and logical set of teaching strategies that are organised to achieve intended learning outcomes suited to the learning needs identified for any group of students.

Objectives

Participants will:

1.   revisit and restate relevant learning theories;
2.   explore the ways in which the learner and the learner's characteristics are critical in planning for teaching and learning;
3.   explore the ways in which the characteristics of the teacher are critical in planning for the teaching and learning process;
4.   diagnose, identify, and prioritise students' learning needs;
5.   develop instructional objectives in the cognitive, affective, and psychomotor domains to meet those needs, having identified the priority learning needs of students;
6.   select relevant content;
7.   explore the link between students' needs and interests and choice of teaching and learning strategies;
8.   select appropriate and relevant teaching and learning strategies including encoding and transformational activities;
9.   plan for organising the physical teaching/learning space;
10.   select and use relevant resources including small media and information communication technology;

11. plan for monitoring student learning;
12. plan for assessing student learning;
13. plan for evaluating the teaching/learning process.

Content
·   characteristics of students – nationality, community, ethnicity, socio-economic status, intelligence, language, gender, age, religion, interests, aptitude, experience, motivation – identifying the learning needs of a specific classroom group
·   developing and writing aims and instructional objectives
·   task analysing content and objectives
·   selecting teaching and learning strategies to match student needs and rationalising suitability of selections
·   steps in an act of learning viz. expectancy, attention, apprehending, encoding, etc.
·   selecting and managing resources including small media and information communication technology
·   individualising learning
·   differentiating instruction
·   assessment and evaluation practices and techniques as teaching/learning tools.

Assessment
Coursework - two assignments of equal weight   100%

EDME 2006 (ED20F)
CLASSROOM TESTING AND EVALUATION
(3 credits)
The overall aim of this course is for students to develop an awareness of the usefulness of testing to the teacher and to develop basic skills in test construction.

Content
Why measure and evaluate? Kinds of tests used in education. Qualities that good tests should possess; specification and classification of educational objectives; planning of an educational test - setting up a table of specifications; writing achievement test items - various types of objective and essay items; choosing appropriate item types for levels of response required; putting the items together into the final test; understanding of basic statistical concepts such as the mean, standard deviation and correlation, and their application to the analysis of test scores; writing questionnaire items,

designing scales for measuring affective outcomes, practical skills; norm / group referenced and criterion referenced testing; analysis and evaluation of data from NRT and CRT; designing a simple classroom research study to show how the skills developed in this course can be applied.

Assessment
A project and an objective test.

EDCU 2013 (ED20M)
INTRODUCTION TO CURRICULUM STUDIES
(3 credits)
This course seeks to provide a conceptual framework that can be used for curriculum analysis and decision-making by exposing students to different views of the major curriculum elements and the dynamic nature of the curriculum process. It also seeks to expose students to psychological and sociological influences on the curriculum as well as how change occurs in and through the curriculum.

Content
Curriculum: definition and conceptions; approaches to curriculum development: planning models; curriculum objectives; approaches to selection of curriculum content; factors influencing selection and organisation of learning experiences; approaches to curriculum evaluation; social distribution of knowledge; the hidden curriculum; cognitive development theories; Bruner's theory of instruction; curriculum development and change.

Assessment
One written assignment

EDTK 3202 (ED32B)
USE OF MEDIA AND PRODUCTION OF EDUCATIONAL MATERIALS
(3 credits)

Rationale

The focus of this course is on the use of media in education and the production of educational materials. In this electronic age the mass media and communications technology have an important influence on the socialisation of young people. The course will provide teachers with the analytical skills to deconstruct media products and explore ways in which the media can be used to deliver instruction. It will sensitise educators to the theoretical and practical issues involved in the use of computers and audio-visual equipment and provide training in the design and production of educational materials.

Objectives

Participants will:
1. Recognise and explain the cultural values and implicit power transmitted by the mass media;
2. Analyse different media texts;
3. Demonstrate competence in the selection and use of selected audio-visual equipment;
4. Use computers for introductory desktop publishing and media production;
5. Design and produce educational materials.

Content

• Media and society
• Media literacy and visual communication
• The role and use of media in instruction
• The use of computers in desktop publishing and the production of educational materials
• The Internet
• Introduction to basic photographic skills
• Introduction to audio- and video-production techniques
• The design and production of educational materials

Methodology

Interactive lectures and demonstrations
Discussions
Workshops and lab sessions
Student presentations

Assessment

A Teaching Portfolio   *100%.*

The portfolio is intended to illustrate the extent to which the course objectives have been achieved and to demonstrate the students' skills in the production of educational materials. It will include teacher's notes and rationale as well as a journal in which students will reflect on the issues that emerged from the course as well as the processes involved in the production of the educational materials.

EDEA 1410 (ED141)
SCHOOL AND CLASSROOM MANAGEMENT
(6 credits)

Rationale

Contemporary efforts at educational reform are focused on the school as the centre of change. Effective school and classroom management practices are therefore critical elements of educational reform strategies nowadays. This course engages participants in the examination of school improvement and other contemporary educational reform efforts and in the analysis of the school and classroom management research and practice that these reforms have spawned. Specifically, the course addresses the need for the establishment of a positive (supportive, respectful, democratic) school culture that fosters teacher competence, student motivation, security and growth, and parental and other stakeholder participation and cooperation.

How teachers establish a balance between their capacity for caring and the strong urge to establish and maintain inflexible order and control; how they think about, plan, and implement some preventive management strategies across different classroom sub-settings and tasks, will be the focus of the classroom management aspect of this course. This course seeks to ensure that teachers can conceive and implement sound school and classroom management.

Objective

1. Participants will develop good preventive management strategies that foster and support transformational relationships in the school and in classrooms.

Content

• Education for all: success for all and school improvement
• School effectiveness, school improvement, and the reformed vision of the school curriculum: the school as the centre of change
• Understanding the school and classrooms as learning environments: characteristics and contradictions in school and classroom management

- Establishing, maintaining, and improving the environment for learning:
  - *The physical environment and social interaction and security*
  - *The physical environment and symbolic identification*
  - *The physical environment and growth*
  - *Technology as an educational issue*
- Diversity and inclusiveness:
  - *Teaching rules and routines*
  - *Student cooperation in teaching and learning*
  - *Preventive discipline: school and classroom imperatives*
  - *Implications for pedagogy*
- Beyond preventive discipline:
  - *Inappropriate behaviour (minor, major, and chronic misbehaviours)*
  - *Use of sanctions, penalties, rewards, etc.*
  - *Restoring and maintaining order*
  - *Working with and relating to students with serious problems*
- Managing school and classroom time:
  - *Recognising "types" of time*
  - *Relationship among time, learning, and achievement*
  - *Increasing learning time*
- Classroom subsystems: principles and practices:
  - *Individualised instruction*
  - *Seat-work*
  - *Group-work*
  - *Course-work*
  - *Discussions, conferences, symposia, colloquia, etc.*
- Relating to stakeholders (special emphasis on parents):
  - *Parental involvement*
  - *School and classroom involvement with parents*
  - *Hindrances, motivators, and supports*

Assessment

1.	*Two (2) written assignments*	*30% each*
2.	*A school investigation and report*	*40%.*

EDTL 3701 (ED37A)
DIAGNOSIS AND REMEDIATION: READING, WRITING AND MATHEMATICS AT THE PRIMARY LEVEL
(3 credits)

Rationale

Universal access to education is a major aim for children in the schools of Trinidad & Tobago and to a large extent, this has been achieved at both the primary and secondary levels of the education system. One challenge that seems to have burgeoned with this achievement is the number of children moving through the system with deficiencies in reading, writing, and/or mathematics skills. These deficits, when left unattended, at times escalate into behaviour problems, class level failure, and given time, school drop out. Teachers are therefore finding that in order to discharge their duties professionally, part of their basic repertoire of skills must be the ability to diagnose these deficits, and plan and implement interventions for remediation of these deficits. This course aims to fill this critical need at the primary level and help participating teachers to provide pupils with the learning foundation expected of primary schooling.

Objectives

Participants will:
1. Monitor student performance in order to minimize student failure;
2. Diagnose learning needs of any child or group of children at the primary level in reading, writing, and mathematics;
3. Select intervention(s) relevant to diagnosis;
4. Successfully sequence, introduce, and teach new skills and concepts, as well as provide meaningful practice and necessary remediation for previously taught skills;
5. Formally and informally assess students' progress.

Content

Module 1 – Reading Assessment and Intervention
- Measures of phonological and phonemic awareness, and oral fluency
- The error analysis process
- Measures of reading comprehension
- Selecting the intervention to match the learning need
- Developing and implementing interventions.

Module 2 – Writing Assessment and Intervention
- Measures of written expression
- Development, administration, and scoring of measures of written expression
- The error analysis process
- Development and implementation of instruction to introduce new skills and for necessary remediation
- The writing process
- Expository and narrative writing structures
- Handwriting: teaching/learning and corrections
- Qualitative scoring procedures for written expression

Module 3 – Mathematics Assessment and Intervention
- The nature of learning disability/difficulty in mathematics
- Diagnosing for teaching/learning in mathematics classrooms
- Adapting Mathematics instruction for students with perceptual and cognitive processing deficits
- Mathematics instruction for the gifted and talented.

Assessment
100% coursework.

MATHEMATICS

EDMA 1721 (ED17U)
MATHEMATICS APPRECIATION
(3 credits)
Level I Mathematics
Rationale
Generally, public perception of mathematics is one of a subject that requires an individual to memorize facts and become proficient at algorithms. Many therefore dread mathematics and its study. At the primary level, many teachers are known to teach mathematics as they were taught, interpret teaching as telling and, generally, to keep the content of mathematics compartmentalized. It is imperative that, as generalists, all primary school teachers experience the art, power, and beauty of mathematics. It is the goal of the course to empower primary teachers to think of themselves as communicators of mathematics by enlarging their view of mathematics and allowing them to gain a sense of the structures and connections within the discipline. Participants will gain an understanding of mathematics and its role in the development of civilisation. This enriched experience of mathematics should make the subject more appealing.

Objectives
Participants will:
1. explore mathematics not as a rigid set of facts but a growing body of knowledge;
2. recognise that mathematics is discoverable;
3. view mathematics as a creative human enterprise;
4. write about mathematics so that readers are interested and informed;
5. explore connections between and among mathematics topics;
6. improve basic mathematical skills through mathematical excursions;
7. use a variety of approaches and problem-solving skills to solve problems;
8. find logical fallacies in mathematical arguments.

Content
- the nature of mathematics
- the language of mathematics
- the fundamentals of elementary mathematics
- logic and problem-solving in mathematics
- modern mathematics and mathematical culture
- mathematical excursions
- mathematical modelling

Assessment

A written examination	*100%*

N.B: **Scheme A** - *A minimum of thirty (30) credits must be completed at the end of Level II to gain entry into Level III.*

Scheme B - *A minimum of sixty (60) credits must be completed at the end of Level II to gain entry into Level III.*

DIPLOMA PROGRAMMES

Regulations and Syllabuses

Postgraduate Diploma in Education

1.   **Introduction**

The Diploma in Education provides professional training for teachers who hold University degrees and who are teaching at the secondary level. The programme offered here is viewed as initial training which sensitises and orients teachers to the fundamentals of their profession. The primary concern is with developing a professional approach characterised by creativity, imagination, and the pursuit of professional and personal development.

The programme attempts to ensure that classroom practice is informed by a solid theoretical base in the foundation disciplines, curriculum theory, and methodology. In addition, it is expected that teachers in this programme will avail themselves of the opportunity to improve their control of the specific content relevant to teaching in their subject area. Ultimately, however, it is the continued use of sound practice and the sustained search for professional excellence, beyond the end of the programme, that will ensure the high professional status of the teacher.

2.   **Objectives of the Programme**

i.   *encourage teachers to give the greatest attention to past and present practices and future possibilities in the teaching of their subjects;*

ii.   *encourage teachers to read and think about various problems related to the history and practice of education generally and their own subjects, in particular;*

iii.   *encourage teachers to think of education as a process involving delicate relationships among teachers and students;*

iv.   *lead teachers to consider the professional implications of the nature of their occupation and to strive for continued professional growth.*

3.   **Structure of the Programme**

3.1 Admission

All relevant General Regulations of The University of the West Indies Board for Graduate Studies and Research shall apply.

The general prerequisite for entry into the Diploma programme is a Bachelor's degree. All entrants must be practising teachers in secondary schools.

3.2 Credits

Candidates are required to pass examinations and coursework as follows:

Courses:	20 Credits
Practicum:	10 Credits
TOTAL	**30 Credits**

3.3 Duration

The Diploma programme will begin in late July and continue throughout the ensuing academic year. Students attend full time class during the July-August session and the December and Easter vacation periods. They also attend classes on Fridays during the semester with supervision of practical teaching by tutors in their schools.

3.4 Summary of Programme Content

The following courses comprise the Diploma in Education programme:

A.	**EDFA 5210 (ED521)**	**Foundations** of Education **5 Credits**
B.	**Curriculum Process** One of:	**10 Credits**
	EDLA 5240 (ED524)	Teaching of English
	EDML 5250 (ED525)	Teaching of Modern Languages
	EDMA 5260 (ED526)	Teaching of Mathematics
	EDSC 5270 (ED527)	Teaching of Science
	EDSS 5280 (ED528)	Teaching of Social Studies
	EDEA 5290 (ED529)	Specialty in Educational Administration
C.	**EDRS 5220 (ED522)**	Project in the Theory of Education **5 Credits**
D.	**EDTL 5230 (ED523)**	The Practice of Education **10 Credits**

3.5 Programme Delivery and Academic Supervision

The Programme Coordinator is responsible for delivery of the programme.

The programme will be implemented through:

a. **Weekly sessions** during the school year and daily sessions in vacation periods, which take the form of:

Lectures, discussion - work groups
Presentations - group and individual
Demonstration lessons, micro teaching
Viewing of films; listening to tapes, etc.

b. **Field Practice**
Throughout the year, groups will visit schools to observe, teach, and evaluate lessons.

c. **School Practice**
Tutors will visit students in their schools for the purpose of observing their teaching and offering individual advice and instruction. This is seen as a collaborative activity aimed at improving classroom practice.

3.6 **Resources to support the Programme**.
The School of Education has its own specialist library to support teaching and research. There is a computer laboratory and limited Internet access.

3.7 **Attendance**
Successful completion of the programme is premised on regular and punctual attendance at all scheduled sessions. Registers of student attendance are kept. Students should note that:

a. The University requires regular attendance (a minimum of 75%) as condition for the award of the diploma.

b. In accordance with the conditions for student release by the Ministry of Education, non-attendance at any session will be regarded as absence from school. Students will be required to apply, in their respective schools, for official leave for such non-attendance.

4. **Assessment**

4.1. Assessment will take place throughout the programme:

Student performance will be assessed by a variety of means that may include group or individual tasks, oral or visual presentations, journals, media products, written assignments, examinations, and school practice.

Students will be required to submit a portfolio which should include media projects, assessment projects, and a record of classroom practice. The portfolio will contribute (25%) to the student's final grade in the Practice of Education.

5. **Regulations**

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

5.2 i. A pass in the Practice of Education is obtained by a candidate who satisfies the examiners by achieving a grade of at least a **B** in the requirements for School Practice.

ii. 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.   A weighting of 1 (ED 521)**:** 2 (ED 522)**:** 3 (ED 524 – 529) is applied to compute the grade for the Theory of Education.

iii. 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.*

ii. *The student has earned an **A** in the Theory of Education.*

iii. *No grade in any component of the Theory of Education is less than **B+***

5.3 In the event of unusual and extenuating circumstances, a candidate may apply in writing for extension of time for submission of an assignment, addressing the application to the Co-ordinator of the programme and supplying supporting evidence.   Medical certificates must be validated by the University Medical Officer.

5.4 A candidate who is obliged to apply for leave of absence is normally required to make the application not later than the third week of Semester 1. Applications for such leave should be addressed to The Senior Assistant Registrar, Student Affairs, and will be considered by the Board of the Faculty.

5.5 **Submission of Assignments**
A schedule of dates for the submission of formal assignments is provided at the commencement of the programme.

5.6 **Scheme of Assessment**
Formal assignments and teaching practice will be graded according to the following scale:

5.7 Marking Scheme

The Marking Scheme for Higher Degrees is as follows:

GRADE	PERCENTAGE RANGE
A	70-100%
B+	60-69%
B	50-59%
F	0-49%

Where graduate students write undergraduate examinations for postgraduate credit those examinations shall be graded in accordance with the above scheme

COURSE		ASSESSMENT
Theory of Education		
EDFA 5210 (ED521)	Foundations of Education	Essay
EDLA 5240 (ED524) to EDEA 5290 (ED 529)	Curriculum Proccess	Curriculum Study
EDRS 5220 (ED522)	Project in the Theory of Education	Dissertation
The Practice of Education		
EDTL 5230 (ED523)	The Practice of Education	School Practice and a Portfolio

Penalty

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, references, 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.

COURSE OUTLINES

EDFA 5210 (ED521)
FOUNDATIONS OF EDUCATION

This course consists of five components - Philosophy of Education, Psychology of Education, Sociology of Education, Language in Education and Health and Family Life Education.

Course Assessment
A Foundation Areas Essay of 3000 words

A.   *Philosophy of Education*
   Rationale
   This unit is intended to provide students with a wider perspective upon education and the serious questions of principle which are involved in it.

   Objectives
   The discussion of philosophical questions will:
   i.   *illustrate how philosophising about teaching and education has practical importance in reading and in larger decisions about education;*

   ii.   *develop in teachers a flexible and analytical way of thinking of issues and problems in teaching;*

   iii. *help teachers to be able to analyse questions in education with comprehensiveness and penetration;*

   iv.   *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.*

   Content
   a.   Introduction
      Philosophy and decision-making: selection of decisions, justification of decisions**.**

   b.   What is to be taught?
      Principles of utility, autonomy, rationality, and truth.
      Whatever will most benefit each pupil.
      Whatever will most benefit most people most.
      Whatever will best sustain a legitimate state.
      Whatever will most increase the most beneficial human knowledge.

c. **Who should be taught?**
Principles of utility and justice.
Distribution through the market: entitlement theory.
Market and state: schooling as a public good.
Distribution through fair competition: utility and desert.
The right and duty to know: civic education.

d. **Who should decide what should be taught?**
Principles of liberty and democracy.
The claims of pupils and personal autonomy.
The claims of parents and group rights.
The claims of teachers - truth and authority.
The claims of citizens and the democratic state.

e. **Conclusion**
Review - the political philosophy of schooling.

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B. *Psychology of Education*
Rationale
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. This 12-hour unit consists of three modules, each of three hours duration. The remaining three hours are to be used for tutorials and closure.

Objectives
Teachers will:
i.   *understand the processes of growth and development of the children they teach;*
ii.   *understand the nature of the learning process, cognitive and behavioural approaches to learning, and general principles;*
iii. *understand the nature of school learning and of the development of concepts and complex thinking skills;*
iv.   *understand how social and affective factors influence school learning;*
v.   *develop insight into the dynamics of the class group and its influence on behaviour;*

vi.   *understand the principles of classroom management and develop their classroom management skills;*
vii. *understand the implications of social-psychological perspectives for school organisation and climate.*

Content
a. **The Learner and the Learning Process**
Cognitive and psycho-social development: maturation and readiness, individual differences. Nature of learning: general learning principles, behavioural and cognitive perspectives, information processing. Types of school learning: concept attainment, reception and discovery learning, problem-solving, creative thinking.

b. **Social and Affective Factors Influencing Learning**
Motivation and learning: intrinsic and extrinsic rewards, the teacher's motivation tasks, cooperation and competition, increasing achievement motivation. Classroom social climate: teacher behaviours, classroom group processes. Self-concept: academic self-concept, anxiety.

c. **Managing the Learning Environment**
Role of the teacher: classroom manager, authority figure, socialising agent. Establishing and maintaining the learning environment: the physical environment, group leadership, group management techniques. Behaviour management: problem behaviour, discipline and punishment, conflict resolution, behaviour modification, mechanisms of escape and defence.

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Psychology for Teachers. (5th ed.).
Boston:Houghton Mifflin Co.

C. *Sociology of Education*
Rationale
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.

Objectives

Teachers will develop an understanding of:

i.   *The relationship between the school and the society in which it operates;*

ii.   *The influence of the family on educational achievement;*

iii.   *The effects of peer groups on the development of the individual;*

iv.   *The ways in which the school as a social organisation can influence academic performance and learning of norms.*

Content

1. Education and Society

This module will examine the relationship between education and society. Students will be introduced to the theoretical perspectives used by sociologists to examine social phenomena; the purposes of schooling will be discussed e.g., Socialisation, certification, preparation for the labour market; social transmission and social transformation models of schooling and the relationship between school and work.

2. Into the Classroom

In this module, students will move from the macro perspectives into the micro - focusing on the internal processes of schools such as classroom interaction, teacher/student relationships, teachers' perceptions of teaching, their role, professional development, and the issue of curriculum/school knowledge and what counts or is valued as worthwhile knowledge in schools.

3. Equality of Educational Opportunity

This module will examine the concept of equality of educational opportunity and examine the various factors which influence educational opportunity, e.g.

•   *social class and its relationship to educational provision and achievement*
•   *Gender*
•   *Ethnicity*
•   *Education in the Third World and its relationship to development theories.*

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Pedagogy of Hope. New York:Continuum Pub. Co.

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Sociology of Education: Theoretical and Empirical Investigations. N.Y.:Holt, Rinehart and Winston, Inc.

Robinson, P. (1981).
Perspectives on the Sociology of Education:
An Introduction. London:Routledge & Kegan Paul,

D.   *Language in Education*
Rationale

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. Firstly, through its communicative potential, language makes available to others thoughts, ideas, and feelings. This aspect makes it a vital part of human learning, central to the interaction between teacher and pupil. Secondly, it offers the means of bringing knowledge into being, making it personal, through the active shaping and interpretive processes of speaking, writing, listening, and reading. It enters the curriculum, therefore both as a communication system and a means of learning.

Objectives

Teachers will:

i.   *Understand the role of language in schools and classrooms for both teaching and learning;*

ii.   *Be conscious of the linguistic processes by which students meet the urgent demands for practical mastery of language in the various curriculum areas;*

iii.   *Be introduced to appropriate strategies and resources to help students. Meet the urgent demands for practical mastery of language in the various curriculum areas;*

iv.   *Develop the skills to evaluate students' language abilities and devise ways of extending them; and*

v.   *Develop a reflective linguistic perspective which will contribute to professional as well as personal development.*

Content
The structured content of the course locates language within the domain of educational theory and practice, showing its contribution to curriculum and instruction. The course draws upon areas of linguistics, psycholinguistics, sociolinguistics, and philosophy. The course is structured in three modules as follows:

Module I
Language in Education
The nature and functions of language
Language use and language knowledge
Language and learning
Language, thinking and knowledge
The role of language in education

Module II
Language in Culture and Society
Language in a social context
Attitudes to language
Language and values
Language and cultural development
Language, ethnicity, gender, equity, social justice and power
The linguistic situation in the Caribbean
Language in Trinidad & Tobago and its implications for teaching and learning.

Module III
Language Across the Curriculum
Language, content and pedagogy
The language of school subjects
The language of textbooks
Language in the classroom
Oral language across the curriculum
Literacy across the curriculum
A whole-school language policy

Bibliography
Barnes, D. (1976).
From Communication to Curriculum. N.Y.: Penguin Books Ltd.

Corson, D. (1990).
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Roberts, P. (1988).
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Solomon, D. (1993).
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Wells, I., & Nicholls, J. (1985).
Language and Learning: An Interactional Perspective. London:Falmer Press.

E.   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 on the Diploma in Education programme 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.

Aims
This unit is intended to help teachers to:
1. Understand the philosophy, goals and objectives of HFLE and develop an appreciation of schools as health promoting environments;

2. Develop an understanding of the role the family plays in society and to become familiar with some aspects of family law;

3. Consider the impact of socio-cultural and economic factors on family patterns, family relationships, health practices and lifestyles;

4. Appreciate the impact of population trends on the individual, family and society**;**

5. Develop an understanding of human sexuality and sexual health and be able to communicate effectively with adolescents on these topics;

6. Be aware of conception/contraception technologies and the ethical implications of these;

7. Explore the role of morals and values in adolescent decision-making about ethical issues;

8. Be reflective about themselves and their own personal value systems;

9. Be aware of the range of family crises which may affect adolescents and the actors which precipitate them, and be able to assess alternative coping strategies;

10. Acquire an understanding of the counselling process, be able to communicate sensitively and non-judgementally with adolescents and be able to direct them to sources of professional counselling;

11. Develop skills in designing and evaluating curriculum materials for HFLE;

12. Be able to use a variety of formal and non-formal means of evaluating student progress in HFLE.

Content

Definition of health, philosophy and scope of HFLE in relation to the aims of education; definitions of family, role of family in socialisation and transmission of culture, gender roles and expectations in family and society, aspects of family law e.g. Rights of children, property rights, maintenance and custody etc.; Effect of religion, tradition, ethnicity, SES, myths and taboos on family lifestyle, lifestyle diseases like diabetes, cancer and hypertension, definitions of values and morals, factors affecting adolescent decision-making about ethical issues e.g. Family, peer group, religion, social norms etc., Identification and analysis of demographic trends and their effects on families; social and ethical implications of reproductive technologies and such related issues as fertility management, in-vitro fertilization, surrogate motherhood etc., Goals of counselling, teacher as counsellor sources of help for adolescents, counselling skills e.g. Listening, perception checking clarifying etc., Family crises involving adolescents, the situations which give rise to them, coping strategies, conflict resolution skills, intervention steps, identification of support systems; self-awareness, reflection and ethical appraisal of personal value systems with respect to health and family life; self in relation to others, understanding intimacy; teaching strategies for affective outcomes, use of alternative assessment strategies in HFLE.

Delivery Mode

Case-study, role-play, lecture/discussion and other interactive strategies.

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Strategy for strengthening Health and Family Life Education in CARICOM member states.

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Situation analysis of children and their families. Trinidad & Tobago:

Zaidenstein, S., & Moore, K. (Eds.) (1996). *Learning about sexuality: A practical beginning. N.Y.: Population Council.*

Assessment
Implementation in Curriculum Area.

EDLA 5240 TO EDEA 5290
(ED 524 TO ED 529)
CURRICULUM PROCESS

Curriculum Process is critical to classroom practice. Through the examination of the theoretical issues relevant to curriculum process, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This section of the programme, therefore, helps teachers develop a greater awareness of the nature of their curriculum areas while providing opportunities for mastering the relevant content. Teachers are also exposed to those methodologies which would provide effective and efficient instruction as well as those which promote learning in the particular curriculum area.

Course Assessment
A Curriculum Study (5,000 words)

Curriculum Process includes the teaching of a specific curriculum area and the following modules - Use of Media in Education, Assessment in Education, Classroom/School-Based Research, and Electives.

A. Teaching in the Curriculum Area
In these sessions, which are detailed for each curriculum area, teachers are introduced to basic curriculum theory aimed at providing them with tools to design, implement, and evaluate curriculum in the context of all the factors that impact on teaching and learning.

With this background, they explore methodologies and develop strategies, materials, and resources to inform and support their instructional practice.

B. Assessment in Education
This component of the Diploma programme is an integral part of Curriculum Process. It will be delivered primarily by curriculum tutors, within the context of their particular disciplines. It will provide learning experiences that focus on the assessment of students' learning outcomes in specific curriculum areas. However, core issues that are common to all curriculum areas will be delivered in plenary sessions.

Objectives
Teachers will have an opportunity to:
i   *consider issues related to the assessment of learning and learner characteristics;*

ii   *develop competence in designing and selecting test items and constructing tests for the measurement of learning;*

iii   *become familiar with a variety of alternative assessment strategies for assessing learning;*

iv   *become acquainted with basic statistical techniques for the analysis and interpretation of test scores;*

v   *develop skills in the collection, analysis, and interpretation of a variety of non-test data for the assessment of learning and learner characteristics.*

Content
a. Traditional and alternative purposes of assessment of learning and the problems of assessing the varieties of learning outcomes and learner characteristics.

b. Techniques of Assessment
  • *development of test items of various types*
  • *test construction*
  • *performance and product assessment (group and individual), the use of alternative data sources e.g. Portfolios, student interviews, observations, attitude measures etc.*

c. Statistical and other techniques for analysis and interpretation of data generated in (b) above.

Assessment
University attendance requirements must be met (at least 75%). In addition, students may be required to make presentations and/or submit projects in their curriculum portfolios.

C. Classroom/School-based Research
This module is specifically designed to emphasise the role of the teacher as researcher. It will make teachers aware that classroom and school research can and should be an integral part of their day to day practice.

Objectives

Teachers will have an opportunity to:

i.   *Become familiar with the essentials of educational research*

ii. *Acquire the skills required to conduct classroom and school-based research.*

Content

a. The nature of educational research.
b. Identifying and selecting problems for research.
c. The research plan.
d. Methods of analysing different types of data.
e. The research report.

Assessment
University attendance requirements must be met (at least 75%). It is expected that the skills in this course would be used in the design and execution of the Curriculum Study.

D.   *The Use of Media in Education*

The module will be delivered through lectures and practical sessions. Lecture sessions will focus on theoretical issues and will provide introductions to the practical sessions. The practical sessions will be conducted in curriculum groups where students will develop resources appropriate for use in their curriculum areas. These products will be presented in plenary sessions and submitted in the curriculum portfolio.

Objectives
Teachers will:
i.   *explore basic concepts of educational technology;*

ii. *evaluate the attributes of print and electronic media for classroom use;*

iii. *consider the role of media in student construction of meaning from both verbal and visual information;*

iv. *be sensitised to learner characteristics which affect media selection and use;*

v.   *design and develop media resources for use in classroom settings;*

vi. *develop competence in using equipment with resources prepared for instruction.*

Content

a. The nature of instructional media
b. Media and communication
c. Media and literacy
d. The overhead projector
e. Charts and posters
f. Slides and photographs
g. Videos
h. Information technology.

Assessment
University attendance requirements must be met (at least 75%). In addition, students may be required to make presentations and/or submit projects in their curriculum portfolios.

E.   *Electives*

In the Diploma programme, teachers are exposed to a range of teaching skills and ideas for implementing curriculum. They also become sensitized to the many ways in which personal characteristics, talents, and interests contribute to their professional practice. In recognition of the implications of these aspects of a teacher's life, the electives will seek to engage teachers in activities which enhance personal development.

Objectives
Teachers will have an opportunity to
i.   *develop their creative resources;*
ii. *explore new areas of interest;*
iii.. *become sensitised to factors which affect personal well-being;*
iv. *understand how personal development impacts on professional practice.*

Content
Students will select from such areas as:

Drama	Creative Writing
Music	Public Speaking
Dance	Art and Craft
Physical Education	Healthful Living
Interpersonal Skills	Leadership Skills
Computers	

Electives may vary from year to year. Each student will be required to enrol in one elective.

Assessment
University attendance requirements must be met (at least 75%). In addition, students may be required to make presentations and/or submit projects in their curriculum portfolios.

F.   Arts In Education

Objectives:

i.   *Innovative learning situations by using material from the curriculum;*

ii.   *Innovative learning situations from extra-curricular material;*

iii. *Stimulate and develop students' creative resources;*

iv. Assess students' creative development.

Assessment:
University attendance requirements must be met (at least 75%). In addition, students may be required to make presentations and/or submit projects in their curriculum portfolios.

EDLA 5240 (ED524)
TEACHING OF ENGLISH

This course is based on an integrated approach to the teaching of language and literature. Language is viewed from the perspective of communication and the course aims to develop competence in the teacher which will enable pupils to learn to use and respond to language. Literature is given special consideration because it represents one major area of the specialised use of language.

The course encourages teachers to examine current practices in the teaching of the English Language and the relevance of such practices to the peculiar circumstances of Trinidad & Tobago.

Content
A.   The Nature of Language
- What is language? Standards, dialects and creoles; how languages work; mechanics of language.
- How a language is learned; first and second language learning; learning a standard dialect; interlanguage, interference, contrastive analysis.
- Principles of teaching language, second language and standard dialects.
- The language environment of the learners: Trinidad, Tobago and the wider Caribbean.
- Language exposure of school children in Trinidad & Tobago.
- Language and dialect relationships in a creole dialect continuum.
- The present and future language needs of the learners.

- Adolescence and motivation in language learning with specific reference to creole continuum situations.
- Teaching conditions and resources in Trinidad & Tobago; the qualities and needs of the teacher of English.

B.   Setting Objectives
- Objectives of an educator
- Language objectives to meet the needs of a full life; i.e. For personal satisfactions, for vocational functions, and for social and civic
- activities.
- General educational objectives of a language curriculum.
- Specific lesson objectives.
- Objectives in relation to the linguistic intellectual and emotional development stages of the learners.
- Objectives in relation to the teacher.

C.   Planning the content of the Language Curriculum
- Language needs for vocational functions.
- Language needs for social and civic responsibility.
- Language needs for personal satisfaction and enjoyment.
- Previous learning experiences of the learners and their present stage of attainment.
- Differences between learners at different stages of maturation.
- The place of examinations.
- The selection and use of textbooks.

D.   Interpretation and Implementation of Language Curriculum
- Diagnosing previous attainment and determining the learners' readiness.
- Teaching vs. Testing; inductive teaching and the use of questions; the teaching of skills (knowledge how); the value of audio-visual aids.
- Learning activities to promote acquisition of habits of "correct" speech and writing.
- Learning activities to develop the ability to get factual information accurately and completely; comprehension skills.
- Learning activities to develop the ability to give factual information clearly and fully.
- Learning activities to develop the ability to research given topics.

- Learning activities to develop the ability to derive enjoyment from language used as literature (choosing and using poems, novels, plays, short-stories and films).
- Learning activities to develop the ability to give enjoyment by using language as literature (personal writing - prose, verse, drama).
- Learning activities to develop the ability to assess the reasonableness of opinions expressed (including reading newspapers and magazines and listening to other mass communication media).
- Learning activities to develop the ability to express opinions clearly and reasonably.
- Planning units or series of lessons; planning single lessons, with specific objectives and proper sequence of lesson activities.
- Evaluating the lesson and/or unit.

E.   *Monitoring and restructuring the curriculum*
- Measuring attainment.
- The appropriateness, in relation to relevant objectives, of examinations now being used.
- Identifying causes for non-attainment of objectives.
- Revising objectives and/or content and implementation of the Curriculum.

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EDML 5250 (ED525)
THE TEACHING OF MODERN LANGUAGES

Objectives
Teachers will:

i.   *Demonstrate understanding of their own attitudes, motivations, strengths and weaknesses as well as those of the students;*

ii.   *Demonstrate knowledge of language teaching and learning theories and approaches to language teaching relevant to a Caribbean context;*

iii.   *Develop competence in planning a course or syllabus, units and lessons in accordance with stated objectives;*

iv.   *Develop competence in implementing and evaluating the teaching process;*

Content
a.   An examination of language: its nature, structure and functions, its place in education and intellectual growth, and the psychology of language learning.

b.   An examination of teacher and learner: attitude, aptitude and motivation as well as the aims and objectives of both teacher and learner. Self-examination goes hand in hand with examination of the learner.

c.   An examination of foreign language teaching: the objectives and methodologies of foreign language teaching and testing are examined. Stress will be laid on the primacy of communication.

d.   Curriculum, syllabus and unit planning: the principles and strategies of planning for instruction will be examined. Alternative approaches to syllabus design will be discussed as well as strategies of implementation.

e.   Foreign language testing and evaluation: modern approaches to foreign language testing and evaluation will be highlighted. Opportunities will be provided for preparing and examining classrooms tests.

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The Effective teaching of Modern Languages.
London, New York:Longman.

EDMA 5260 (ED526)
THE TEACHING OF MATHEMATICS

Objective
Teachers will:
i.   *Investigate various approaches to the teaching of mathematics;*
ii.   *Analyse issues and theories related to the learning of mathematics;*
iii. *Explore and develop skills for managing instruction in mathematics;*
iv.   *Broaden competencies in the content of the school mathematics curriculum.*

Content
a.   The nature and purpose of mathematics:
             What is mathematics?
             Why do we teach mathematics?
             Mathematical literacy.
b.   Problems associated with mathematics education in the school system -
             Primary and secondary.
c.   Psychological bases for mathematics instruction.
d.   Language in mathematics education.
e.   Instructional objectives in mathematics.
f.   Programme, unit, and lesson planning.
g.   Resources for learning mathematics.
h.   Developing concepts, algorithmic thinking, and problem-solving skills
i   Types of mathematics lessons.
j.   Problem-solving.
k.   Evaluation techniques:
             Objective/essay type
             Attitude appraisal
             Diagnostic and remedial
             External examinations
l.   Recording achievement.
m.   Relating mathematics to other subjects in the curriculum.
n.   Special topics:
      Teaching of trigonometry, statistics, relations, functions and graphs, vectors and matrices, algebra, geometry and measurement, number theory, set theory, and computation.
             Remedial programmes.
             Enrichment material
             Recreational mathematics
             Programme for slow learners
             Programme for the talented
             Assignment systems e.g. Worksheets, home work, etc.
             Calculators in the classroom
             Computer applications in mathematics.

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London:Macmillan Educ. Ltd.

Brissender, T.H.F. (1980).
Mathematics teaching. London:Harper & Row.

EDSC 5270 (ED527)
THE TEACHING OF SCIENCE

Objectives
Teachers will:
i.   Apply understandings about science as a discipline; specifically, teachers will be given the opportunity to acquire insights about:

      1.   The distinction between science and other "ways of knowing";

      2.   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;

      3. The general aims of science teaching, classified as:
             •   *science as a body of knowledge,*
             •   *science as process*
             •   *science in its social context with particular reference to Trinidad & Tobago.*

4. The rigorous management and use of the laboratory and its resources.

ii. Apply general educational principles through the teaching of science, specifically, students will be helped to acquire skills related to the following:

Defining objectives for teaching and learning
Designing/selecting learning activities
Using resource materials, equipment and teaching aids
Mastering the specific elements of a teaching repertoire
Applying measurement and evaluation techniques
Teaching for concept development
Curriculum development
Reflecting on practice

iii. Develop and manifest favourable attitudes to:

The learners science, technology and science teaching self development.

Content
A. Nature of science and scientific inquiry
B. Nature of technology and its relationship to science
C. Science education as part of general education
D. Science and technology in context
E. Environmental issues
F. Psychology for teaching and learning in science education
G. Teaching strategies and techniques for science education
H. Planning for teaching and learning in science education
I. Laboratory and classroom management
J. Feedback and assessment: purposes and strategies
K. Evaluation of materials and resources
L. Communication in science education

Bibliography
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Cambridge University Press. Cambridge.

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(Trevor Kerry Focus on Education). Macmillan Education Ltd., London:

EDSS 5280 (ED528)
THE TEACHING OF SOCIAL STUDIES

Objectives
Teachers will:
i. *Demonstrate knowledge of the important concepts which make up his/her Social Science discipline;*
ii *Indicate familiarity with concepts from other Social Science disciplines on which his particular subject area is dependent;*
iii *Develop Social Studies programmes by integrating concepts from the Social Sciences;*
iv *Show that he/she is conversant with methods used by scholars or experts in the subject area;*
v *State general aims in education which the schools seek to attain;*
vi. *State in the cognitive, affective and psychomotor domains, general course objectives which are geared towards the attainment of the general aims.*

These general objectives will take into account:

Knowledge - a body of concepts, principles, generalisations;
Intellectual skills;
Attitudes and values;
Sensitivity and feelings;
Social skills;

vii. State **behaviourally** at the **instructional** level some cognitive and affective objectives which will help to achieve the general course or subject objectives;

viii. Select and organise along the lines of continuity, sequence and integration, suitable content which pupils should study to achieve the instructional objectives;

ix. Choose a variety of appropriate learning experiences and materials for use by students to study the content;

x. Acquire and use diverse teaching strategies in order to achieve his objectives;

xi. Devise and use various methods or techniques of evaluation.

Content

A. The nature, purpose, and methodology of each of the social science disciplines.

B. Planning for learning and teaching.

C. Implementing learning-teaching process and outcomes including

- Observation by the teacher of individuals, small groups and classes in many situations ranging from class discussion to
- Library work.
- Conference or interviews with students.
- Self-evaluation by students.
- Logs and diaries kept by individuals.
- Teacher-made tests.
- Standardized tests.
- Observation of creative work by students.
- Sociometric methods such as role playing.
- Talk with parents.
- Check lists.
- Essays.

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EDEA 5290 (ED529)
SPECIALTY IN EDUCATIONAL ADMINISTRATION

Objectives

Teachers will

i. *Understand the basic principles and concepts of organisational and administration theory;*

ii. *Understand the social and educational contexts in which their schools and departments operate;*

iii. *Relate the theory in (i) above to the total educational system and its subsystems in (ii) above;*

iv. *Apply knowledge and skills learnt to their administrative functions and to organisation building generally;*

v. *Be self-critical of their professional development as administrators.*

Content

A. Policy Formulation/Analysis
- *The development and examination of members' own philosophy of education. An analysis of the philosophy of education as put forward in official documents.*
- *The development of philosophy tailored to meet the needs of a particular type of school and its clientele.*
- *The development of model, contrary, borderline and invented cases of schools adopting philosophies spelt out above.*
- *The formation of a school policy for the model case above.*

B. Organisation and Job Designs
- *The development of a design for school organisation structures to carry out model school policy.*
- *Examination of processes, tasks and technologies related to the delivery of quality service in 'model' school.*
- *Role designs for personnel in 'model' school.*

C. *Curriculum Administration*
- *Development and examination of designs for school curriculum.*
- *Analysis of philosophies/models of teaching and styles of learning.*
- *Administration, supervision and evaluation of curriculum and instruction.*

NOTE: *Students will be engaged in a mentoring programme with curriculum tutors. This will require attendance at some curriculum sessions other than Educational Administration.*
(August and Field Days - September - December)

D. *Administrative Styles/Behaviours*
- Self-examination - personality types, needs, etc.
- Examination of administrative/management/ leadership styles in respect of 'model' school, curriculum (technology/process) designs.

E. *Organisation Development*
- Development of action research skills.
- Building organisation development skills.
- Diagnosis - Intervention - Implementation - Evaluation - Feedback.

F. *Case Studies*
Cases will be examined and opportunities given for application of problem-solving skills and role-playing. Cases will be chosen from among events/activities reflecting the following topics:

- The Role of the Principal (and other school administrators)

Internal Considerations:
- Absenteeism and other staff problems
- Professional development of staff
- Staff meetings
- Time-tabling
- Democracy in school
- Extra-curricular activities
- Rules and regulations (formalism)
- Discipline and punishment
- Internal examinations
- Streaming (tracking, setting)
- Pastoral care

External Considerations:
- Relations with the Ministry of Education
- The nature of the education system
- Relations with parents
- What is a P.T.A.?
- Community relations
- Staff reports (Annual, Confidential)
- Term reports (students)
- External examinations
- Speech day
- Do schools have or need a P.R.O.?
- Resource management

G. **An investigation of concepts and their practical application as:**

Accountability	Responsibility	Initiative
Bureaucracy	Authority	Autonomy
Maintenance vs Innovation?	Leadership	Delegation
Conflict	Decision-making	Supervision

This final segment is by no means a water-tight compartment as it touches on many of the topics in the earlier segments. However, it is given particular emphasis towards the end of the course when participants will have read more on organisation and administration theory.

Bibliography
Gorton, R.A.
School Administration and Supervision.
Wm C. Brown Co. (2nd Ed.)

Hoy, W., & Miskel, C. (1987).
Educational Administration:
Theory, Research and Practice. Random House.

EDRS 5220 (ED522)
PROJECT IN THE THEORY OF EDUCATION

This course is intended to contribute to the professional development of teachers by sensitising them to contemporary local, regional or international issues which impact directly or indirectly on their practice of education. Students will be expected to apply concepts from the Foundations and the Curriculum in scholarly explorations of these issues. The course will be delivered in a variety of presentation formats, such as student presentations, guest lectures, film or video viewing, panel discussions, workshops, etc. The selection of issues to be explored in any year will be based on students' identified interests and other issues in education deemed to be current and relevant.

Assessment
A Dissertation (5,000 words)

The dissertation will allow students to respond in ways that are expressive of their unique understanding of the issues and of their preferred modes of representation. The dissertation should be reflective of wide reading and should include a written analysis of the issue under study. Students will be closely supervised by assigned tutors for the preparation of this assignment.

EDTL 5230 (ED523)
THE PRACTICE OF EDUCATION

This course will focus on school practice under the guidance and supervision of curriculum tutors who will visit on Mondays to Thursdays throughout the year. During this time curriculum tutors will advise and provide opportunities for guided experimentation with various methods. The period of School Practice runs from October to the end of May. Students will be required to keep a record book for the purpose of recording lesson plans, teaching notes etc. This record book will form part of a **Curriculum Portfolio** which will also include teacher reflections, media products, assessment assignments and elective projects. **The Portfolio is an essential component of the Practice of Education**. Curriculum Tutors will provide further guidelines for developing these portfolios. The evaluation of student performance will be done throughout the year with a final assessment made in the third term. Two tutors will then observe and assess

the student's skill in teaching and will examine lesson notes and plans, course outlines, units of work and other relevant items. This assessment will take into account progress shown over the year.

The following are some of the attitudes and skills which teachers will be encouraged to develop.

A.   *Attitudes/Interpersonal Skills*
- Respect for and acceptance of each learner as a unique individual;
- Ability to relate to each learner on a person-to-person basis when needed;
- Ability to interact with pupils without inducing defensive behaviour;
- Ability to criticize students with least possible harm to their status and self-concept;
- A healthy attitude to school work and to colleagues.

B.   *Lesson Presentation Skills*
   i.   Stage I - Pre-Operational

   Diagnostic Competence - **Awareness of the Nature and Needs of Students**
   - *ability to analyse and use students' past experiences.*
   - *ability to determine students' level of attainment;*
   - *ability to identify students' unique learning styles and problems;*
   - *ability to state objectives in accordance with knowledge about nature and needs of students.*

   Planning Competence
   - *acquaintance of teacher with fundamental ideas of his subject discipline;*
   - *ability to select and organise content for sequential and cumulative learning, i.e. To allow each successive learning experience to build on the preceding one;*
   - *ability to choose/create appropriate materials and opportunities for learning.*

   ii. Stage II - Operational

Teaching Competence
Motivation Skills
(arousing, maintaining students' interest in pursuing learning goals)

Ability to:
- prepare students for classroom activities or establish a predisposition to learn;
- hold students' attention by varying teaching behaviour and learning activities;
- recognise and manage non-attending behaviour;
- make lessons relevant to students' intellectual emotional, social and other concerns;
- ability to exercise effective class management strategies.

Questioning Skills
Ability to:
- ask probing questions which elicit more than superficial responses;
- ask higher-order questions which require evaluative responses or application of concepts or principles;
- encourage student-initiated questions.

Communicative Skills
- evidence of good command of language (word usage, enunciation, pronunciation, voice pitch, etc.);
- ability to adapt language to verbal level of students;
- ability to organise material for effective presentation and reception (main points, supporting material, illustrations, summary).

Grouping Skills
- evidence and knowledge of group dynamics and group processes;
- ability to employ large and small group procedures;
- ability to apply guidelines for effective group discussion.

Skills in facilitating problem-solving (inquiry, discovery skills)

Ability to help students:
- identify a problem;
- formulate questions about the problem;
- hypothesize possible solutions;
- plan problem-solving strategies and identify data sources;
- report findings;
- establish generalisations.

Closure Skills
(The art of giving the learner a sense of completeness of accomplishment by pulling together main facts and ideas taught and providing a link between past and new knowledge).

- ability to reduce anxiety in learners by helping them to arrive at solutions;
- ability to arrive at several minor closures in a step-by- step approach to learning;
- ability to pull together threads of a complex many-faceted lesson or series of lessons;
- ability to summarize ideas presented by a variety of means;
- ability to design and set useful follow-up assignments.

iii. Stage III - Post-Operational

Assessment Competence

Ability to:
- devise formal and informal evaluative procedures to assess the effectiveness of instruction;
- ensure that evaluative devices are objective;
- ensure that evaluative devices are valid;
- ensure that evaluative devices are reliable;
- use assessment data effectively and appropriately.

Bibliography
Eggen, P., & Kauchak, D. (1997).
Educational Psychology: Windows on Classrooms.
(3rd edition). New Jersey: Prentice Hall.

Cooper, J.N. (Ed.) (1994).
Classroom Teaching Skills. 5th edition.
Lexington, Mass.: D.C. Heath

APPENDIX

GUIDELINES FOR FORMAL ASSIGNMENTS

Guidelines specific to each assignment are detailed below. In addition to these, the following technical requirements must be observed.

i.   *Conventions of grammar, spelling, punctuation, and paragraphing.*
ii. *Consistent use of the recommended APA style for citation and referencing.*

A.   *Foundation Areas Essay*
      (3,000 words)
      The essay is required to be an analytical discussion of concepts and findings in Philosophy of Education. Psychology of Education, Sociology of Education and Language in Education and Health and Family Life Education as they relate to the topic under consideration. In this essay the student is expected to:

i.   Examine critically the underlying assumptions of the topic chosen;

ii.   Demonstrate an understanding of the meaning of the concepts he/she is using or discussing;

iii. Select and evaluate from the literature views and information that are relevant to the topic;

iv.   Develop arguments logically, establishing continuity;

v.   Provide evidence/support for claims made;

vi.   Relate reading to personal experience both as student as teacher, and to the specific cultural and social issues which underlie educational practice in Trinidad & Tobago;

vii. Draw warranted conclusions.

B.   *The Curriculum/School Study*
      (5,000 words)
      The Curriculum/School Study is an evaluated account of an investigation of a school or classroom situation. It is a learning exercise aimed at giving the teacher an opportunity to:

i.   Develop and apply research skills in the classroom or school setting;

ii.   Demonstrate the ability to apply relevant theory to classroom practice or school administration.

Format of Curriculum/School Study
i.   An abstract of about 300 words (a loose copy of the abstract <u>must</u> also be submitted).

ii   The Problem
      • background to the problem including the setting
      • statement of the problem
      • significance of the study
      • research questions

iii. Review of related literature to include:
      • crucial tools, concepts and the accurate location of these within the existing literature.
      • points of similarity with and departure from your study and the location of these within the existing literature
      • a justification for your study focus with reference to the literature.

iv.   Research Methodology
      • description of the sample or case
      • research plan
      • description of instruments used
      • detailed report of procedures used in carrying out the research plan.

v.   Presentation of findings
      • presentation of data
      • data analysis
      • interpretation of findings

vi.   Summary and Conclusions
      • implications of findings
      • recommendations

vii. References

viii. Appendices
- samples of materials used and/or collected
- samples of students' work
- samples of tests, and other data collecting instruments unit outline
- lesson plans
- tables, diagrams, graphs
- other relevant material

C. *Dissertation*
(5,000 words)
The dissertation is an extensive scholarly exploration of a topic of educational significance in Trinidad & Tobago.

i. It must reflect critical and original thought applied to a comprehensive investigation of the chosen issue.

ii. Offer suggestions and recommendations for dealing with the related aspect of educational practice, policy, or administration.

iii. Integrate relevant matter from education theory, curriculum practice in interpreting and developing the topic in a comprehensive way.

Empirical data or other documented materials may be used to illustrate and support the presentation. The following is an example of how the dissertation may be presented:

a. An abstract of about approximately 300 words. (A loose copy of the abstract must also be submitted);

b. A brief introduction to indicate the topic and its treatment;

c. An extended treatment of the topic which may take one of several forms, e.g.

    1. *A written discussion, in essay format, which critically examines and analyzes the topic;*
    2. *Other text or non-text formats in which the topic is critically examined and presented. In such cases the presentation must be supplemented by a written analysis of the topic;*

d. Conclusions and recommendations for action based on knowledge gained from the literature and from the writer's own thinking and experience

e. A bibliography.

Requirements For Format

Instructions on format presented here do not cover all types of research reports. Students are required to discuss any peculiar problems with their tutors.

a). All written assignments for formal assessment must be typed:
- On plain quarto, one side only;
- With double-spacing throughout.

    i) *long passages of quotation should be set in from the left margin,*
    ii) *the first line of the bibliography should be indented five spaces to the right*
    iii) *with a right margin of one inch, and the top, bottom and left margins of 1 ˙ inches.*

b). All written assignments must be submitted within the covers supplied by the Department.

c). It is the student's responsibility to give adequate directions to the typist with respect to matters of format and presentation.

d). Students are expected to make very early arrangements with a competent typist and to collect the manuscript some days in advance of the deadline for thorough checking to eliminate typing and other errors.

Requirements for References

A. *Why you must give references*
References must be given for everything which you take from another author because:

i.   Not to do so is **PLAGIARISM**, literary and intellect theft and cheating passing off as your work what is really that of someone else.

   N.B: THE PENALTY FOR PLAGIARISM IS EXPULSION FROM THE UNIVERSITY OR DEBARMENT FOR A NUMBER OF YEARS.

ii.   Those assessing your work need to know what exactly is your own work and what you have taken from elsewhere and so to be able to check that you have quoted or used it correctly.

iii.   Other readers (e.g. Future Diploma in Education students) also need to know what is your own and what is not, so they can quote the correct source and follow up your references.

B. *When to quote or mention other works*
i.   Every time you use the ideas or words of another writer, you must indicate their source so as to avoid plagiarism.

ii.   If you use his actual words, put them in single quotation marks and give the reference.

iii.   If you put his ideas into your own words, you must still give the reference to the source.

iv.   Quoting the actual words is <u>necessary</u> when:

   You wish to show that the writer actually said a particular thing;
   You intend to examine in detail what he said;
   It is a definition of a key term.

v.   Otherwise you should try to put another's ideas into your own words so as to show that you understand what he said.

vi.   Except as stated in (iv), avoid long quotations.

vii.   DO NOT MERELY QUOTE, for that occupies space without anything being said by YOU. <u>Use what you quote, as in (iv), or to support your argument.</u>

   e.g.: Do not merely quote several definitions, but criticize them and conclude with the one which you accept and are going to use, or give that one only.

   MAKE SURE THAT THE READER WILL KNOW THAT YOU AGREE OR DISAGREE WITH WHAT YOU QUOTE.

viii.   Beware of quoting an author as saying something with which he does not in fact agree. Writers often set out a certain position in some detail before going on
to criticize, modify or reject it. Therefore read before and after the particular passage to make sure that it does express the writer's own position.

C. *How to give references*

a.   In the body of the text:
i).   When you quote or take ideas from an author, give the author's name, authors' names, the date of publication, and, if you quote or cite a particular part, the page number, page numbers, or chapter. Fit your citations neatly into your sentences. Quotations should be double spaced. Quotations must be accurate, following the wording, spelling and interior punctuation of the source.

   As Hirst and Peters (Hirst and Peters, 1970, p.43) say, "development" suggests irreversible changes "the direction of which is characteristic of that which develops".

Some people (e.g. Bantock, 1980, Chap.1) still see merit in the Renaissance ideal of education.

ii.   When you cite two works by the same author published in the same year, distinguish them by a, b, etc.

There is evidence (Hallam, 1969a, 1969b) that even at the age of 16 many pupils cannot understand the abstract terms used in the teaching of History.

iii.   Where you take a quotation from one author when quoted by another, give the name of the original author and the details of where you found it.

Progressive educators are apt to give vague statements of aims such as "Life is the trade I would teach him" (Rousseau, quoted Bantock, 1980, p.43).

iv.   Use single quotation marks for the quotation within the quotation.

Bantock (1980, p.43) "but the principle behind the progressive view of the curriculum is essentially that of the accidental: Rousseau wishes for an education that will be immediately useful - `life is the trade that I would teach him'".

v   To set out a long quotation, indent the whole quotation from the left margin and use double spacing.

Biehler and Snowman (1982) noted

In many respects, students are in a better position to evaluate teachers than anyone else. They may not always be able to analyse why what a teacher does is effective or ineffective (which might be true of an experienced expert observer), but they know, better than anyone else, whether they are responding and learning. Furthermore, students form their impressions after interacting with a teacher for hundreds or thousands of hours.

B.   **In the Bibliography**
List in alphabetical order the names of the authors of all works you have quoted or consulted. Use double spacing. The first line of the bibliography should be indented five spaces to the right.

i).   **BOOKS**
The Bibliography should <u>not</u> be divided into sections. <u>All</u> works, regardless of number of authors, or whether they are books or articles etc., <u>Must</u> be placed in alphabetical order of surname of author, editor or publisher. <u>No</u> separate listings should be made for books, articles, etc.

1.   **ONE AUTHOR**
Bantock, G.H. (1980). <u>Dilemmas of the curriculum</u>.   Oxford: Robertson.

2.   **TWO AUTHORS**
Hoy, W.K., & Miskel, C.G. (1982). <u>Educational administration: Theory, research and practice</u> (2nd ed.). New York: Random House.

3.   **MORE THAN TWO AUTHORS**
Morphet, E.L., Johns, R.L., & Reller, T.L. (1982) <u>Educational organisation and administration: concepts, practices and issues</u> (4th ed). New Jersey: Prentice-Hall.

4.   **NO AUTHOR GIVEN**
<u>The World of Learning</u>. (1984-85). London: Europe Publications.

5. **AN ORGANISATION OR INSTITUTION AS "AUTHOR"**
National Council of Teachers of Mathematics (1984). Computers in mathematics education : 1984 Yearbook.

6. **AN EDITOR OR COMPILER AS "AUTHOR"**
Sander, R.E. (Ed.). (1978). From Trinidad: An anthology of early West Indian Writing. New York: African.

7. **TRANSLATIONS**
Vygotsky, L.S. (1962). Thought and Language. (E. Hanfmann & G. Vakar). Cambridge: M.I.T. Press (Original work published 1934).

8. **WORKS IN SEVERAL VOLUMES**
Husen, T., & Postlewaite, T.N. (Eds.). (1985) The International encyclopedia of education, research and studies: (Vol. 1-10). Oxford: Pergamon Press.

9. **AN ESSAY IN A COLLECTED WORK**
Harlen, W. (1983). Evaluating the Curriculum. In A. Paisey (Ed.), The Effective Teacher in Primary and Secondary Schools (pp. 135-150). London: Ward Lock.

ii. **ARTICLES**
Periodicals
Hallam, R. (1969a). Piaget and moral judgements in history.

Educational Research. 11(3), 10-25.

Newspapers

Beddoe, I.B. (1987, October 29) Comprehensive approach to values of teaching. Trinidad Guardian. p.13.

N.B.: If you cite more than one essay in the same collected work, list the collection separately under the editor's name (see Books: A7 above) and then list each essay separately by author's name and in the appropriate place.

iii **PUBLISHED PROCEEDINGS OF A CONFERENCE**
Henry, R. (1982). The interface between education and employment in Trinidad & Tobago. In E. Gift et al. (Eds.). Report on conference on educational research in the Republic of Trinidad & Tobago: An exploration of needs and approaches (pp. 62-75).
St. Augustine: School of Education, The University of the West Indies.

iv. **DISSERTATIONS (Unpublished)**
Campbell, C.C. (1973). The development of education in Trinidad & Tobago, 1834-1870. Unpublished doctoral dissertation, The University of the West Indies, Mona.

v. **THESIS (Unpublished)**
Rohlehr, B.A. (1988). Cognitive style, graphicacy skills of CXC Geography students. Unpublished master's thesis. Faculty of Education, The University of the West Indies, St. Augustine.

Diploma in Health Visiting

Health Visiting education is a planned goal-directed activity determined by the needs of clients, society and learners. It is built on the foundation of basic nursing and midwifery education. The health visiting student brings to the learning environment a range of personal and professional knowledge, skills, attitudes and experiences. The health visiting education programme builds on these attributes by preparing the student to deliver specialised health care to the client utilising principles of research, epidemiology, teaching, management, growth and development, and counselling. Learning is enhanced in an environment which facilitates critical thinking with the School of Education guiding the educational process. Evaluation is on-going in the health visiting education programme.

The objectives of the programme are to:

1. Synthesize knowledge of sciences for the development of innovative health care plans and programmes
2. Examine critically, issues which affect health and health care of individuals families and communities
3. Strengthen interpersonal, problem-solving, interviewing, counselling, research, management and teaching skills to enhance health promotion and maintenance activities.
4. Conduct health needs assessment of individuals, families and Communities.
5. Utilise the epidemiological approach to determine and monitor the health status of the individual, family and community.
6. Utilise the research process for the development of the practice of health visiting.
7. Exercise critical thinking and professional judgement in decision-making.
8. Collaborate with members of the multidisciplinary team and the client in health promotion and health care activities.
9. Use the problem-solving approach to manage client care and health visiting practice.
10. Maintain ethical, moral and legal obligations inherent in health visiting practice.
11. Demonstrate competence in health visiting practice.
12. Demonstrate leadership capabilities in mobilizing resources to advance the practice of health visiting and achieve health gains.

Programme Content

Development of the Individual

EDHV 5001 (ED50A)	Physiology (30 hrs)
EDPS 5002 (ED50B)	Psychology (30 hrs)
EDHV 5003 (ED50C)	Principles and Practice of Teaching (30 hrs)
EDEA 5004 (ED50D)	Principles and Practice of Management (30 hrs)

Individual in the Group

EDSO 5101 (ED51A)	Sociology (30 hrs)
EDRS 5102 (ED51B)	Research Methodology (30 hrs)

Social Policy

EDEA 5201 (ED52A)	Social History and Social Administration (30 hrs)
EDEA 5202 (ED52B)	Organization of the Health Services in Trinidad & Tobago (30 hrs)

Social Aspects of Health and Disease

EDHV 5010 (ED501)	Ecology and Environmental Health (60 hrs)
EDHV 5020 (ED502)	Major Diseases and Conditions affecting Health (60hrs)

Principles and Practice of Health Visiting

EDHV 5030 (ED503)	Professional Aspects of Health Visiting (60 hrs)
EDHV 5301 (ED53A)	Health Visiting Studies (30 hrs)
EDHV 5040 (ED504)	Scope of Health Visiting and Areas of Practice (60 hrs)

Marking Scheme

GRADE	PERCENTAGE RANGE	POINTS
A	86+	16
	76 – 85	14
	70 – 75	13
B+	68 – 69	10
	64 – 67	9
	60 – 63	7
B	58 – 59	6
	54 – 57	5
	50 – 53	4
C	48 – 49	3
	44 – 47	2
	40 – 43	1
D	35 – 39	Referred
E	0 – 34	Fail

COURSES IN THE DIPLOMA OF HEALTH VISITING

EDHV 5001 (ED50A) PHYSIOLOGY

This course focuses on aspects of the biological sciences which are specifically related to human growth and development, at every stage of the life cycle. This knowledge is necessary for the health visitor to differentiate normal from pathological changes so as to give anticipatory guidance. The objectives of the course are to help the participant to understand the factors which affect genetic inheritance and the current trends/possibilities for detection of genetic disorders; know selected genetic disorders affecting individuals and families; understand the elements of genetic counselling, his/her role and the role of specialist members of the team in genetic counselling; recognise the impact of pre-natal nutrition on human growth and development and the influence of socio-economic, cultural and dietary factors; understand the dietary habits of selected groups in Trinidad & Tobago and the role of several agencies in promoting community nutrition; recognise the various nutritionally related diseases/conditions in Trinidad & Tobago; to distinguish between the various anthropometric measurements for the assessment of nutritional status of individuals at any stage of the life cycle; to understand the meaning and principles of growth, development, and maturation; understand foetal development, particularly development of the sense organs, the causes and periods of risk, in relation to foetal sense organs abnormality; understand the methods to be used by the health visitor to detect sense organ defects in the infant, toddler and school-child; recognise the characteristics of the neonate in relation to positive reflexes; recognise the result of failure to achieve normal stages of development in the child 0-5 years; recognise the importance of play in the life of children; appreciate the inter-relationship of physical, social, intellectual and environmental aspects of child development; appreciate variations in normal growth and development in some children (0 - 5yrs)

Assessment
Written examination.

EDPS 5002 (ED50B)
PSYCHOLOGY

This course is intended to increase the participants' knowledge of the nature and scope of human behaviour, in relation to personal characteristics and the constant environmental stimulation that he is continually receiving. Man's ability to adjust his behaviour to his environment will be highlighted as a major component of health. The effects of mal-adjustment will be presented to allow the participants to appreciate the difference in normal behaviour. The objectives of this course are to help the participant to know the meaning, purpose, main schools and types of psychology, and main psychological theories; understand the concepts and principles of psychological growth and development and the psychological tasks to be accomplished at every stage of development; understand the main theories of personality development, the factors that determine human personality and attitudes; appreciate the value and limitations of attitude and intelligence testing; know the basic psychological processes; understand theories of perception, motivation, learning and intelligence and the factors which motivate human behaviour; understand the various ways through which learning occurs and the complex nature of learning; appreciate the value and input of psychology for a deeper understanding of self and others; understand the meaning and principles of group dynamics, phases of the group process and the main types and characteristics of a group; and, recognise the effects of group interaction on the individual and vice versa.

Assessment
Written examination.

EDHV 5003 (ED50C)
PRINCIPLES AND PRACTICE OF TEACHING

This course will improve the participants' teaching skills by increasing their knowledge of the concepts and principles upon which teaching is based. It will provide information for practical teaching and for the implementation of evaluation procedures both of the participant and his/her class. The objectives of this course are to help the participant to understand the concept of education, learning, and teaching and the role of psychology therein; discuss the differences between education, learning and teaching and the factors which may influence learning abilities; understand the various ways in which learning may take place; know the taxonomy of educational objectives; write educational objectives; recognise the positive attributes of an effective teacher; apply the concept and, principles of education, learning and teaching to plan for a unit of education; undertake a given number of teaching assignments in selected areas and use appropriate teaching aids for any selected topic.

Assessment
Teaching Practice in a clinic, school, or a selected group.

EDEA 5004 (ED50D)
PRINCIPLES AND
PRACTICE OF MANAGEMENT

This course emphasises the principles of management, which will facilitate the participant's understanding of administrative and supervisory functions in the area of his/her responsibility. The participant will be provided with opportunities to observe different leadership styles and the management of areas outside of the health services. The objectives of this course are to help the participant to know the main schools of management thought and the historical development of scientific management; understand basic concepts, principles, goals and systems approach to management; appreciate the complex nature of management; learn some theories and various styles of leadership; understand the functions and responsibilities of the supervisor, the purpose of the job description, and the process of recruitment and selection; know the problem-solving approach as applied to management; understand the communication process and the importance of effective communication as a management tool; understand the system for performance appraisal, staff discipline, and the grievance procedure; understand the need for staff development and the ways to achieve maximum performance from workers while maintaining a congenial atmosphere; know the role of worker organisations; recognise the value of human resources for the achievement of organisational goals; identify the various types of physical resources in a health unit and the procedures for budgeting, ordering, storing, issuing and controlling physical resources; understand the concepts and principles of managing time and work space; understand the purpose, value and methods of keeping records; write official letters, reports and proposals; and, manage a health unit for a selected period of time.

Assessment
An essay.

EDSO 5101 (ED51A)
SOCIOLOGY

This course studies the society, its structure, values and beliefs and relates them to health practices of the client. Learning experiences will focus on the Caribbean society and specific issues in Trinidad & Tobago. The objectives of this course are to help the participant to appreciate the importance of the subject of sociology and its relevance to their future role; examine basic concepts, main theories, language and terms used in the study of sociology; look at the development of social institutions in the Caribbean; understand the influence of class, culture, power and status, in relation to social position and mobility; understand the main social and political events which helped to structure the Caribbean society; examine the social characteristics of a population and the effects of population changes on the resources of Trinidad & Tobago; explore the effects of migration on family life and the community; understand the effects of social institutions, social stratification and population changes, on the provision and use of health care services in Trinidad & Tobago; appreciate the need to apply the knowledge of sociological concepts when interacting with individuals and families.

Assessment
Written examination.

EDRS 5102 (ED51B)
RESEARCH METHODS

The course content covers information which is basic to the understanding of research methods as a problem-solving technique used for the study of issues in the society. It introduces the concept of problem identification and solving through the techniques of sampling, data collection, analysis and presentation. The objectives of this course areto help the participant to understand basic statistical terms, concepts and formulae used in research; understand the elements of the research process, types of research design, data gathering tools and techniques; processing data; interpret research findings in selected professional literature; apply research techniques to epidemiology, neighbourhood and family studies; appreciate the need for researching health problems; and, recognise the value of initiating his/her own research project.

Assessment
Project.

EDEA 5201 (ED52A)
SOCIAL HISTORY AND
SOCIAL ADMINISTRATION

The course introduces the participant to social policy, as it addresses the development of social history and the influence of non-governmental organisations on this development in Trinidad & Tobago. The role of central and local government in this respect will also be presented. The objectives of this course are to introduce the student to the subject of social policy and social administration; provide an historical base for the study of social policy in Trinidad & Tobago; examine the development of social policy in key areas, e.g. housing, welfare, health, against the social/ historical background of research findings and the impact of technological change and changing social attitudes towards needs, expectations and attitudes; help the participant to appreciate the role and function of non-governmental organisations in the development of social policy in Trinidad & Tobago.

Assessment
An essay.

EDHV 5202 (ED52B)
ORGANISATION OF HEALTH SERVICES IN
TRINIDAD & TOBAGO

This course describes the organisation, role and function of health and social services in Trinidad & Tobago. The influence of international, regional and local health-related organisations will also be highlighted. The laws pertaining to the provision of health and social services in Trinidad & Tobago will be addressed. The objectives of this course are to help the participant to understand the organisation of the health services in Trinidad & Tobago, his/her role, and the role of other members of the health team; recognise role and function of the health visitor; appreciate the influence of international and regional organisations on the development and provision of health services in Trinidad & Tobago; and, become familiar with pertinent laws which govern the provision of health services in Trinidad & Tobago.

Assessment
Project.

EDHV 5010 (ED501)
ECOLOGY AND ENVIRONMENTAL HEALTH

This course introduces the participant to the wider concept of the environment, including concepts of ecology and biosphere. It facilitates an in- depth understanding of man's ability to control his environment and the importance of maintaining a healthy environment. The major agencies and organisations which are responsible for the promotion and maintenance of health will be described. The objectives of this course are to help the participant to understanding the meaning of ecology, ecosystem, environment, and biosphere; know the ecological classification of organisms; appreciate the complexity of life forms and their role in maintaining homeostasis in the biosphere; understand the interrelationship of man with his total environment; understand the concept of health, environmental health and the major determinants for maintaining a healthy environment; understand the contribution of clean air, adequate nutrition, safe housing, pure water supply and other essential services, in promoting and maintaining human health; recognise responsibilities of individuals, families and major agencies/organisations in promoting and maintaining environmental health; know concepts related to primary health care, community mental health, occupational health and safety; and, recognise policies, laws, and strategies which are available for promoting and maintaining community mental health and occupational health and safety.

Assessment
An essay.

EDHV 5020 (ED502)
MAJOR DISEASES AND
CONDITIONS AFFECTING HEALTH

In Trinidad & Tobago the health visitor is required to assist the health team in the prevention and control of communicable and non-communicable diseases and conditions, although his/her main responsibility lies in the area of health promotion and maintenance. Participants will be introduced to the study of epidemiology which forms the basis for disease surveillance. The objectives of this course are to help the participant become familiar with the various sources from which health data and information may be obtained; know the international classification of diseases; understand the disease process and outcome; recognise those diseases in Trinidad & Tobago against which immunizations are available, especially the childhood diseases; understand principles, methods/procedures of immunization; appreciate the importance of maintaining the "Cold Chain"; understand levels of prevention; understand the meaning, principles, purpose and scope of epidemiology; know epidemiological variables of importance in investigating a disease/condition; recognise the various kinds of epidemiological studies, and limitations in their uses; apply information from the research course with the principles and methods of epidemiology; know the major diseases, communicable, non-communicable, which affect the Trinidad & Tobago population; understand important anthropoid-borne and helminthic diseases in disabling and handicapping conditions in Trinidad & Tobago, their prevention and control; appreciate the effect of stress on individuals and families resulting from disease and disabling conditions; and, recognise the impact of disease and handicaps on personal and national development.

Assessment
Project.

EDHV 5030 (ED503)
PROFESSIONAL ASPECTS OF
HEALTH VISITING

In this course the concepts, philosophy and principles upon which health visiting in Trinidad & Tobago is based, will be examined. The origin and development of health visiting at international, regional and national levels will be addressed. Issues for which ethical decisions are required will be critically examined.

The objectives of this course are to help the participant to understand the concepts, philosophy and principles of health visiting; recognise the major historical development/developmental mileposts of health visiting in England and its impact on health visiting at regional and national levels; appreciate the contribution made by local pioneers and/or pioneer groups to the development of health visiting in Trinidad & Tobago; identify national and local policies/strategies which may change the direction of health visiting in Trinidad & Tobago; recognise philosophical concepts as they relate to ethical behaviour; interpret the International Council of Nurses Code of Ethics in context of the Code of Ethics for Nurses in Trinidad & Tobago; identify circumstances which have legal implications in the context of health visiting; recognise the relevance of documentation; recognise the role of Professional Nursing Organisations in Trinidad & Tobago in monitoring and maintaining ethical behaviour of its members; and, appreciate the importance of active participation in Professional Nursing Organisation(s).

Assessment
Written examination.

EDHV 5301 (ED53A)
HEALTH VISITING STUDIES

This course is designed to develop in the learner the skills of health visiting through the application of the Nursing Process to selected studies. Various models of care will be examined in order to determine appropriate approaches which may be applied to situations in health visiting. Two types of health visiting studies will be explored in preparation for the participant's involvement in practical assignments. The objectives of this course are to help the participant understand the components of the nursing process and various models of care which may be used in health visiting practice; apply concepts and principles from the nursing process and selected models of care to assess, plan for, implement and evaluate care for individuals and families at any stage of the life cycle; apply a scientific method at every phase of health visiting practice; incorporate the principles of individual and community participation in planning care for individuals and families; distinguish between the various types of health visiting studies; analyse the purpose of, and the steps to be followed, in conducting health visiting studies; compare and contrast principles and concepts from research methods and epidemiology courses with principles for conducting health visiting studies; design suitable questionnaires for use in data collection for neighbourhood and family studies; adhere to guidelines for conducting home visits; and, discuss the value of health visiting studies; and, utilize concepts and principles to prepare a selected project.

Assessment
Neighbourhood Profile and Case Study.

EDHV 5040 (ED504)
SCOPE OF HEALTH VISITING
- AREA OF PRACTICE

This course offers opportunities for the participant to apply close and conscious integration of concepts and principles which are taught in other areas of the programme to clinical situations. Utilizing the four family groupings, specifically, actual/potential, family-related problems of physiological, psycho-social, environmental or lifestyle in origin, will be highlighted.

The objectives of this course are to:
help the participant to identify health visiting priorities taking into consideration policies of the Ministry of Health and the organisation in which he/she functions; establish and maintain appropriate interpersonal relationships with individuals, families and other community groups and members of the health team; perform accurate health assessment of individuals at any stage of the life-cycle to determine a base from which health promotion/maintenance activities may begin; refer to the appropriate health care provider any situation/condition which falls outside the realm of health visiting practice; follow-up individuals/families who have been referred to determine further health needs; plan care with individuals /families keeping in mind medical or other prescriptions; arrange for the provision of care for individuals/families and/or undertake such care as required; initiate evaluative discussions about plans, progress, or other health concerns of individuals/families keeping within the context of confidentiality; manage effectively and efficiently human resources, paperwork, time and other physical resources of a selected health centre for a specified period; conduct all clinics held in a named health centre for a specified period; perform school health assessment, give immunization and keep related records of a specified number of school children; visit a number of "at-risk" families and continue prescribed care; propose a planned educational programme for a specific health problem in a district; undertake a selected number of teaching sessions in selected areas; and, select appropriate learning opportunities for the education of various categories of nursing and other students.

Assessment
i.   Assessment of a family during a home visit, and
ii.   Management of a selected clinic session
iii. A Family Study

HIGHER DEGREE PROGRAMMES OFFERED AT THE SCHOOL OF EDUCATION

Regulations and Syllabuses

Higher Degrees

The higher degree programmes of the School of Education are intended to develop a cadre of professionals capable of addressing the research, developmental, administrative, supervisory and instructional needs of the education sector of the region served by the University. Successful graduates should be able to:

a. *determine the nature of issues in the education sector;*
b. *design and participate in the conduct of appropriate investigations;*
c. *use data to guide decisions within the sphere of their operation;*
d. *provide desirable models of instructional or supervisory practice.*

The School of Education offers instruction towards the award of the Master of Education [M.Ed.], the Master of Philosophy [M.Phil.] and the Doctor of Philosophy [Ph.D.]. The School of Education has been revising its programme and courses for higher degrees to cater for the needs of our students, the national and Caribbean educational systems.

To this end, two new M.Ed. programmes have been approved and others are in the design stage.

MASTER OF EDUCATION (M.Ed.)

Regulations

Qualifications for Admission

1. Subject to **General Regulations** governing Master's degrees, persons holding the following are eligible to apply for registration for a Master's degree in Education (M.Ed) degree.

    i. A Bachelor's Degree of The University of the West Indies normally at Lower Second Class or above and the Diploma in Education of The University of the West Indies or an approved Certificate of Education;

    ii. A Bachelor's Degree of an approved University <u>and</u> an approved Diploma or Certificate in Education.

Professional Experience

2. Before being awarded the Master's degree in Education, the candidates must have had such experience of the practice of education as the School of Education might deem necessary.

Requirements

Candidates for the award of the M.Ed. Degree are required to have secured 42 credits through the completion of 8 semester courses (or the equivalent) and a research project. The courses are each worth 4 credits. The **Research Project Report (ED690)** should not exceed 15,000 words and is worth 10 credits. Candidates must also satisfy a 75% attendance requirement in the **Graduate Research Seminars, ED62C**, and must present their research proposal in one of these seminars.

The M.Ed. programmes are normally run for two years on a part-time basis.

Programme of Study

MASTER OF EDUCATION
– CONCENTRATION IN YOUTH GUIDANCE

Young people comprise an important part of our human resource potential. An important aim of education is to enable them to maximise their potential for learning and personal development so that they could lead healthy, fulfilling and successful lives, and contribute meaningfully to society. It is important, therefore, to have an understanding of the factors that facilitate or hinder this process.

Youth today are growing up in an era marked with turbulence and which presents many challenges. There is a breakdown in social structures, patterns of employment are changing, populations are becoming migratory and mobile, and there are fewer role models. Young people are being forced to grow up much faster than previous generations. For example, the influences of the media and information technology have exposed them to adult experiences and ways of thinking and to a culture of violence that is unprecedented and they have developed significantly different values and attitudes to those of adults. Peer groups have become for many young people the only source of social support and reference, and the danger is that the lifestyles promoted by the youth culture could be inimical to healthy development.

The school has been identified as one of the key agencies that can help address some of the fundamental problems facing youth, and facilitate that self-transformation and development of critical consciousness that is fundamental to human development. This demands a vast range of capacities in teachers and administrators if they are to effectively carry out these responsibilities.

The aim of this concentration, therefore, is to build the social, intellectual and technical capacities of teachers and educators to help young people develop positive attitudes to self and others, to become more knowledgeable about their own development, and to develop the skills to manage their emotions, make appropriate lifestyle and career choices, and build positive relationships. It will not prepare teachers to become full-time counsellors or guidance officers, but, rather, enable the main-stream classroom teacher to support students in facing various challenges of everyday life, as well as identifying and realising their fullest potential.

The **eight courses** to be completed in the Youth Guidance concentration are as follows:

- **Three** compulsory core courses for M.Ed. programmes:
  EDFA 6207 (ED62G)   Education and the Development of Social Competencies
  EDRS 6208 (ED62H)   Fundamentals of Educational Research I
  EDRS 6210 (ED62J)   Fundamentals of Educational Research II
- **Four** compulsory courses in the area of Curriculum
  EDPS 6209 (ED62I)   Youth Development
  EDGC 6211 (ED62K)   Health and Family Life Education
  EDGC 6212 (ED62L)   Diagnosis and Counselling – First Steps
  EDGC 6214 (ED62N)   Career Development
- **One** elective course:
  EDSE 6213 (ED62M)   Introduction to Special Education
  OR any other course approved by the School of Education

Candidates must have at least a 75% attendance record in the Graduate Research Seminars **EDRS 6203 (ED62C)**. They must also complete a Research Project Report **EDRS 6900 (ED690)**, which should not exceed 15,000 words.

MASTER OF EDUCATION
– CONCENTRATION IN CURRICULUM

The curriculum concentration is offered for educators and administrators at all levels of the system who must deal with curriculum issues in the Caribbean in a time of rapid and widespread curriculum change. The programme is aimed at giving students the opportunity to develop critical competencies in curriculum theorising, planning and implementation, and to learn how curriculum theories have shaped Caribbean curricula.

Issues to be considered relate to the status of curriculum theory, planning and enactment from perspectives that are informed both by Caribbean experience and enquiry and also by the experience and expertise of the wider educational community. Students will be encouraged to use their diverse educational and other life experiences in responding to the demands of the program.

The **eight courses** to be completed in the Curriculum concentration are as follows:

*   **Three** compulsory core courses for MEd programmes:

    EDFA 6207 (ED62G)   Education and the Development of Social Competencies

    EDRS 6208 (ED62H)   Fundamentals of Educational Research I

    EDRS 6210 (ED62J)   Fundamentals of Educational Research II

*   **Four** compulsory courses in the area of Curriculum

    EDCU 6309 (ED63I)   Curriculum Theory as Process

    EDCU 6310 (ED63J)   Curriculum Policy and Planning

    EDCU 6311 (ED63K)   Curriculum Implementation and Adaptation

    EDCU 6312 (ED63L)   Curriculum Enactment and Communication

*   **One** elective course chosen by the student with the approval of the School of Education

COMPULSORY CORE COURSES FOR M.Ed. PROGRAMMES

EDFA 6207 (ED62G)
EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES
(4 credits)

Overview

This course will employ a problem-based approach to introduce participants to some of the critical dilemmas, conflicts and prominent controversies arising from social development. It therefore takes into consideration the dilemmas that often arise in the nature of the relationship between education and – the promotion of equity, the enhancement of productivity and competitiveness, the empowerment of agents and actors in the education system, and the development of sustainable models of socio-economic and political development. It seeks to help students to identify, characterise and analyse some of these major dilemmas in contemporary social life as they would impact on educational issues. It would contribute to the development of theoretical insights that can guide actors and agencies in education towards the formulation of practical solutions.

Objectives

The student will be able to:

(1)   identify and examine some of the major dilemmas in contemporary social life that impact on educational practice

(2)   apply key principles, concepts and theories from the philosophy, sociology and psychology of education to the analysis of these major dilemmas

(3)   adduce and address the implications for education emanating from the analysis of these dilemmas

Content

·   Philosophy: Cultural diversity – schooling and the issue of citizenship in a multicultural/plural society
    *   *rights and duties of citizens in a diverse society*
    *   *democracy, problems of toleration and recognition*
    *   *teaching, citizenship and the justification of schooling*

*   Sociology: Culture, Postmodernism and Education
    *   *globalisation and nativism: the challenge for education (a new learning culture)*
    *   *reducing prejudice in the postmodern world: the sociology of modern mass media, information and communication technologies*
    *   *social construction and postmodernism*
    *   *education and a culture of peace*

*   Psychology: Education, Culture and the Individual
    *   *frames of mind: the psychological bases of the traditional vs. the reformed curriculum*
    *   *new departures in learning and instruction: implications for the design of effective instruction e.g. constructivism*
    *   *psychological perspectives on authentic and self assessment*

Assessment

This course shall be assessed through coursework (40%) and a final written examination (60%).

EDRS 6208 (ED62H)
FUNDAMENTALS OF
EDUCATIONAL RESEARCH I
(4 credits)

Objectives

The student will be able to:

(1) describe the nature of educational research
(2) use educational theory in order to select and identify significant research issues
(3) formulate research problems
(4) design appropriate tools and instruments for investigation
(5) use the various statistical forms of data analysis
(6) reflect on and analyse issues and dilemmas in educational research
(7) develop competence in the interpretation and evaluation of educational research findings

Content

• The nature of educational research. Education as an applied discipline. The relevance of educational theory to research.
• Sources of evidence in research. Identifying and formulating research problems. Selection of methods in educational research.
• Research and knowledge utilization. Reporting of educational research.
• Designing and implementing research in the empirical-analytical tradition. Positivist approaches to research :
  • *the research plan: ethical considerations, sampling design, data collection*
  • *descriptive research*
  • *experimental research*
  • *descriptive data analysis*
    measures of central tendency
    measures of variability
    measures of relationship–correlations
  • *inferential data analysis*
    testing statistical significance
    non-parametric tests
  • *use of computer software in data analysis*
  • *preparing a research proposal*

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDRS 6210 (ED62J)
FUNDAMENTALS OF
EDUCATIONAL RESEARCH II
(4 credits)

Prerequisite: Fundamentals of Educational Research I

Objectives

The student will be able to:

(1) describe different approaches to educational research
(2) discuss research issues emanating from different approaches to educational research
(3) select appropriate research approaches in the investigation of specific phenomena
(4) design educational research in the naturalistic paradigm
(5) analyse qualitative data
(6) develop competence in evaluating the varied forms of qualitative research in education

Content

• the quantitative–qualitative dichotomy. Philosophical underpinnings of the empirical– analytic and naturalistic approaches to research
• major research orientations and methodologies in the naturalistic paradigm:
  • *ethnography*
  • *grounded theory*
  • *case study*
  • *critical inquiry*
  • *the role of sociological theory in qualitative research e.g. hermeneutics, symbolic interaction, and phenomenology*
• problem identification and formulation
• designing research in the naturalistic tradition:
  • *identifying data sources*
  • *data collection*
  • *data analysis (use of computer software for qualitative data analysis)*
  • *ethical issues*

Assessment
This course shall be assessed by coursework (40%) and a final examination (60%).

COMPULSORY COURSES IN THE AREA OF YOUTH GUIDANCE

EDPS 6209 (ED62I)
YOUTH DEVELOPMENT
(4 credits)

Overview
This course is a study of human growth and development through childhood and adolescence. An essential portion of the course will expose participants to the opinions, beliefs and voice of youth contemplating their own daily challenges and dilemmas.

Fieldwork and practical enquiry will be balanced with lecture and small-group presentations, in an integration of theory with actual experience.

Objectives
The student will be able to:
1. define the concepts of "child", "youth" and "society" and the relationships among them.
2. identify the rights of the child and of youth.
3. define the concepts of "self" and "identity" and evaluate the impact of psychosocial factors on adolescent development.
4. apply knowledge of youth-related issues such as health, recreation, law-abiding behaviour, and the influence of the peer group to the mediation process.

Content
•   Definition and explication of the concepts "child", "youth" and "society"
•   Policies stated in United Nations documents on the rights of children and youth
•   Regional policies on children and youth and the implications for intervention strategies
•   Psychosocial and identity development theories
•   Dilemmas of children and youth in the Caribbean
•   Social challenges for children and youth
•   Youth empowerment through peer education

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDGC 6211 (ED62K)
HEALTH AND FAMILY LIFE EDUCATION (HFLE)
(4 credits)

Overview
HFLE is a life skills-based programme that promotes psychosocial competence, that is, the ability to deal effectively with the challenges of everyday life. Its aim is to encourage a critical analysis of values, behaviours, social conditions and lifestyles as they impact on health and relationships, while strengthening skills that promote positive behaviours. This course is designed to help participants develop competence in using life skills as counselling techniques, as well as in the construction of HFLE programmes that use the life skills approach. Interactive methodologies will be used such as lecture/discussion, situation analysis, student presentations/debates, and role-play.

Objectives
The student will be able to:
(1)   model the key life skills techniques during their interactions with peers and students
(2)   identify the theories that underpin the life skills-based approach to HFLE
(3)   analyse the different theories in relation to life skills development
(4)   critically analyse the research evidence that supports the practice of the life skills-based approach in school curricula
(5)   apply knowledge of life skills theories to the design and implementation of HFLE programmes to address specific needs of young people in schools
(6)   demonstrate the capacity for empathy, genuineness, and respect through the development of caring relationships

Content
Linking the following key types of life skills to the counselling process:
•   Decision-making
•   Interpersonal relationship
•   Empathy
•   Coping with stress
•   Negotiation
•   Self management/monitoring

Overview of the following major theories underpinning life skills and implications for life skills development in HFLE

- *Child and adolescent development theory*
- *Constructivist psychology*
- *Social learning theory*
- *Problem-behaviour theory*
- *Social influence theory*
- *Cognitive problem-solving*
- *Multiple intelligences theory*
- *Resilience theory*

Examination of current research in the practice of life skills.

Integrating theory to the design and development of HFLE programmes with emphasis on Lifestyles: Health and Wellness; Eating and Fitness; and Human Sexuality.

Assessment
This course shall be assessed through coursework (100%). This will consist of a practicum to be conducted in a school. The nature of the course, with its focus on the acquisition and practice of life skills, demands that a clinical approach be emphasised.

EDGC 6212 (ED62L)
DIAGNOSIS AND COUNSELLING:
FIRST STEPS
(4 credits)
Overview
This course provides a general introduction to elements of counselling within the school environment. It is aimed at teachers who wish to be able to make an informed response to the academic and non-academic needs of students. The course will identify various student problems that the average class-room teacher may encounter regularly and outline ways to identify and work with students who need help. A major concern is the referral process and how participants can collaborate with colleagues in their school and other professionals in order to assist students.

Case studies will be a major focus of the course.

Objectives
The student will be able to:
(1) identify behaviours characteristic of students with problems.
(2) initiate contact with students in ways that provide understandings to help in the management/mitigation of these behaviours.
(3) guide students and/or families to appropriate resources and support systems for identified problems.
(4) develop enabling partnerships with parents and/or other teachers vis-à-vis student cases.
(5) make sound ethical decisions about working with and consulting about student cases.
(6) apply the counselling process within the limits of the teacher's normal role.

Content
- Characteristics of children's and youth's conflicts with self
- Characteristics of children's and youth's conflicts with others
- Special topics:
  - *child abuse*
  - *"latchkey" children*
  - *living with addictions*
  - *death and dying*
  - *divorce and family re-arrangement*
- Consultation and referral
  - *the role of consultation*
  - *the consulting process*
  - *creating a referral list*
- Collaboration
  - *working with parents: establishing rapport, impartiality, data collection, the referral process, planning and goal setting.*
  - *working with other teachers: establishing rapport, data sharing and confidentiality, collaborative planning.*
- Legal and ethical considerations
- Stages in the counselling process

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDSE 6213 (ED62M)
INTRODUCTION TO SPECIAL EDUCATION
(4 credits)

Overview

This course provides a general introduction to the field of Special Education and the study of exceptionality. Since the trend in current educational practice is towards integration of special students into the mainstream classroom, it is not unusual for regular classroom teachers to have students with exceptionalities in their classes. Teachers therefore need to be aware of and sensitive to the characteristics and needs of these students.

Case studies will be the major strategy used to identify and plan for these students.

Objectives

The student will be able to:
(1)   define "exceptionality" and examine issues involved in identification of exceptionality and curriculum planning for exceptional children in the regular school.
(2)   identify the characteristics of various categories of exceptionality.
(3)   formulate individualised education plans to treat with exceptionality in various contexts
(4)   use media and technology in the teaching of exceptional children.

Content
•   Definitions of "exceptionality", "classification and labelling", and "mainstreaming"
•   Classes of exceptionality - visual impairments; auditory impairments; mental retardation; speech and language disorders; behaviour problems; learning challenges; physical challenges; giftedness and talentedness
•   Individualised education plans for exceptional children
•   Use of media and technology in teaching exceptional children

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDGC 6214 (ED62N)
CAREER DEVELOPMENT
(4 credits)

Overview

At both the primary and secondary level, little attention is given to helping students to think seriously about career development or to make sound decisions on career choice. The general practice is to take students on infrequent field trips to unsystematically chosen industrial plants and invite (also infrequently and unsystematically) officials from different industries to give lectures/talks on careers in those industries or on career options in general. A more rational and systematic approach is needed, which this course seeks to provide. It provides a general overview of career development theories and their possible applications in the classrooms of Trinidad & Tobago.

Systematic career planning and professional exploration based on the theories introduced will form the basis of class activities.

Objectives

The student will be able to:
(1)   define the key concepts associated with career development and the world of work.
(2)   evaluate various career development theories in light of educational and societal issues within local contexts and use them to inform their counselling of students.
(3)   guide students in the use of self-assessment and decision-making strategies for occupational choice.
(4)   formulate a career guidance programme for implementation within a school.

Content
•   Definition of the concepts of "career guidance" and "work"
•   Career development theories in relation to: person-environment interactions, accidents, and psychological development approaches
•   Decision theories in relation to: expectancy, self-efficacy, and cognitive dissonance
•   Educational and societal issues that impact on career choice and the world of work
•   Career guidance in the elementary school
•   Career guidance in the secondary school

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

COMPULSORY COURSES IN
THE AREA OF CURRICULUM

EDCU 6309 (ED63I)
CURRICULUM THEORY AS PROCESS
(4 credits)

Overview

Curriculum practitioners need to make decisions which are informed not only by policy decisions and personal experiences, but also by shared understandings of curriculum, and of theories which now shape practice and inquiry in the field. This course provides students with the opportunity to develop a good understanding of such curriculum theories, to critically evaluate major movements in the development of curriculum theory, and to develop and articulate their own evolving theories of curriculum.

Objectives

Students will be able to:
(1) discuss the process of theorising, and explain interrelationships between curriculum theory and practice.
(2) critically analyse the contributions of different schools of thought to curriculum decision-making and inquiry.
(3) integrate personal experience and formal curriculum theory in making decisions with regard to their own practice.
(4) utilise curriculum theories in evaluating curriculum policy and practice in the Caribbean.
(5) use their knowledge of curriculum theory to propose methodological approaches to conducting curriculum inquiry.

Content
• Key concepts in curriculum.
• The nature and foundations of curriculum theorising
• Interrelationships between curriculum theory and curriculum practice – the Caribbean, and the wider community.
• Conceptualisations of Curriculum:
    • *Traditionalists.*
    • *Conceptual empiricists.*
    • *Reconceptualists.*
    • *Postmodernists.*
• Developing personal theories of curriculum.

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDCU 6310 (ED63J)
CURRICULUM POLICY AND PLANNING
(4 credits)

(Prerequisite: Curriculum Theory as Process)

Overview

Curriculum policy and curriculum planning are central to the shaping of curricula. This course is intended to introduce students who are practitioners at all levels of the education system to theories and frameworks which inform the curriculum planning process.

Students will also be given the opportunity to explore the influence of curriculum policy and planning decisions on Caribbean curricula.

Objectives

Students will be able to:
(1) explain what is meant by curriculum policy, and determine how policy will shape the decisions they make in developing and adapting curricula.
(2) utilise various theories and models of curriculum development and design to plan curricula for identified contexts.
(3) identify issues which inform the decision-making process in planning curricula for Caribbean contexts.

Content

The role of policy in curriculum planning:
• Different conceptions of policy
• Levels of curriculum policy decision-making
• Relationships between policy and curriculum development decisions.

Addressing issues of curriculum planning, as they relate to political, social and cultural influences on curriculum planning decisions.

Selecting appropriate models of curriculum development for different contexts.

Designing a curriculum: The basic tasks.

Curriculum evaluation:
• The nature and tasks of curriculum evaluation
• Technical and non-technical models of curriculum evaluation
• Decision-making at different stages of curriculum evaluation
• Controversial issues in curriculum evaluation:
• The form of objectives
• Measurement of intended outcomes vs. goal free evaluation
• Traditional assessment vs. authentic assessment

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDCU 6311 (ED63K)
CURRICULUM IMPLEMENTATION AND ADAPTATION
(4 credits)

Prerequisite: EDCU 6310 (ED 63J) Curriculum Policy and Planning
Overview
This course introduces practitioners at all levels of the system to the theory and practice which inform the adoption and the implementation or adaptation of proposed curriculum changes. It explores phenomena of change, and factors that facilitate or hinder proposed curriculum changes. The course aims at developing competencies in problem-solving, communication, collaborative planning and strategic planning that are necessary to effect curriculum change.

Objectives
Students will be able to:
(1) discuss the change process as it relates to curriculum implementation and adaptation.
(2) develop appropriate strategies for curriculum implementation and adaptation within identified contexts of change.
(3) propose and critique strategies for disseminating information about curriculum innovations.
(4) propose and critique strategies for managing and evaluating curriculum change.

Content
Phenomena of change
• The change process
• Subjective understandings and experiences of change

• Contexts which shape responses to curriculum change: political, cultural, biographical, socio-historical and structural

Addressing the problems of curriculum change
• Establishing a perspective on change: fidelity or mutual adaptation
• Identifying challenges presented by a proposed innovation: characteristics of the innovation; existing systems and cultures; characteristics and responses of stakeholders
• Developing strategies to support the innovation: Choosing among change typologies and strategies; developing supportive cultures, organisational structures and plans for staff development
• Developing strategies to disseminate information about proposed curriculum changes: characterising audiences; determining the message; selecting media; providing for feedback
• Developing strategies to monitor curriculum change: selecting from among models of curriculum evaluation

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDCU 6312 (ED63L)
CURRICULUM ENACTMENT AND COMMUNICATION
(4 credits)

Overview
An understanding of communication processes is essential to the effective enactment of curricula. The aim of this course is to help practitioners in education to recognise how meaning and assignation of power in the curriculum result from the interactions of individuals within classroom contexts. Practitioners will also develop competencies, as communicators and as developers of students' communication skills so as to promote learning in the classroom.

Objectives
Students will be able to:
(1) make curriculum decisions that are informed by a sound knowledge of communication principles and processes.
(2) assess the effects of different contexts on communication and learning processes.

(3) use appropriate technologies of communication in developing teaching and learning strategies.
(4) help their students to communicate more effectively.

Content

The nature of communication and of curriculum enactment
• Theories and models of communication, as process and as generation of meaning
• Elements of the communication process
• Elements of meaning generation
• Conceptions and commonplaces of curriculum: implications for making communication decisions
• Curriculum enactment as generation of meaning
• Processes of classroom-based curriculum decision-making

Communication and learning.
• Learning as semiotic apprenticeship
• Language, thought and learning
• Curriculum genres as social process
• Disciplines as communities of practice: challenges for learners
• The exercise of power in learning situations: communication, conflict and the hidden curriculum

Contexts of classroom communication
• The nature and dimensions of 'context'
• The effects of context on the construction of meaning in classrooms
• Contexts of communication in Caribbean classrooms
• Dimensions of communicative competence in classroom contexts
• Communication technologies for different audiences and teaching purposes
• Barriers to communication in the classroom

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

Grading Scheme for M.Ed. Degrees

The following scheme shall apply

A	**70 - 100**
B+	**60 - 69**
B	**50 - 59**
Fail	**0 - 49**

OTHER APPROVED MASTER'S LEVEL COURSES

EDTK 6001 (ED60A)
EDUCATIONAL TECHNOLOGY
-THEORY WITH SOME PRACTICAL APPLICATIONS

In the planning, design and development of instructional materials, there will be need for close collaboration between curriculum officers and teacher educators, on the one hand, and materials production specialists on the other. Consequently, it is important that all participants have a common perspective about the task to be performed. This course, which is also offered at the level of a Certificate in Materials Production, is intended to provide the theoretical framework that would inform decisions about the development of instructional materials. The limited production is intended primarily to allow curriculum officers to acquire minimum competence in and some awareness of a few practical skills.

Participants will define the term Educational Technology (ET); understand some of the issues underlying the concept of ET; understand some psychological issues related to ET; explore issues related to ET in a developing society; understand the basic principles of instructional design; recognise the role and function of media in instructional design; develop and practice skills for presenting information using transparencies and slides; develop and practice skills for dry mounting pictures / photographs.

Content

Definition of Educational Technology; brief overview of education; brief overview of technology; definition of ET. Conceptual framework for educational technology: systems and systems behaviour including an understanding of concepts such as input and output, boundaries, positive and negative feedback, closed and open systems; cybernetics – the theory of communication and control, including an understanding of concepts such as feedback loop, algorithm, heuristics, signal to noise ratio, redundancy, modelling.

Psychological foundations of educational technology: the two hemispheres of the brain; processing of pictorial information; schematic/cognitive structure and meaningful learning; media attributes and their effects on learning. Educational technology in a developing society: communications technology as a facilitator of mass education; the UWIDITE experience:

achievements, problems, prospects; an assessment of the Trinidad & Tobago situation.

Instructional Design: identifying and defining all stages from setting of objectives to formative and summative evaluation; the role and function of media in process defined above; Materials Production: graphics design; preparing a series of transparencies; preparing a series of slides. Equipment Use: using the transparency maker; using a 35 mm camera; using the overhead and slide projectors; using the dry-mount machine; (instruction in the use of other equipment can be arranged but will not be linked to course requirements.)

Assessment
A mounted picture/photo; a series of slides; and, transparencies (25%). A written assignment, 15%; and, a written examination, (60%).

EDME 6006 (ED60F)
PRINCIPLES OF ASSESSMENT AND EVALUATION

Students will be able to explain the basic concepts associated with assessment and evaluation in education; be able to give details of the various forms of traditional assessment strategies as well as newer alternative assessment strategies; be able to critique test items, tests and other assessment strategies; be able to evaluate the technical quality of assessment strategies; be able to choose appropriate assessment strategies for specific learning contexts; be able to interpret the results of assessment; be able to provide appropriate feedback about student performance to various stakeholders in the educational system; and, be sensitive to the crucial role that assessment and evaluation play in the learning process and in educational policy formation.

Content
Traditional assessment procedures - outlining student outcomes; supply-type items; selection-type items; constructing and refining the test: computer-based item analysis; the technical quality of tests and test items: issues of reliability and validity; obtaining and summarizing scores: statistical procedures; and, representing student performance: criterion-referenced and norm-referenced interpretations; grades; profiles.

Alternative assessment procedures - authentic/performance assessment; classroom-based and school-based assessment; standards; learning goals; curriculum standards; performance standards; alternative strategies for product and process assessment: laboratory practical activity, oral presentations, interviews, exhibitions, diaries/journals, portfolios, and project work; rubric development; interpreting and representing the results of assessment; and, the technical quality of alternative assessment strategies.

Current issues in educational assessment and evaluation - high stakes vs. low stakes assessment; teacher involvement in the assessment process; student involvement in the assessment process; and, assessment and accountability.

Assessment
Coursework: one class presentation and one written assignment (40%). Examination: one final examination (60%).

EDME 6102 (ED61B)
EVALUATION OF EDUCATIONAL SYSTEMS

This course is intended to assist the evaluators in defining what their responsibilities should be when pursuing activities in the context of programmes, products and curricular evaluation; provide an evaluation framework which should allow evaluators to choose an appropriate model or strategy to guide their evaluation; and, to make available to the evaluator the method and techniques for dealing with the collection and analysis of evaluation data.

Content
Perspectives: role and context of evaluation, evaluation as a disciplined inquiry, standards for evaluation of programmes, products and curricula; focus on evaluation within an educational system: system-wide evaluation, national monitoring of existing curricular programmes, teacher evaluation and accountability, school evaluation - administration, curricular programme, plant, equipment and materials; evaluation of performance units; evaluation of curriculum development projects - from the identification of values and derivation of aims to large-scale implementation; design evaluation - models and strategies: selection of outcome measures, judgmental, decision - management and decision-objective strategies, standard group designs, individualised programme designs, multi-stage, holistic and quality assurance models.

Assessment
A project (40%) and a written examination, (60%).

EDME 6103 (ED61C)
PRACTICUM IN ASSESSMENT AND EVALUATION

This is a practical course. Prerequisites are the satisfactory completion of ED60F:Principles of Assessment and Evaluation and, ED62A:Quantitative Research Methods in Education. The course is designed to provide students with practical experience in designing, trying out and refining the different types of assessment strategies.

Content
Review of basic principles and procedures in educational assessment and evaluation. Preliminary considerations in choosing assessment strategies: the purpose for assessing, the outcomes desired and, matching assessment strategy with desired outcome. Formulating a plan for traditional testing procedures: identifying the content area/skills to be tested, drawing up a table of specifications and, identifying item types. Constructing a traditional test: constructing supply-type, selection-type and performance assessment items, survey instruments and attitude scales. Pilot-testing and refining a traditional test. Planning for and executing alternative assessment strategies: identifying the components of tasks, developing rubrics and standards and, observational assessment. Scoring student performance on tests and other assessment procedures. Evaluating student performance. Using evaluation data to enhance learning/teaching. Reporting student achievement.

Assessment
This course is assessed <u>solely</u> through course work. One short written assignment (20%); the construction, administration, scoring and refining of one traditional test, (40%); and, the design, tryout, evaluation and refining of one alternative assessment strategy, (40%).

EDPS 6303 (ED63A)
COGNITION AND LEARNING

Content
The nature of thinking and learning and the creation of meaning have been central concerns of educators for many years, generating a number of theories and considerable research work. Those responsible for structuring and determining learning experiences should not only be well-informed about the processes of cognition and concept learning, but should also have a lively interest in contemporary research in this field and the applicability of both theory and research findings to the practical teaching situation. For teachers to be effective in the classroom, they need to have a knowledge of concept teaching and learning, as every subject matter is built around concepts. Concepts also serve to organise the experiences of the learners, as well as order how they reflect on these experiences.

Participants should, following successful completion of the course, be able to define the terms used to describe various aspects of the cognitive process; understand the cognitive processes involved in thinking and learning through a review of certain learning theories; formulate principles on how children create meaning out of the stimuli they encounter, how knowledge is acquired based on participants' own observations and experiences, how knowledge is constructed in the learning environment, and understand the factors affecting learning; understand the nature of concepts and concept learning; identify developmental differences that occur among students in learning concepts; understand the implications of the nature of concepts and concept learning for teaching; and, plan development activities based on principles of learning.

Assessment
One assignment (40%) and an examination, (60%).

EDTK 6305 (ED63E)
THE DESIGN, SELECTION AND EVALUATION OF INSTRUCTIONAL PACKAGES

Content

This course is a shortened version of the year-long course, ED635:The Design and Evaluation of Educational Training Packages, (60 hours). ED63E is intended for students registered in the M.Ed. Teacher Education concentration.

The course will expose participants to theoretical and practical elements related to the design, selection, and evaluation of instructional packages for use in educational settings within a highly technological environment. To achieve this, participants will develop and practise skills in designing instruction; develop and practise skills in selecting and evaluating instructional packages; and, within the context of instructional design, develop and practise computer application skills to meet the demands of the information age.

Instructional design: principles of instructional design, models of instructional design, components of instructional design, and issues related to instructional design in the age of computers and information technology.

Selection and evaluation of instructional packages: procedures for selecting and evaluating instructional packages, procedures for selecting and evaluating media, issues related to the selection of instructional packages; and, issues related to media selection.

Management of equipment: operate equipment related to audio-visual and electronic media, manage the computer and related peripherals.

Computers: become familiar with a range of computer software packages, carry out selection and evaluation procedures, and demonstrate use in the educational settings.

Assessment

The design for an instructional package	*30%.*
Demonstrate competence with a range of	
hardware and software -	*10%*
Written examination	*60%*

EDCU 6050 (ED605)
THE SCHOOL CURRICULUM
- THEORY AND DEVELOPMENT

This course consists of two elements, namely curriculum theory and design; an in-depth examination of the subject-matter concepts and methodologies of the disciplines in which trainees have specialised, as a prerequisite for planning for teaching and learning. The groupings of disciplines or areas of study to be considered are Social Studies, Science, English Language and the Expressive Arts.

The objectives of this course enable participants - to become familiar with the concept of theory in general and ingredients of curriculum theory in particular; to increase their knowledge and understanding of theoretical concepts and principles underlying the practice of their specialism so as to enable them to function effectively; to make critical judgements on the appropriateness, adequacy and techniques with reference to their subject areas; to develop skills and judgement in planning, implementing and evaluating the curriculum at the primary level; to acquire competence in a variety of teaching methodologies relevant to their subject areas and applicable to the clientele of teachers at the primary level; to develop a sense of professionalism; to develop skills, attitudes and values, which would enable them to pursue knowledge, extend their professional growth and act as role-models; to improve their managerial, interpersonal and communication skills in order to provide leadership, guidance and resources in their areas of specialisation.

Curriculum Theory - Key terms and concepts in curriculum as a field of study - curriculum theory, curriculum design, curriculum system, curriculum engineering, educational theory. Theory building process; role of ontology, epistemology and axiology in curriculum decision-making. Orientation in Curriculum.

Foundational Sources of the Curriculum - Basic assumptions and philosophy of the curriculum worker. Role of ontology, epistemology and axiology in curriculum decision-making. Societal and cultural factors. Nature and characteristics of learners. The academic disciplines and other knowledge sources.

Curriculum Design - The nature of curriculum design; alternative models of curriculum design; steps in curriculum design: diagnosis of needs; derivation of objectives; selection and organisation of content using appropriate criteria; designing appropriate evaluation strategies; designing curricula in specific disciplines.

Option in Primary Social Studies (40 hours)
Goals and objectives of social studies; conceptions of social studies; the national model; knowledge base for an interdisciplinary structure of social studies; selection and organisation of content; facts, concepts, generalisations; teaching strategies; learning activities; education of the emotions; values and decision-making; critique of approaches to values/moral education; resource materials and persons; unit planning; evaluation procedures.

Option in the Primary Science Curriculum (40 hours)
Aims and objectives of primary science; approaches to primary science teaching; the nature and development in children of science process skills, concepts and attitudes; the primary science curriculum: objectives, processes and content, selection of appropriate teaching strategies, evaluation; science teaching resources; models for implementing science curricular change; evaluation of science curricula, textbooks; science and technology at the primary level; using micro-computers in primary science; the teacher as decision maker in primary science.

Option in the Primary Mathematics Curriculum (40 hours)
Aims, goals and objectives of primary mathematics; mathematics and the learner: theories of learning mathematics, development of concepts in mathematics, mathematical abilities, fostering positive attitudes, the primary mathematics curriculum: curriculum objectives, syllabus of work, curriculum evaluation, approaches to teaching primary mathematics: developmental, remedial, enrichment; managing mathematics instruction: developing programmes, units, lessons, choosing appropriate strategies for teaching mathematics, resources and materials for teaching mathematics: textbooks and other printed materials, micro-computer, community resources, models, charts, diagrams, etc.; mathematical literacy and primary mathematics: mathematics for everyday living, mathematical competence, basic skills; the role of language in mathematics education; the heuristics of problem-solving; assessment of mathematics achievement.

Option in the Primary English Language Curriculum (40 hours)
Nature and Function of Language: language as system, rule-governed behaviour; syntax, phonology, lexicon, semantics; structures of contemporary English; functions of language - some theoretical models; literary and non literary uses of language; language and thinking. Language in the Caribbean Context: survey of language and language types in the Caribbean; pidgins, creoles, dialects, standards; developmental patterns; the linguistic situation in Trinidad & Tobago; pedagogical implications of language and dialect relationships in a creole dialect curriculum; the language experience of children in Trinidad & Tobago; review of literature in Caribbean linguistics and language. Psycholinguistics: psychological bases of language and language learning; language acquisition and language learning; behaviouristic and generative theories; cognitive and personality factors in language learning; language development of children in Trinidad & Tobago; learning a standard dialect, interlanguage, contrastive analysis, error analysis interference; psychological perspectives in language teaching. Sociolinguistics: society culture and language; the study of language in a social context; language varieties; functions of varieties; discourse analysis; attitudes to language varieties; language and social class; deficit and difference theories; the social context of language learning and teaching in Trinidad & Tobago; sociolinguistic research in the Caribbean. Language Teaching Theory: principles of language teaching based on a view of language; the language learner and the learning process; contribution of psychology, sociology, linguistics and educational theory to perspectives in language teaching; review past and current approaches to language teaching; language teaching practices, past, and current, in the Caribbean. Planning for Language Teaching: setting objectives (global and specific to the instructional context) consistent with societal needs and values, the learners interests, needs and abilities, the psychology of learning; selection and organisation of content and process - forms, functions, situations, skills of listening, speaking, reading and writing; selection of appropriate teaching strategies; preparation, selection and use of materials; including equipment and technological aids; evaluation and outcomes. Syllabus Design and Evaluation: defining a language teaching syllabus; syllabus as part of curriculum; the need for syllabus planning; constructing the syllabus - basic organising principles; evaluation of a syllabus - i.e. Primary Language Arts Syllabus, Trinidad & Tobago. Language Testing and Evaluation: kinds of

tests – proficiency, aptitude, diagnostic, achievement and placement; preparation of tests of language - designing a table of specifications; constructing objective tests, essay type test items, oral tests, discrete point and integrative tests; marking and scoring tests.

Assessment
A written assignment (15%), Designing a Curriculum in a specific subject area (25%), and a written examination, (60%).

EDTE 6150 (ED615)
TEACHER EDUCATION AS A DOMAIN OF STUDY

Students will consider the notion of professionalism with particular reference to teaching; become familiar with the major issues which pervade teacher education as an area of study; be exposed to the knowledge bases for informed decision-making and sound practice of the various aspects of their profession.

Content
The concept of a profession and professionalism in teaching; ingredients conducive to the formation of a professional culture in teaching, for example - accountability (process and product); knowledge bases for sound decision-making by practitioners of the profession (theories of teaching and learning; familiarity with undergirding disciplines which provide insights for applied knowledge and skills; research on teaching, e.g. teacher and school effectiveness, research, beginning teachers' concerns, cybernetics and ways of effective application to educational practice); repertoire of skills needed for effective teaching (skills should be both generic as well as those which are specific to teaching of particular subjects); organisational and other features of different teaching environments in developing countries and particularly in Trinidad & Tobago and the selection, adaptation of creation of appropriate models of and appropriate models of and approaches to teaching for these various environments. (Expository, group, non-directive, enquiry); models of teacher education e.g. in-service,pre-service, on-site, mobile; models of trainee supervision, e.g. clinical and skills and knowledge which are specific to trainers, e.g. management, interpersonal relations, communication, group discussion or conference, pupil self-concept, knowledge of values and life styles of ethnic and cultural groups in society; approaches to assessment of trainee performance and features of available assessment instruments; the phenomenon of change and the role of the teacher as a change agent; the Teacher Centre as a vehicle for teacher training and for constructive change in schools; teacher education practices in the Caribbean including the significance of Joint Boards of Teacher Education.

Assessment
Literature review - three published works on research in teacher education, identifying and discussing pertinent issues and drawing out the implications for practice (2,500 words) 20%

Written assignment - development or modification of a training model and an assessment of its application for effectiveness 20%

Written examination 60%.

EDTE 6250 (ED625)
THE SUPERVISION OF CLASSROOM TEACHING

By the end of this course, the teacher educator should have achieved the following: knowledge and understanding of the techniques and strategies related to planning for, delivery, and evaluation of instruction; understanding and mastery of the supervisory process; mastery of performance evaluation of classroom teachers.

Content
The teacher as instructional decision-maker; the stages of the instructional process; pre-active / pre-operational skills: establishing instructional goals, writing instructional objects, task analysis, assessing learners needs; interactive/operational skills: lesson presentation skills, questioning skills, the teaching of concepts, classroom management, teaching strategies; post-operational/evaluation skills: the evaluation process, evaluation techniques, instruments for gathering information, evaluating achievement: grading; approaches to the process of supervision; roles related to supervision: teacher's role, supervisor's role; the supervisory process; classroom observation: observation instruments, narratives, feedback procedures; and, evaluating teacher performance.

Assessment
Written assignment, (20%), Practicum, (20%), and a written examination, (60%).

MASTER OF PHILOSOPHY (M. PHIL.)

The degree of Master of Philosophy is governed by the University's general regulations for such degrees. To be admitted to the M.Phil., a candidate must be a holder of an Upper Second or First Class undergraduate degree. Candidates with a B+ average in the M.Ed. degree are also eligible. An M.Phil. candidate will be required to follow courses prescribed by the School of Education in order to be better equipped to undertake research in the area chosen.

Procedural Guidelines for the upgrading of an M.Phil. registration to the Ph.D.

1. Postgraduate students who are registered for the M.Phil. degree and who wish to be considered for the upgrading of their registration to the Ph.D. must request the upgrading in the 2nd year of their registration. Applicants for upgrading will not be considered after the 3rd year of registration. Applicants should have completed all Departmental coursework requirements by this time. Students should apply to the Assistant Registrar (Admissions), School of Graduate Studies and Research to have this matter initiated.

2. A Supervisor should state in his/her written report to the Head of Department and Assistant Registrar why he/she considers the student to be outstanding and whether in his/her opinion the work can be developed to the level of the Ph.D.

3. All M. Phil. candidates should note that those who have submitted for examination outstanding M. Phil. theses may be recommended by the University Examiners to have their registration status upgraded to that of the Ph.D. This is an alternative route to the Ph.D. but can only be determined after the M. Phil. thesis has been submitted and fully examined.

4. All recommendations from Departments for Ph.D. registrations are subject to the approval of the Dean, School of Graduate Studies and Research.

5. The following are the procedural guidelines which students, supervisors and Departments should follow in seeking the upgrading of registration status from the M.Phil. to the Ph.D.

i. The student should consult with the Supervisor on this matter.

ii. The student through the Supervisor and the Head of Department should apply to the School for Graduate Studies and Research formally seeking upgrading of his/her registration.

iii. The Head of Department should consult with the Supervisor on this matter, and if he/she is in agreement establishes an Upgrading Assessment Committee. If the Head of Department is not in agreement, he/she should submit his/her comments to the Assistant Registrar on the matter, copying his/her letter to the Supervisor. Campus Committee for Graduate Studies and Research will deliberate and recommend in such instances.

iv. If the Head of Department is a Supervisor in an upgrading matter, he/she must delegate his/her responsibilities as Head of Department in such a matter to a Senior academic colleague in the Department.

v. The Head of Department will appoint an Upgrading Assessment Committee including an independent Chairman, after discussions with the Supervisor and other Departmental colleagues. He/She will consult also with the Chairman of the appropriate Faculty Committee (where applicable) and the Chairman of the Campus Committee on this matter.

vi. The Upgrading Assessment Committee should comprise the Supervisor(s), plus at least two independent Assessors normally chosen from the academic staff of the University, together with the Chairman. In the case of students for whom a Supervisory Committee has been appointed, such a Committee plus the independent Chairman should constitute the Upgrading Assessment Committee.

vii. Assessors should be chosen on the basis of their knowledge and experience at the appropriate level in the area of the student's research. One of the assessors may be drawn from outside the University community _in the appropriate circumstances._

viii. The designated Chairman should request from the student a copy of his/her Upgrading Proposal for each of the assessors and a mutually agreed date should be set for the oral presentation by the student of his/her:

1. report on the work done and accomplishments to date under the M. Phil. registration

2. research proposal to upgrade the work to the Ph.D. beyond the M. Phil. level. Students and supervisors must note that the Upgrading Assessment Committee will make a rigorous review of the student's past performance and future prospects, so as to evaluate both the student's capacity for independent research at the Ph.D. level and the scope and quality of the expected Ph.D. research.

ix. The oral presentation by the student of the upgrading proposal should be conducted by the Chairman, and questions posed to the student by the Assessors. The Chairman will meet with the Assessors after the oral presentation and will receive from them either a joint report or individual reports on the presentation with a recommendation concerning the upgrading and any other relevant issues.

x. Such Reports together with that of the Chairman's, should be forwarded to the Assistant Registrar for the deliberations of the Campus Committee for Graduate Studies and Research. Campus Committee then submits a recommendation to the Dean, School for Graduate Studies and Research.

DOCTOR OF PHILOSOPHY (PH.D.)

The following are eligible to apply for admission to Ph.D. programmes:

(a)   Persons holding approved graduate degrees awarded primarily for research;

(b)   Persons holding a taught Master's degree from the UWI or another approved University, provided that the Master's programme included a research component of at least 25% of the total credit rating and the applicant achieved at least a B+ average or its equivalent;

(c)   Persons registered in M.Phil. degree programmes of the UWI who have met the requirements for upgrading of their registration, as stipulated by the Board for Graduate Studies and Research;

(d)   Persons possessing such other qualifications and experience as the Board for Graduate Studies and Research may approve.

Admission of applicants to Ph.D. programmes without prior registration for the M.Phil. must be approved by the Board for Graduate Studies and Research.

Procedure for Registration

1.   A candidate may not be registered for two or more programmes simultaneously, whether at UWI or at any other institution, unless the Board for Graduate Studies and Research in any particular case otherwise decides.

2.   A student awaiting the final results of a programme in which he or she is registered may be granted permission by the Board for Graduate Studies and Research to register provisionally in another programme pending the outstanding results. If the result is unfavourable, the student will be required to withdraw from the programme in which he or she is provisionally registered, or from the original programmed if it is not a prerequisite for the second programme.

3.   The period of registration for a graduate diploma of degree shall date from the time of final approval of registration of the candidate. Credit will not be given for work done before that date unless otherwise specified by the Board for Graduate Studies and Research.

Deadlines for Registration

1. Deadlines for registration shall be as follows:

   (a) Continuing students and new students admitted in Semester I:
   - *(i) Normal Registration: First week of Semester I*
   - *(ii) Late Registration: Up to the end of the third week of Semester I. A late registration fee will be charged.*

   (b) New students admitted in Semester II:
   - *(i) Normal Registration: First week of Semester II*
   - *(ii) Late Registration: Up to the end of the third week of Semester II. A late registration fee will be charged.*

   (c) Campus Committees may exercise flexibility with respect to the above deadlines for registration of candidates for M.Phil.   and Ph.D. degrees.

2. Students registered for graduate diplomas and taught Master's degrees are permitted changes in registration for the addition, substitution or withdrawal from courses, no later than the end of the third week in Semester I for Semester and year-long courses, and the end of the second week in Semester II for Semester II courses, provided that the changes proposed are within the Regulations for the relevant programmes.

3. Late registration and changes in registration after the above deadlines for persons in graduate diploma and taught Master's programmes will be permitted only in exceptional circumstances and with the approval of the Campus Committee, on the recommendation of the relevant Head of Department. The Campus Registrar with forward to the Campus Committee in Semester II of each academic year a list of continuing students who have failed to register by the applicable deadlines, and those candidates shall be deemed to have withdrawn.

4. Students are deemed to have failed any required examination in courses for which they have registered but which examination they have not taken, except in exceptional circumstances and when prior approval to defer the examination has been granted by the Campus Committee.

5. Candidates who have submitted their theses, research papers or project reports before the end of a Semester, but the examination of which has not been completed at the start of the following Semester, must re-register in the new Semester, but need only pay the applicable examination fee. Any costs incurred by candidates in being present for oral examinations, should the Regulations or the examiners require that they be so examined, shall be borne by the candidates.

Identification Cards

All registered students are required to have a University I.D. card which they must produce at the Library, examination rooms and other places as may be requested.

Leave of Absence

1. 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 Campus Committee, stating the reasons for the application.

2. 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.

3. 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.

4. Applications for leave of absence for a semester shall be submitted by the end of the third week of the relevant semester.

5. Applications for leave of absence for the academic year shall be submitted by the end of the third week of Semester I.

Residence Requirements

1. Candidates for the M.Phil. and Ph.D. who are not graduates of the UWI must complete at least one year of their graduate work in residence at the UWI or at the University of Guyana or at the University of Suriname or at an approved institution within the contributing countries.

2. Candidates for the M.Phil. or Ph.D. who hold a first degree of the UWI and wish to conduct a portion of their research in a country other than those specified in (1) above, may do so provided that satisfactory evidence has been presented to the Board for Graduate Studies and Research that adequate facilities are available for the proposed programme of work and that adequate arrangements have been made for supervision

3. Subject to regulations (1) and (2), the course of study for a Master's or Ph.D. degree shall be pursued at the UWI, except as otherwise approved by the Board for Graduate Studies and Research.

Full-time and Part-time Registration

1. Candidates are initially registered as full-time or part-time students but may change their registration.

2. Full-time students may take employment for not more than twelve hours per week without losing their full-time status. Teaching and Research Assistants shall be registered as full-time students.

3. A candidate who is employed for more than twelve hours per week shall be registered as a part-time student.

4. A candidate who has been registered as a full-time student for two years in the case of the M.Phil. or three years in the case of the Ph.D. shall not benefit from any extension of time for completion of the requirements of the degree by virtue of any change to part-time registration thereafter.

Time Limits For Registration

1. The minimum period of registration for the M.Phil. is 2 years full-time, and for the MD and Ph.D. is 3 years full-time, unless the Campus Committee in any particular case otherwise decides.

2. Candidates for the M.Phil. are required to submit their theses for examination within 3 years of their initial registration for full-time studies or, subject to 4 above, within 7 years of their initial registration for part-time studies, unless the Campus Committee in any particular case otherwise decides.

3. Candidates for the MD and Ph.D. are required to submit their theses for examination within 5 years of their initial registration for full-time studies of, subject to 4 above, within 7 years of their initial registration for part-time studies, unless the Camps Committee in any other particular case otherwise decides.

4. The minimum period of registration for a taught Master's degree shall be one year for full-time students and two years for part-time students, unless the Board for Graduate Studies and Research in any particular case otherwise decides. Assessment of the taught component must be completed before a research paper or project report can be submitted for examination. A candidate who is permitted to re-write any component of the programme is allowed a consequential extension of these time limits.

5. A candidate whose period of registration is about to end (see 1-2 above) may apply for an extension of time. Such application must be accompanied by a statement explaining why the thesis, research paper or project report has not been completed and indicating how much work remains to be done. Campus Committees may approve extensions of time limits of up to 1 year for submission of Project Reports and Research Papers, and up to 2 years for M.Phil., MD and Ph.D. theses.

6. Extensions of time limits in excess of those in 5 above may be granted by the Campus Committee where it considers that exceptional circumstances exist.

Students Required to Withdraw

1. Where a candidate does not meet the final deadline for submission of any requirement for a graduate diploma of degree (see 5-6 above), 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.

2. Students registered in graduate diplomas or taught Master's degrees may be required to withdraw by the Campus Committee at the end Semester I or II, or for programmes in which modular courses are delivered, at any point within a Semester, on account or poor performance as may be prescribed in Faculty Regulations.

3. Candidates required to withdraw at the end of Semester I shall be refunded any fees already paid towards Semester II.

Re-admission of Candidates

1. 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 of Graduate Studies and Research in any particular case otherwise decides.

2. Applicants re-admitted to a graduate diploma 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.

SCHOOL OF EDUCATION LIBRARY

Rules

The use of the School of Education Library will be governed by the General Regulations for the use of the Main University Library at St. Augustine, except where specifically stated below. A copy of the Main Library's rules may be consulted in the Library, School of Education. Readers are requested to familiarize themselves with both sets of rules.

OPENING HOURS:
TERM

1. Monday, Tuesday,   8.30 a.m. – 9.00 p.m.
   Wednesday, Thursday
   Friday   8.30 a.m. – 5.00 p.m.
   Saturday   9.00 a.m. – 5.00 p.m.

VACATION

When the courses are not in session, the Library will be opened from 8.30 a.m. to 4.30 p.m. on weekdays, and 9:00 am – 1:00 pm on Saturdays.
The Library is closed on all Public Holidays.

MEMBERSHIP

2. The following categories of users will be permitted to borrow:
   a. *Registered Students in courses offered by the School of Education*
   b. *School of Education Staff*
   c. *University Staff*
   d. *Registered University Students*
   e. *Ministry of Education Senior Personnel and School Supervisors*
   f. *Training Colleges Lecturers and past students of the School of Education*

3. Persons admitted to use of the Library under categories E and F will be required to pay a non-refundable fee of One Hundred Dollars (TT$100.00) annually before borrowing is permitted.

4. Students pursuing courses offered by the School of Education who are not officially registered with the University will be granted reading and reference privileges only.

5. Other persons requesting the use of the Library for reading and reference purposes, may be admitted according to their specific needs and at the discretion of the Library Committee.

6. All UWI undergraduates and postgraduate students wishing to register with the Library, must present an up-to-date UWI identification card at the time of registering at the beginning of each academic year.

7. All readers must register with the Library before using the facilities.

LOANS

8. Loans are allowed to registered Library users as indicated below:

Past students of the School of Education	*2 items*
School of Education Academic Staff	*16 items*
Ministry of Education Senior Personnel and Supervisors, Training College Lecturers	*2 items*
UWI Academic Staff	*3 items*
UWI ATS Staff	*2 items*
UWI Postgraduates	*2 items*
UWI Undergraduates	*1 item*
UWIDITE Students (fully registered)	*7 items*
Current School of Education Students	*7 items*
Cross Faculty Students	*5 items*

09. A pocket must be surrendered for each item borrowed. A reader is responsible for any book or other item for which the Library holds a loan form signed by him. This responsibility ends when the loan is officially cancelled.

10. Readers' pockets are not transferable. It is a serious offence to lend or borrow pockets or identification cards.

11. Items are normally loaned for two (2) weeks. They may be renewed for another two (2) week period, provided they have not been requested by other readers. In any event, not more than two renewals will be allowed. Borrowers are requested to examine materials thoroughly and report all damages, discrepancies and irregularities to the Library Staff on duty.

RESERVE BOOKS

12. Special Reserve Items may be borrowed on short loan (Overnight or three (3) days) where the Library has more than one copy.

Single copies are available for use in the Library only (three (3) hours).

Overnight loans start at 3.00 p.m. and must be returned by 9.00 a.m. the next morning.

SERIALS

13. Serials may not be borrowed from the School of Education Library, except by members of the School of Education's Academic Staff. This privilege may be extended to postgraduate students in extenuating circumstances only. Periodicals may be on loan for one (1) week.

14. Some items in the West Indian Collection will be treated as Special Reserve Items.

15. All materials loaned will be subject to recall by the Librarian at any time.

OVERDUES

17. The Librarian is empowered to levy a fine upon all readers who fail to return library material within the prescribed period. The fine for late return of books will be one dollar ($1.00) per item for each day the loan is overdue. This fine will apply also to books recalled to satisfy other borrowers' requests which are not returned by a specified time. The fine for late return of books in the Reserve Collection will be two dollars ($2.00).

18. The fines levied above shall not exceed One Hundred Dollars ($100.00) dollars per item.

19. Loss or damage of library material on loan to a reader should be reported immediately. The reader must pay the current cost of replacing a lost or seriously damaged book or other items, in addition to any fine which may have incurred prior to reporting the loss or damage of the item. Replacement costs will include library processing costs up to one hundred dollars ($100.00) per item.

20. After a third notice is dispatched all borrowing privileges will be automatically suspended. Books which are not returned after due notice will be presumed lost and treated accordingly.

21. If after due notice, a fine or replacement cost of an item has not been paid, the Librarian is authorised to request the Bursar to arrange for the amount of the fine to be recovered by the University.

22. The Librarian shall have the power to waive or reduce fines in any case at his/her discretion.

23. In the case of readers from outside the University, failure to comply with the rules will result in automatic cancellation of their borrowing privileges.

24. All registered students are also entitled to use the Main Library. Registration must be done at the Circulation Desk at the Main Library, and University identification cards must be presented.

Closing
25. A bell is rung fifteen (15) minutes before closing. All transactions cease five (5) minutes before closing time.

   a. *The Library is provided exclusively for the purpose of academic study and research. Any conduct inconsistent with this purpose or detrimental to its pursuit by others shall constitute a breach of the rules.*

   b. *All library users must be prepared to present current identification cards entitling them to use the Library and/or its special collections at any time when asked to do so by a member of the library or security staff.*

   c. *Silence shall be observed in the Library.*

   d. *No bags, briefcases, handbags, parcels or other receptacles may be brought inside the Library. They may be left on the shelves provided within the library upon immediately entering the building.*

   e. *Bottles of ink and transistor radios should not be brought into the Library.*

   f. *Chairs and tables and other library equipment, fittings and furniture may not be marked, defaced or disarranged. Readers should not at any time use chairs or tables on which to place their feet.*

   g. *Neither food nor drink should be brought into the Library's service areas or consumed there.*

   h. *Smoking is strictly forbidden throughout the Library's service areas.*

   i. *Books, periodicals, etc. taken from the shelves and used for work in the Library should be left on the tables after use and NOT be replaced on the shelves.*

   j. *All readers leaving the Library must show all books, periodicals, papers, etc. in their possession whether these belong to the University or not. Readers may also be required to open for inspection any receptacle carried out of the Library.*

   k. *The use of a cellular telephone is prohibited in the Library.*

   l. *The Librarian shall at all times have authority to maintain good order in the Library and may exclude from it or suspend from its use any reader who breaks these rules. The Librarian may report to the appropriate University authority any person responsible for serious or persistent breach of these rules; such conduct by any member of the University community shall be considered a breach of University discipline.*

THEFT AND MUTILATION

26. The wilful mutilation or defacement of library material, the illegal removal of books or other library material, the attempt to obtain library materials or gain access to library facilities by false pretences or forgery and/or the intentional misplacement of books in the Library, will be considered a <u>major offence</u> against the University, and any person who commits such an offence may be reported to the appropriate University authority for disciplinary action, which may include suspension or expulsion.

27. Any breach of these rules by a reader may render him liable to a fine not exceeding fifty dollars ($50.00) at the discretion of the Librarian.

28. The Librarian may institute such operating rules and procedures in addition to the above as may be deemed necessary and appropriate for better library efficiency and service.

OUTREACH PROGRAMMES OF THE SCHOOL OF EDUCATION

Regulations and Syllabuses

EARLY CHILDHOOD EDUCATION

It is a well-known fact that the learning experiences to which the young are exposed during the first five years of their lives are critical to all of their future development. Nevertheless, early childhood education continues to be one of the most neglected areas in developing countries and Trinidad & Tobago is no exception. In order to remove this anomaly, the School of Education has made it part of its policy to give leadership in the provision of appropriate learning environments for preschool education in the Republic of Trinidad & Tobago.

This policy was given effect in the establishment of the School of Education's Laboratory Preschool. Served by a well-trained staff and with a curricular programme supported by the most up-to-date materials and methods, this facility could be used as a model for organising other preschools in the country. The School of Education is aware, however, that perhaps the greatest handicap to achieving excellence in early childhood education in the country is the absence of adequately trained teachers. It was therefore decided to maximise the use of the Laboratory Preschool by using it as a hub for this training course for preschool teachers. The course will give trainees a sound foundation in theory to underpin their practice as instructors. Understandably, the emphasis is on practice. This will be done at the Laboratory Preschool where the conditions for this activity are ideal.

A major significance of this venture is that the School of Education has been able to extend its services to a clientele not previously catered for by the university.

COURSES OFFERED
1. *Parenting and the preschooler.*
2. *Parenting and the special child.*
3. *Health, safety and nutrition of the young child.*
4. *Course for Preschool Teachers.*
5. *Organisation and Management of the Early Childhood Centres*

These courses are open to adults and are specifically tailored to meet the needs of parents, caregivers, teachers, nursing aides and those with a vested interest in the well-being of young children.

1. Parenting and the Preschooler

Course Outline

An overview of the course; classical development theory; developmental milestones; managing the 0-4 year old; bonding; parents under stress; parents as partners in the early childhood years; child-rearing practice; discipline; punishment vs. praise; and, home and school.

2. Parenting and the Special Child

One of the most difficult and challenging tasks in the world is that of child-rearing. It is assumed that parenting is an automatic behaviour and that parents are natural bearers of the gifts necessary for this most important role. When these parents are confronted with the additional issue of raising a child needing special care, they are even less prepared or informed to rise to the challenge and deal with the additional issues of extra special medical, education and management needs.

The course has been designed with such parents in mind. It will attempt to meet the needs of parents, caregivers, and anyone in contact with children needing special care. It will look most importantly at the person as a parent and the parent as a person. It will discuss the way children develop, normal behavioural patterns, what parents need to look for and when, and how to recognise when a behaviour and development, needs further investigation.

Participants will be advised how and where to seek professional help, how to deal with the impact of such children on the family and on the community. Issues of schooling and coping with special children across the life-span of parents and thereafter will also be covered.

Course Outline

On becoming a parent; Overview of the stages of child development; Group session (high risk parents/high risk children, other contributing factors, is development any different? and, intervention strategies); Types of impairments /handicapping conditions; Families with handicapped children; Group session (parents as partners); Sources of parental support; Group session (prevention to keep your child healthy); The special child in the classroom; Sociological issues related to families with special children; and, issues throughout the life-span.

3. Health, Nutrition & Safety of the Young Child: Ages 3-6

The course will focus on the health promotion, prevention and treatment of common childhood diseases. At the end of the course the student will be able to identify pre-birth factors which affect the health of the neonate; describe the development of a child from birth to eight years; understand the relationship between the external environment and the physical and emotional development of the child and examine strategies for prevention and intervention which can ensure the health and safety of the young child.

Course Outline

Impact of pre-birth factors on the health of the neonate; health appraisal of the neonate and the external environment; health appraisal of the infant; high risk children; health appraisal of the child eighteen months to three years; nutrition: birth to three years; "parents as partners"; health appraisal of the child three to five years; "prevention: to keep your child healthy"; diseases of infants and young children; and, hygiene in the home.

4. Course in Early Childhood Education for Preschool Teachers

Data contained in the Education Plan, 1985-90, have clearly established the lack of sufficient, adequately equipped preschools with trained personnel to run them. It is therefore an urgent necessity to provide opportunities for training teachers to function at this level. The emphasis in this type of teacher-preparation should be on practical training and for this, the Laboratory Preschool provides the ideal environment.

Eligibility for entry

Applicants must have at least three G.C.E. O-level or CXC passes, one of which must be English.

Structure of the Course

The proposed course has two components, theory and practice. Theory consists of four elements, namely:

1. *Child Psychology, from birth to six years 25 hrs.*
2. *Health, Safety and Nutrition of the preschool child 15 hrs.*
3. *First Aid techniques 10 hrs.*
4. *Methods of teaching 30 hrs.*

In the practice component, the trainees will gain first hand experience working with young children by following a very carefully supervised practical training programme lasting 60 hours at the Laboratory Preschool.

Objectives

On completion of the theory, trainees will acquire basic knowledge of the developmental process of the child from birth to six years; be able to use techniques of first aid as required; have knowledge of various innovative methods of teaching appropriate for the preschool classroom.

On completion of the practice, trainees will be able to engage in positive interaction with preschool children; manage the preschool classroom competently; create an atmosphere and use techniques which are conducive to student learning through work and play and, relate to adults (parents, fellow teachers, etc).

Assessment Procedure

GRADE	NUMERICAL EQUIVALENT	INTERPRETATION
A	7	Truly exceptional
B+	6	Outstanding Pass
B	5	Good Pass
C	4	Pass
C-	3	Lowest Pass
D	2	Fail

To be awarded a certificate candidates must obtain at least a C- in each component of the course.

CHILD PSYCHOLOGY BIRTH TO SIX YEARS
(25 hrs.)

Students will be aware of the developmental characteristics in the foetus and infant; be knowledgeable of the principles of growth and development in the young child; be conscious of the process of cognitive development in the young child and be able to provide for a positive group experience for children and adults by setting limits that are consistent with the goals of the programme.

Assessment
Class presentation of recent studies in the area; papers on topics covered in the course; preparation of a scrapbook with relevant topics in an area; and, contribution to group work.

HEALTH, SAFETY AND NUTRITION OF THE PRESCHOOL CHILD
(15 hrs.)

On completion of the course, trainees will be able to utilize knowledge gained in health, safety and nutrition in the management of preschoolers, ages 3 - 6 under their care/supervision. Trainees, upon completion of the course, will know the definition of basic knowledge of the normal growth and development of the preschool child, ages 3 - 6; be knowledgeable about what constitutes environment and be able to provide same for the preschool child, ages 3 - 6; and, know the basic principles underlying good nutrition for the preschool child.

FIRST AID
(10 hrs.)

On completion of this course, students will know the definition of the term, First Aid; know the meaning of common terms used in First Aid; understand the aims of First Aid; know the principles of First Aid management; apply the principles of First Aid management in emergency; demonstrate skill in providing First Aid for casualties and show concern for the welfare of casualties by reassuring children who are apprehensive/upset.

Assessment
Short essay-type questions; a quiz; and, practical role play.

METHODOLOGY
(30 hrs.)

Objectives

To expose the teacher to the basic individual differences of preschoolers; to provide a variety of methods of teaching suited to the developmental levels of preschoolers; to expose the students to all areas of the curriculum and also assist them in adapting or devising appropriate curricula for the particular aims of the preschool and to allow the teacher to gain experience in all areas of planning in the learning process.

Assessment
1. *Writing an essay on the effect of individual differences on the learning ability of the preschooler.*
2. *Selecting one method learnt and applying it in the practical setting.*
3. a. *Preparing forecasts and lesson plans.*
   b. *Planning an appropriate preschool curriculum.*

PRACTICUM
(60 hrs.)

Objectives

To provide the students with opportunities for positive interaction with preschoolers; to assist the student in managing a preschool classroom competently and to provide opportunities for developing materials appropriate for preschoolers and using these effectively in the classroom.

Assessment
1. *Evaluation of teaching aids.*
2. *Application of areas of planning to the actual preschool classroom.*
3. *Application of knowledge learnt in theory about the taught child to the practical setting.*
4. *Developing a conducive learning environment through use of curriculum areas learnt in theory.*

5. Organisation and Management of a Preschool

There are in existence in our society a wide variety and a large number of institutions and organisations providing early childhood care and education. Many of these can certainly benefit from management and organisation that are more informed by the insights and understanding that have come from systematic study of environments of this kind. Commitment to providing good quality care must be buttressed by the ability to organise in such a way that it can be effectively delivered. Moreover, all early childhood educators need to possess those skills and abilities which can help them to improve the delivery systems over which they have control.

Eligibility for entry

1. Successful completion of the **Course for preschool teachers** offered by the School of Education or, a course of equivalent standard.
2. Experience in, the operation of or managing, a preschool.
3. Five G.C.E. or C.X.C. passes, one of which must be English.

Structure of the Course

The proposed course has two components -
1. Introduction to administration in early childhood education.
2. The pre-school curriculum and the learning environment.

INTRODUCTION TO ADMINISTRATION IN EARLY CHILDHOOD EDUCATION

Students will understand the concept of early childhood education; become familiar with basic organisation theory and its relevance for operating preschools; gain mastery in the techniques of various types of record-keeping and other information systems; master techniques for the evaluation and deployment of staff and understand the importance of the partnership between home and school in early childhood education.

Assessment
A written assignment of 1,500 words (40%); an examination, (60%). Alternatively, course assessment could be continuous in the form of several short papers.

THE PRESCHOOL CURRICULUM AND THE LEARNING ENVIRONMENT

Students will be able to describe the features of a learning environment which is conducive for the development of the preschooler; master the skills of creating the environment; master the skills of developing the preschool curriculum and creating /selecting appropriate supporting teaching/learning materials and develop skills of evaluating learning resources.

Assessment
A Project (40%) and a written examination, (60%).

Notes

Notes