



**UWI**

ST. AUGUSTINE  
CAMPUS

**POSTGRADUATE**  
**INFORMATION GUIDE**

**FACULTY OF**  
**HUMANITIES**  
**& EDUCATION**  
**REGULATIONS & SYLLABUSES**

**2012**  
**2013**



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## MESSAGE FROM THE DEAN

As the faculty that houses the School of Education, the departments of Creative and Festival Arts, History, Liberal Arts, and the Centre for Language Learning, the Faculty of Humanities and Education is the engine room of the educative and humanising impulse of The University of the West Indies. As educators, historians, writers, linguists, literary critics, performing and visual artists, we imagine ourselves as story tellers who remember in order for the present to recognise past efforts and their outcomes and, in so doing, envision a future that may not fall victim to past missteps. Our goal is, in consonance with the vision and mission of the university, to assist in producing graduates who are creative problem solvers, imbued with a social conscience, committed to the integrity of the Caribbean region, and to the ties that bind all of humanity. In a collaborative effort and deploying the best technological tools available, the faculty is committed to working with our students to strategically transform the educational process into a relevant, impactful, distinctive, and excellent tool for the development of the human resource base of the Caribbean.

Archaeology, Education, Carnival Arts, Communication Studies, Creative Arts, Film, History, Linguistics, Literatures in English, Modern Languages, Music, and Theology, are some of the traditional academic platforms available in the faculty. At the graduate level, our students have the opportunity to engage in traditional research as well as in intra- and inter-faculty multidisciplinary combinations, and to participate in a number of cultural activities and international conferences that the faculty organises. In addition to the traditional disciplines in which impressive works have been produced by both our leading intellectuals and graduate students, we have recently added Cultural Studies and Creative Writing (Fiction) to our offerings. Given the range of options now available in the faculty, be mindful of the fact that what will distinguish your stay in the faculty and the university will be the level of collaborative interaction with other researchers that you cultivate and the degree of impact that your research will have on the larger society.



We thank you for choosing our faculty as the home faculty for your research. It is our hope that by the end of your stay here we would have influenced you as much as you would have influenced us. Remember that for a university to be great, the quality of its research and innovation has to be of the highest standard. The UWI aims to be the best we can, and we invite you to join us in achieving this goal.

**Professor Funso Aiyejina**  
**Dean**

# FACULTY OF HUMANITIES AND EDUCATION

## Staff Listing OFFICE OF THE DEAN

FACULTY OFFICE  
CAMPUS DEANS

**Professor Funso Aiyejina**  
Campus Dean – St. Augustine  
Ext. 82029

**Professor Pedro Welch**  
Campus Dean - Cave Hill

**Dr. Swithin Wilmot**  
Campus Dean - Mona

DEPUTY DEANS  
**Dr. Rita Pemberton**  
Deputy Dean, Student Affairs

**TBA**  
Deputy Dean, Programming and Planning

**Dr. Beverly-Anne Carter**  
Deputy Dean, Distance and Outreach

**Dr. Elizabeth Walcott-Hackshaw**  
Deputy Dean, Graduate Studies and Research

ADMINISTRATIVE OFFICER  
**Thomas-Allain, Nardia**  
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SECRETARY TO THE DEAN  
**Reid, Kathleen**  
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ADMINISTRATIVE ASSISTANTS  
**Broomes-Julien, Alicia**  
Administrative Assistant  
(Student Affairs)  
Tel: Ext. 82034

**Bridgewater, Petal**  
Administrative Assistant  
(Human Resources, Facilities, Timetable and Equipment)  
Tel: Ext. 83765

**Rocke, Wenda**  
Administrative Assistant  
(Deputy Deans: Planning and Programming, Distance and Outreach, Graduate and Research, Faculty Prizes and other Events)  
Tel: Ext. 83632

FACULTY CLERKS  
**Granderson, Deneil**  
Student Matters  
Faculty Clerk  
Tel: Ext. 82288

**Bekoe, Adisa**  
Faculty Clerk  
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**Lara, Sonia**  
Faculty Clerk  
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OFFICE ATTENDANTS  
**Badal, Pooran**  
Office Attendant  
Tel: Ext. 82399

**Maharaj, Reshe**  
Office Attendant  
Tel: Ext. 82399

**Ettienne, Kareem**  
Messenger  
Tel: Ext. 82399

CLEANING and MAINTENANCE STAFF  
**Louis-Brown, Kathleen**  
Cleaner

**Matthew, Bernadette**  
**Moreno, Marlene**  
Cleaner

## ADMISSIONS SECTION

(Undergraduate)  
**Ms. Chandra Ragoonath**  
Senior Administrative Assistant  
Tel: Ext. 83012

(Graduate Studies)  
**TBA**  
Administrative Assistant  
Tel: Ext. 82209

Faculty Clerk/Humanities and Education  
**Ms. Karen Edwards-Sheppard**  
Tel: Ext. 83010

## EXAMINATIONS SECTION

**Mr. Andre Greaves**

Administrative Assistant

Tel: Ext. 83876

Faculty Clerk/Humanities and Education

**Mr. Barry Hazel**

Tel: Ext. 84153

### Office Hours:

During the academic year the Faculty Office and Departmental Offices are open from 8:30 a.m. to 4:30 p.m.

## ACADEMIC SUPPORT/DISABILITIES LIAISON UNIT (ASDLU)

The Unit is the first and most important stop for high quality academic support for the diverse populations of students throughout the University including full-time, part-time and evening students, international students, student athletes and students with special needs (disabilities).

### Support Services for STUDENTS WITH SPECIAL NEEDS (Temporary and Permanent)-

- Provision of Aids and Devices such as laptops, USB drives, tape recorders and special software.
- Special Accommodations for Examinations
- Classroom Accommodations
- Academic Support
- Liaison with Faculties and Departments

Students with special needs should make contact before or during registration. Every effort will be made to facilitate your on-campus requirements in terms of mobility, accommodation, coursework, examinations, and other areas. No student of The UWI will be discriminated against on the basis of having special needs. Sharing your needs before registration will enable us to serve you better as a part of the Campus community.

### Academic Support Services for ALL STUDENTS

- Educational Assessment - LADS (dyslexia) - LASSI (Study Skills)
- Time Management
- Examinations Strategies
- Workload Management
- Career Planning
- Study Skills
- Peer Tutoring

### How do I register at ASDLU?

- Visit ASDLU to make an appointment to meet the Coordinator.
- Complete the required registration form.
- Students with disabilities must submit a medical report from a qualified medical professional.
- An assessment of the student's needs will be conducted.
- The required assistance will be provided.

All Students experiencing academic challenges should communicate with **Ms. Jacqueline Huggins**, Coordinator, Academic Support/Disabilities Liaison Unit, south of The Alma Jordan Library.

Tel: 662-2002 Exts 83921, 83923, 83866, 84254.

Hours: 8:30 am- 4:30 pm Monday, Wednesday & Friday

8:30 am - 6:00 pm Tuesday & Thursday to

accommodate Part-time and Evening students.

Email: ASDLU.Office@sta.uwi.edu.

Registration forms are available at the office or from the website at [www.sta.uwi.edu/asdlu](http://www.sta.uwi.edu/asdlu)

**\*POSTGRADUATE STUDENTS** are encouraged to participate in ASDLU's Peer Tutoring programme where they can provide tutoring services to undergraduate students pursuing courses of studies in their field.

## General Regulations for all Programmes in the Faculty QUALIFICATIONS FOR ADMISSION

### DIPLOMA PROGRAMMES

Candidates will be considered for the Postgraduate Diploma if they satisfy the following criteria:

1. Candidates should hold a Bachelor's Honours degree from an approved university.
2. In some programmes, practical experience or other qualifications of special relevance to the course programme may be required.
3. In some programmes, applicants may have to write an entrance examination.

### TESOL Diploma

To be admitted for the Post Graduate TESOL Diploma, candidates must hold a Bachelor's Honours degree from an approved university, with some Linguistics at the undergraduate level. Students without any previous Linguistics credits however, should take LING 1001, LING 1002 and LING 1005 as Qualifying Courses.

### MA PROGRAMMES

Candidates will be considered for admission to the prescribed course of study for the MA if they satisfy the following criteria:

1. Candidates seeking entry to MA programmes should hold a Bachelor's Honours degree from an approved university.
2. Normally the class of degree should be at least Lower Second Class Honours in the relevant discipline (or any other subject or subjects approved by the Departments).
3. In some programmes, practical expertise or other qualifications of special relevance to the course programme may be required.

4. In some programmes, applicants may have to write an entrance examination or may have to do qualifying courses. In the latter instance, the student will be deemed to be a qualifying student.

#### MPHIL/PHD PROGRAMMES

Students will be considered for the MPhil/PhD programmes if they satisfy the following criteria:

1. Candidates seeking entry to the MPhil programme should hold a Bachelor's degree (Upper Second Class Honours or above) in the area they wish to pursue.
2. Candidates seeking entry to the PhD programmes should hold a Master degree from an approved university, with a speciality in the area of study.
3. Students may be required to attend an interview prior to being accepted.
4. Students applying for MPhil or PhD degrees must prepare an appropriate research proposal for consideration.
5. All postgraduate students seeking a research degree are normally required to register first for the MPhil degree.
6. Later transfer to the PhD programme may be made if the M.Phil student's supervisor and the Departmental Graduate Supervision Committee recommend it, and if the recommendation is supported by the Faculty's Sub-Committee on Graduate Studies and approved by the Board for Graduate Studies.

#### Criteria for Admission (cont'd)

##### Qualifying Examinations

- a. An applicant may be:
  - admitted without a Qualifying Examination
  - required to pass a Qualifying Examination before being fully registered for postgraduate studies
  - refused admission.
- b. The nature of the Qualifying Examination shall be determined by the Department to which the candidate requires admission, but shall be subject to the Faculty Sub-Committee on Graduate Studies.
- c. A candidate who fails a required Qualifying Examination will not normally be permitted to re-sit the examination.

#### PART-TIME STUDIES

1. Students may be registered for full-time or part-time studies. No student may be registered for full-time studies if he spends an average of nine or more hours a week in paid employment.
2. Regulations concerning the length of periods of study for the award of postgraduate degrees to part-time students are given in the relevant sections below. In every other respect, e.g., qualifications for admission, attendance at seminars, conditions of award of the degree, etc., part-time students are subject to the same regulations as full-time students.

#### SUPERVISION

1. Whenever possible, each Department, or appropriate unit within a Department, shall have a Graduate Supervision Committee.
2. The Graduate Supervision Committee shall propose to the Faculty Sub-Committee for Graduate Studies a Supervisor or Supervisors of experience appropriate to the proposed field of study of each candidate.
3. Postgraduate students are required to consult with their Supervisor(s) in person, at intervals to be specified by the Supervisor(s) but normally not less than once a term. However, a candidate not resident in the same territory as his Supervisor(s) may be permitted to report in writing, except that a candidate who does not already hold a degree from this university, is required to have face-to-face contact with his Supervisor(s) at least twice during his first year of registration.

#### THESES AND DISSERTATIONS

Theses and dissertations presented for a post-graduate degree in this Faculty must be written according to the stylistic conventions adopted and prescribed by the relevant School, Department, or Unit.

#### ORAL EXAMINATIONS

The oral examination of a candidate presenting a thesis or dissertation will be chaired by the Chairman of the Faculty Sub-Committee for Graduate Studies, or his nominee, who will also be responsible for seeing that a report on the examination is prepared. The report shall be signed by all the Examiners present and the Chairman, and forwarded to the Board for Graduate Studies.

#### EXAMINATIONS AND PROGRESS

Qualifying Examinations:

Candidates will not normally be allowed to repeat Qualifying Examinations.

A full-time candidate failing more than two courses in any one semester will normally be required to withdraw.

A part-time candidate failing more than half of the courses for which he/she is registered over an academic year will normally be required to withdraw.

**Repeats:**

A candidate failing both the examination and coursework components of a course will be required to repeat the course.

**Re-sit:**

A candidate failing either the coursework or examination component of a course will normally be required to resit only that part of the course in which the failure occurred. However, where failure in any component is at a mark of less than one third of the passing mark, the student will be required to repeat the entire course.

In the instance where a student fails the coursework component, and where the component is a project/report that was submitted for examination, the student will be required to resubmit that coursework component for examination by the end of the following semester. A student who fails to submit the project in accordance with this requirement will be deemed to have failed the assignment. Where the coursework is by examination, the student will be required to resit the coursework examination when it is next offered.

Examiners may put oral questions to candidates to assist in their Assessment. Where such oral examinations are to be offered to candidates failing the examination component of a course, such an examination will normally be offered only when the student fails the examination by no more than five marks.

**Qualifying Candidates**

1. In accordance with the Regulations, the Faculty of Humanities and Education will continue to apply Regulation 67 to the extent that Qualifying candidates must pass all their qualifying courses at the first attempt. On failing to do so, they will be asked to withdraw.
2. Candidates are reminded that the pass mark for a qualifying course is 50% in both coursework and examination components.
3. In the instance where a student would have passed all but one of the qualifying courses, and where in that one course the mark attained was between 45-49%, an oral examination may be offered towards further assessing the qualifying candidate as part of the first attempt at the course. To this end, Regulation 67 is not violated. If the candidate refuses such an oral examination or fails the oral examination, then Regulation 67 will be applied and the candidate asked to withdraw.

**Time Limits**

**MA Project Submission**

Full-time candidates are normally required to submit their project reports within nine months of having been advised to proceed to project. Part-time candidates would normally be required to do so within twelve months. Failure to submit in accordance with this regulation will result in the student being required to withdraw.

A candidate who fails to submit in accordance with the above regulation can apply and make a case to the Board for Graduate Studies and Research for an extension. Extensions, when granted, will be for a period of no more than three months. A candidate who fails to submit following an extension will be required to withdraw.

A candidate who fails a project report will be allowed to resubmit within six months following notification of failure. Candidates will only be allowed one resubmission.

A candidate who fails to resubmit the project report within the stipulated time will be required to withdraw.

**Other Withdrawal Requirements**

A candidate who resubmits a project report and is still deemed to have failed that project will be required to withdraw.

**REQUIREMENTS FOR COMPLETION OF AN MPhil DEGREE**

1. a. A candidate may be required to attend courses during the period of registration, and may be required to write examinations. Such requirements must be approved by the Faculty Sub-committee at the time of registration of the student.  
b. A candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years and not more than 3 years after full registration.  
c. Part-time candidates will be required to present their thesis not less than 3 years and not more than 7 years after full registration.
2. The length of the thesis shall be in accordance with specifications laid down by the Departments of the Faculty, but should not normally exceed 50,000 words excluding footnotes and appendices.
3. A candidate may be required to take an oral examination on the general field of study and on the thesis. If the External Examiner is unable to be present at the oral examination, his written report should be made available to the other examiners at the oral examination. Exemption from the oral examination shall be at the discretion of the Chairman of the Board for Graduate Studies on the recommendation of the Board of Examiners.
4. A candidate, after consideration of his thesis by the Board of Examiners and, where relevant, the oral examination may be:
  - recommended to Senate for the award of the degree
  - required to resubmit the thesis and repeat the oral examination on one subsequent occasion within 18 months from the decision of University Board for Graduate Studies
  - failed outright.

## REQUIREMENTS FOR COMPLETION OF A PHD DEGREE

- A candidate may be required to attend courses during the period of registration, and may be required to write examinations. Such requirement must be approved by the Faculty Sub-Committee at the time of registration of the student.
  - A candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years, and not more than 5 years, after full registration.
  - Part-time candidates will be required to present their thesis not less than 3 years, and not more than 7 years, after full registration
- The length of the thesis shall be in accordance with specifications laid down by the Departments of the Faculty, but should not exceed 80,000 words excluding footnotes and appendices. The Board for Graduate Studies may in special circumstances give permission for this limit to be exceeded.
- A thesis will not be deemed adequate unless:
  - it is judged to be a new contribution to knowledge
  - it shows clear evidence of original research
  - it is worthy of publication.
- A candidate for the PhD will be required to take an oral examination on the general field of study and on the thesis submitted. Whenever possible, the External Examiner should be present at the oral examination. In his absence, his written report shall be made available to the other examiners at the oral examination.
- A candidate, after consideration of his thesis by the Board of Examiners and after oral examination may be:
  - recommended to Senate for the award of the degree
  - required to resubmit within 18 months but not required to repeat the oral examination
  - required to resubmit his thesis and repeat the oral examination on one subsequent occasion within eighteen (18) months from the decision of the Board for Graduate Studies.

## REQUIREMENTS FOR COMPLETION OF THE MA BY COURSEWORK

- The degree of MA by coursework is at present offered in the following subjects: Cultural Studies, Creative Design: Entrepreneurship, History, Literatures in English, and Spanish.
- The details of the regulations governing acceptance into these courses, their **CONTENT**, and the award of the degree vary, and may be obtained from the Departments concerned. However, the following general conditions usually apply:

- The course of study usually lasts one calendar year (two calendar years for part-time students), and consists of three courses and the writing of a thesis. Each course normally leads to one three-hour examination. At present, in some cases only part-time students are admitted.
- Candidates must normally pass in all three courses and in the research paper before being awarded the MA degree.

## Postgraduate Programmes in the School of Humanities

### Postgraduate Diplomas

- Arts & Cultural Enterprise Management (ACEM)
- Teaching English to Speakers of Other Languages (TESOL)
- Interpreting Techniques

### Master of Arts (MA)

- Cultural Studies
- Creative Design: Entrepreneurship
- History
- Human Communication Studies
- English Language
- TESOL
- Literatures in English
- Spanish

### Master of Fine Arts (MFA)

- Creative Writing (Fiction)

### Master of Philosophy (MPhil)

- Cultural Studies
- French
- History
- Human Communication Studies
- Linguistics
- Literatures in English
- Spanish

### Doctor of Philosophy (PhD)

- Cultural Studies
- French
- History
- Human Communication Studies
- Linguistics
- Literatures in English
- Spanish

## Postgraduate Programmes in the School of Education

### POSTGRADUATE DIPLOMA IN EDUCATION

#### Master of Education (MEd)

- Concentration in Curriculum
- Concentration in Youth Guidance
- Science Education
- Health Promotion
- (NOT OFFERED 2012/2013)

#### Master of Arts in Leadership in Technical and Vocational Education and Training (TVET) and workforce Development (WFD)

#### Master of Philosophy (MPhil) in Education

#### Doctor of Philosophy (PhD) in Education

# School of Humanities DEPARTMENT OF CREATIVE AND FESTIVAL ARTS

### Staff Listing

Website: <http://www.uwi.tt/fhe/index.htm>

Telephone /Fax: 1 868-663-2222

Tel: Exts. 82510, 83792 • E-mail: [festival@fhe.uwi.tt](mailto:festival@fhe.uwi.tt)

### HEAD OF DEPARTMENT

#### *Murray, Jessel*

BM, MM (Temple)

Senior Lecturer and Head of Department

Tel: Ext. 83622 / 83624

#### Administrative Assistant

#### *Ms. Nadine Springer*

Tel: Ext. 82376

#### Documentalist

Tel: Ext. 83495

#### Secretary

Tel: Ext. 83624

### ACADEMIC STAFF

#### *Burke, Suzanne*

Lecturer and Coordinator, Acem

BA (York, Canada), MA (ISS, The Hague),

PhD (Essex Univ, UK)

#### *Cadette, Keith*

Lecturer

BFA (Parson's School of Design, New York)

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#### *Crichlow, Kenwyn*

Lecturer

BA (Lond)

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#### *Gibbons, Rawle*

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BA, MPhil (UWI)

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Lecturer

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**Mc Williams, Louis**

MA (York)

Lecturer and Coordinator, Theatre Arts

Tel: Ext. 82378

**Morejn, Jorge Luis**

PhD (University of California, Davis)

Assistant Lecturer, Dance

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**Noel, Lesley-Ann**

Bacharelado Industrial Design (UFPR, Brazil),

PG Dip (UNOPAR, Brazil)

Lecturer and Co-ordinator, Visual Arts

Tel: Ext 83624

**Osbourne, Anne**

Lecturer & Coordinator, Musical Arts

BMus (*Lond*), MMus (*West Ont*), PhD (*Indiana*), ARCO, ARCM,

LRAM, Dip Kodaly Concept, GRSM, ARAM, Cert, Ed

Tel: Exts. 83626/83624

**Ouditt, Steve**

Lecturer and Coordinator, MA Creative Design:

Entrepreneurship

BFA (*School of Visual Arts*), MA (*Goldsmith*)

Tel: Ext. 83624

**Sharma, Satanand**

Lecturer

BMus (*Rochester*), MMus (*Northern III*)

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**Tull, Jo Anne**

Lecturer

BSc, MSc PhD (*UWI*)

Tel: Ext. 83794

# CREATIVE & FESTIVAL ARTS - PROGRAMMES

## Diploma in Arts and Cultural Enterprise Management

Total credits: 23

### Programme Summary

The Postgraduate Diploma in Arts and Cultural Enterprise Management is a trans-disciplinary programme, which equips graduates to take an entrepreneurial role in the development and management of the artistic and cultural resources of the region. The programme is open to graduates in the humanities, social sciences, or other related fields, as well as to managers of arts and cultural enterprises in the public and private sectors.

The course of study runs over a period of two intensive Mid-Year sessions (June–August) of four weeks each. Sessions I and II will be held from June–August of Year 1. During the academic year, students will be required to complete their practicum involving a study and a work attachment. In Session III (June – Year 2), students will complete coursework and present seminars for final evaluation.

### Method of Delivery

The programme will be delivered via lectures, workshops, and practical field-work. Lectures will be held over three mid-year sessions to enable participation from other Caribbean territories. Students will have the option of doing field-work within or outside of their home-territory.

### Aims

The Postgraduate Diploma in Arts and Cultural Enterprise Management is intended to:

1. supply specialists trained in the development and management of artistic and cultural resources;
2. train artists in the management of their own talent;
3. engage students in Caribbean cultural production and alert them to the potential thereof;
4. develop regional and international contact with arts organisations, cultural agencies, and practitioners in the field;
5. develop the entrepreneurial insight and skill to transform cultural resources into sources of economic benefit for all concerned.

### Objectives

On conclusion of the programme the successful graduate should be able to:

1. appreciate the potential of cultural industries;
2. organise and produce artistic and cultural events;
3. manage artistic talent;
4. construct project proposals;
5. manage an arts or cultural institution.

### Needs and Effects Beneficiaries

The cultural sector impacts upon the lives of all in the region. The programme will bring direct benefit to:

- managers and workers in the fields of culture and the arts
- artists, who far too often are forced to function in the dual roles of creator and manager
- graduates who may be more interested in creating rather than finding a job
- the UWI as an establishment responsive to social needs.

### Career Opportunities in Arts Management

The following agencies should be interested in the services of the Arts Administrator:

- The University of the West Indies (UWI)
- Departments of Culture, Trade, Intellectual Property, etc.
- Tourism Sector – Hotels and the Hospitality Sector
- Calypso Tents and Carnival Bands, Steelbands and Music Bands
- Museums and Art Galleries, Theatres and Theatre Companies
- Technical Production – Sound Light and Stage Management
- Festival Organisations, Music and Record Producers
- Heritage Sites and Organisations
- Craft Producers, Arts Organisations
- Book Publishers
- Film Producers/Distributors
- Event Promoters, Impresarios, Talent Agents

### Entry Requirements

Candidates must normally have a first degree from an approved university; OR academic qualifications decided by the university to be equivalent to a first degree.

NB Persons without a background in the arts will be required to pass one practical course in the arts during the programme. This course will NOT be offered for academic credit.

Persons without the above qualifications may be recommended for admission by a Selection Panel of Academic Co-ordinators based on experience in the field of study; academic record; the results of an interview; referee reports.

## COURSE LISTING

### DIPLOMA IN ARTS & CULTURAL ENTERPRISE MANAGEMENT

The programme comprises five (5) courses each of 40 contact hours and a practicum. Each course will involve theory and workshops. Courses share the common themes of Caribbean identity, creativity/entrepreneurship and the global context.

#### SESSION I: (FOUR WEEKS)

##### Year

##### Semester

Course Code	Course Title	Credits
ARTS 6101	Arts, Culture and Society	3
ARTS 6102	Business Strategies for the Arts	3

#### SESSION II: (FOUR WEEKS)

##### Year

##### Semester

Course Code	Course Title	Credits
ARTS 6103	Funding and Financial Management in the Arts	3
ARTS 6104	Marketing and Promotion in the Arts	3
ARTS 6105	Arts and Cultural Enterprise Management (Practicum)	8

#### SESSION III: (FOUR WEEKS)

##### YEAR

##### SEMESTER

Course Code	Course Title	Credits
ARTS 6105	Arts and Cultural Enterprise Management (Evaluation Seminars)	3
ARTS 6106	Policy and Development in Arts and Culture	3

### ASSESSMENT

Two courses ARTS 6101 and ARTS 6103 will be evaluated 40% coursework and 60% examination.

ARTS 6101, 6102, ARTS 6104 & Practicum and 6106 will be 100% coursework. They will be evaluated on the following:

- Written proposal (end of October)
- Interim reports, Project report/Attachment/ Seminar presentation.

## COURSE DESCRIPTIONS

### DIPLOMA IN ARTS & CULTURAL ENTERPRISE MANAGEMENT

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6101**

**COURSE TITLE: ARTS, CULTURE AND SOCIETY**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** This foundation course presents a mix of perspectives on culture, the arts, and their inter-sections with various sectors and concepts in Caribbean society. As a foundation course the aims are:

- to ensure that students are sufficiently grounded in Caribbean cultural realities
- to establish the thematic principles of the programme

#### OBJECTIVES

On completion students are expected to:

1. have an appreciation/understanding of the function and value of the arts and expressive culture in the formation of Caribbean society;
2. understand the present status of arts and culture in the region;
3. appreciate the potential for arts and culture in social and economic development of the Caribbean.

#### CONTENT

The Content of the course will focus on the following areas:

- Definitions of Culture—traditional, popular, classical
- Modules on the arts as social identity, arts as education, arts as economic activity and arts and culture as policy, arts and the law.

#### Delivery

The course will be delivered in a modular multi-disciplinary fashion drawing on the resources across the Faculty/Campus.

#### ASSESSMENT

Coursework: 40%  
(Written reports drawn from two of the areas under study.)  
Examination: 60%

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6102**

**COURSE TITLE: BUSINESS STRATEGY FOR THE ARTS**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** The study of business strategy is principally concerned with the formulation and implementation of strategy and the importance of strategic decision-making in organizations. This course presents an integrated approach to strategic management theory and its application to arts and cultural organizations, including indigenous and entrepreneurial management of the arts. Students will be exposed to a number of strategic management techniques that are critical to the success of strategy, including business plan and marketing plan formulation.

#### OBJECTIVES

Students will also be required to develop an understanding of

how to initiate, develop, and complete a project through the key phases of project management. These skills are critical for organization development, and are applicable to one-time events or projects as well as ongoing concerns and businesses.

#### CONTENT

- Strategic management process and the importance of strategic planning
- Strategic management of human resources
- Key elements in strategic planning: Business plans and marketing plans
- Project management and planning
- Managing change strategically

#### ASSESSMENT

Coursework 100%

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6103**

**COURSE TITLE: FUNDING AND FINANCIAL MANAGEMENT IN THE ARTS**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** This course will focus on the analytical and decision-making processes involved in the financial management of arts and cultural industries. It will address issues related to the acquisition of financial resources and the effective management of these resources.

#### OBJECTIVES

Students will develop an understanding of the processes involved in budgeting, pricing, cash-flow statement analysis, cost control, and asset management decisions. Students will gain an appreciation of the tools for financial control of any arts organisation or cultural industry.

#### CONTENT

- Basic economic principles of supply and demand, present value and future value, depreciation and pricing
- Organization for financial arrangement and the role of the principal officers of the organizations
- Income sources, grant-seeking, philanthropy and fundraising, fund accounting/reporting
- Budget preparation and business planning

#### ASSESSMENT

Coursework 40%  
(projects and/or mid-term exams and or written assignments)  
Examination 60%

#### REFERENCES

- Brayley, Russell E. and Daniel D. McLean. Managing Financial Resources in Sport and Leisure Service Organizations. Champaign, IL: Sagamore, 1999.
- Brooks Hopkins, Karen and Carolyn Stolper Friedman. Successful Fundraising for Arts and Cultural Organizations. 2nd ed. Phoenix, AZ: Oryx Press, 1997.
- Garrison, Ray H. and Eric W. Noreen. Managerial Accounting. 8<sup>th</sup> ed. Burr Ridge, IL: Irvin Publishing.
- Seltzer, Michael, Securing your Organization's Future: A Complete Guide to Fundraising Strategies. New York: Foundation Centre, 1987.

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6104**

**COURSE TITLE: MARKETING AND PROMOTION IN THE ARTS**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** The critical role of marketing and promotion has become prominent in recent times, given the current dynamic business environment. Many organizations now recognize the importance of being customer-oriented, knowing their products and/or services, and how to market and sell them in order to develop and maintain a lead in the market and survive the competition. The cultural/arts organizations are no exception, and also require a systematic and effective marketing and promotions plan.

**OBJECTIVES**

This course, therefore, seeks to provide students with a thorough understanding of the principles and practices of marketing, and how the practice of marketing facilitates the growth of an organization's competitive edge. The course also focuses on how to formulate and implement a comprehensive marketing and promotions plan. At the end of the course, students should be able to:

1. define the role and value of marketing in today's increasingly competitive and dynamic environment;
2. define the management of the marketing function in diverse marketing situations;
3. apply marketing principles to the analysis, planning, implementation, and control of policies designed to achieve marketing and corporate **OBJECTIVES** in both profit and non-profit cultural/arts organisations;
4. relate the knowledge gained of marketing principles to specific situations within the cultural/arts industries.

**CONTENTS**

- Theory of marketing including the four Ps of marketing
- The importance of market research and the various techniques that are used
- The role of promotion
- Formulating and developing marketing campaigns—planning, budgeting, executing
- Maximising the media
- Building relationships with key stakeholders
- Distribution strategies

**ASSESSMENT**

Coursework

100%

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6105**

**COURSE TITLE: ARTS AND CULTURAL ENTERPRISE MANAGEMENT (PRACTICUM)**

**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** Successful management of cultural enterprises is premised on the formulation of strategic goals and the management of action plans to achieve them. This is a critical area for training in the arts and cultural industries, given the expansive role the sector plays in the Caribbean economy and society.

**AIMS**

This course guides students through the stages of realising a project from conceptualization to implementation and review. This will involve an appreciation of the relationship among planning, project management, and leadership.

**CONTENT**

Skills will be developed in the following areas:

- Concept Development
- Leadership and Human Resource Management
- Critical Path Analysis
- Programme Evaluation and Review Techniques
- Project Life Cycle
- Scheduling and Time Management

Students will be expected to complete a practicum of two projects:

- an analysis of a cultural/arts enterprise
- supervised work attachment in a major cultural production or enterprise

**ASSESSMENT**

Coursework

100%

This will be assessed in the following ways:

- Written proposal (end of October)
- Interim reports
- Project report/Attachment
- Seminar presentation

**YEAR:**

**SEMESTER:**

**COURSE CODE: ARTS 6106**

**COURSE TITLE: POLICY AND DEVELOPMENT IN ARTS AND CULTURE**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** Through a series of seminars, and lectures, this course will update students on cutting-edge concerns and developments in the field of arts and cultural industry policy. Particular emphasis will be placed on the relationship between Caribbean cultural enterprise and the global context.

**OBJECTIVES**

On completion, students should be able to:

1. articulate the global context of arts and cultural enterprise management;
2. form linkages with professionals in the industry;
3. consolidate practicum learning.

**CONTENT**

The course will be delivered in a series of seminars, which will cover the following topics:

- Culture policy theory, development and evaluation
- Culture and trade
- Role of stakeholders in policy document

**ASSESSMENT**

Coursework

100%

## **MA Creative Design:**

### **Entrepreneurship**

#### **PROGRAMME AIMS AND OBJECTIVES**

This cross-disciplinary programme strives to achieve the following Aims and Objectives:

- To equip individuals with a wide range of tools to identify, challenge, analyse, innovate and think critically of opportunities in research design and innovation;
- To provide individuals with the tools to develop design entrepreneurship skills;
- To create a culture of entrepreneurship;
- To guide students' perspectives in design;
- To equip individuals with the knowledge and skills required to develop a wide range of competencies and skills in design entrepreneurship;
- To create a cadre of design professionals across all disciplines.

#### **Learning Outcomes**

Students completing this programme should be able to:

- analyse a high standard of current knowledge in the areas of creativity and entrepreneurship across disciplines;
- develop, implement and evaluate entrepreneurial projects and programmes in creative areas of specific disciplines;
- demonstrate skills in the selection, planning, practice and interpretation of a range of creative techniques;
- demonstrate autonomy in their learning;
- engage in professional and academic communication with others in the field of design entrepreneurship across disciplines;
- demonstrate the ability to contribute to the development of the field through reflection, analysis and applied study or research;
- present an informed, critical and imaginative attitude to their professional practice.

#### **Knowledge, Skills, Abilities**

The programme aims to equip students with a range of knowledge, skills and abilities.

Knowledge is developed through lectures, seminars, tutorials, workshops, readings, research and field trips.

Students will be guided through:

- principles of creative thinking;
- the practical and theoretical aspects of entrepreneurship in the creative and design areas of industry;
- details of selected case studies that represent current best practice in creativity and design entrepreneurship;
- foundations of entrepreneurship discourse and their impact in socio-political contexts of development.

Thinking skills are developed through tutorials, seminars, workshops and projects. Students will develop the ability to

- analyse and interpret complex and sometimes contradictory positions in entrepreneurial discourse;
- think critically about their own work and the work of others;
- advance subject areas through applied study and research;
- use several different creative thinking systems to solve problems.

Practical skills are developed through field trips, practical design workshops, research projects and presentations.

Students will have the ability to

- manipulate media in order to represent creative design ideas visually;
- communicate professionally and academically with other specialists in the field;
- gain a high degree of competence in interacting with computers and software.

Skills for life and work are developed through seminars, workshop discussions, field trips, oral and written presentations and team work. Students will develop the ability to

- work with others;
- motivate others;
- build self-confidence.

Knowledge and Thinking skills are assessed by

- evidence of reading and comprehension of assigned topics;
- descriptions, explanations and discussions that theorise and arrive at conclusions on various aspects of the course in the context of tutorials, seminars, presentations and workshops;
- reports, portfolios and written papers.

Practical skills are assessed by

- completion of assignments in design labs within a specific timeframe;
- presentation of multimedia student research projects and reports;
- professional interaction during field trips;
- evidence of proper planning and management of time and work

Skills for life and work are assessed by

- working to strict deadlines;
- evidence of teamwork and leadership;
- demonstration of effective oral and written communication;
- evidence of problem solving skills.

## PROGRAMME STRUCTURE

The MA Creative Design: Entrepreneurship is a 36-credit programme structured as follows:

Twelve (8) credits made up of two courses plus project workshops as part of the development of the programme-long Creative Design Project spread through the three semesters and Critical perspectives in Design Entrepreneurship which culminates in the second semester when the final assignment is submitted.

### Semester I – [September – December]

- CDEN 6001 – Nature of Creativity [4 credits]
- CDEN 6002 – Critical Perspectives in Design Management [4 credits]
- CDEN 6003 – Research Methodology for Design Entrepreneurship [4 credits]

### Semester II (September – December of Year 2):

**Twelve (16) credits made up of three courses, and project workshops as part of the development of the year-long Creative Design Project.**

### Semester II – [January – May]

- CDEN 6004 – Business Planning for the Creative Entrepreneur [4 credits]
- CDEN 6005 – Design as a Strategic Business Tool [4 credits]
- CDEN 6006 – Strategic Markets for Design in a Global Economy [4 credits]
- CDEN 6000 – Creative Design Project [Year Long]

### Semester III – [January – May of Year 2]

- CDEN 6000 – Creative Design Project - [12 credits]

## **COURSE DESCRIPTIONS:**

MA Creative Design: Entrepreneurship

### **YEAR: I**

**SEMESTER: I, II, and III**

**COURSE CODE: CDEN 6000**

**COURSE TITLE: CREATIVE DESIGN PROJECT**

**NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** The Creative Design Project is a yearlong course that seeks to synthesize all the knowledge and skills content from the courses of the programme in a realizable project that can be evaluated by means of a submission of a portfolio. The supervisor(s) of each project will provide guidance along the way. Students will make presentations and engage in discussions to refine and problem-solve issues that may arise that are peculiar to a project chosen.

It is in the realization of this project that students will be given the opportunity to fully contextualize their projects within the Caribbean and understand the larger global context. Students will gain a practical understanding of the techniques and skills for interrogating and selecting design concepts with the potential to be produced as entrepreneurial practice.

### **OBJECTIVES**

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

- Demonstrate contextualization of design ideas in class presentations;
- Analyze the cognitive, physical and social factors in design cultures;
- Develop written proposals and presentations for design ideas;
- Develop a project portfolio to fully document the process and product of a design project.

### **CONTENT**

- Exploring ideas for final design object, product, environment, system or service
- Brainstorming design ideas
- Observing user needs
- Design analysis (cognitive, social and cultural factors)
- Form generation processes
- Production methods
- Case studies in design
- Design proposal writing and presentation
- Research methodology with design project specificity
- Portfolio development

### **DELIVERY**

Lectures, seminars, workshop investigation, case studies and student presentations and feedback. A Creative Design Project Portfolio will be required by the end of Semester III.

### **ASSESSMENT**

Creative Design Project Portfolio 100%

### **YEAR: I**

**SEMESTER: I**

**COURSE CODE: CDEN 6001**

**COURSE TITLE: THE NATURE OF CREATIVITY**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Creativity is not purely the remit of the designer but is a discipline engaged with across the entire business environment. A lack of it can destroy an organisation's ability to compete in the market place, whereas unchecked, it can result in chaotic and unrealistic solutions to problems. The key is its effective management. This can only be achieved by first identifying and understanding the nature of creativity; something even the most successful of practitioners can struggle with, but what this course aims to investigate.

Creativity is both a philosophy and a set of processes used consciously and unconsciously. Initial discussions will define the terms and explore key ideas in relation to creativity within the context of Small and Medium Enterprises (SMEs), and in particular those within complex product or service industry. The historical and academic paradigm of creativity and its philosophy will be explored and the key figures and their influence on the discipline investigated.

The interface of activities, their overlap and divergence, are considered as key drivers of the creative process within industry. Creativity and innovation are symbiotically and intrinsically linked. The discussion will include product, environment, systems and services while engaging with the convergence and divergence of practice between them.

Students will analyse SMEs to identify the existence, extent and purpose of creativity as both theoretical and practical processes and begin to investigate qualitative and quantitative methodologies to measure success. This will enable them to identify the presence and nature of creative endeavour, the environment and factors necessary to nurture it and as a result become more effective in its utilisation.

### **OBJECTIVES**

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

- Identify, define and investigate creativity as a concept;
- Analyze creativity from both historical and current perspectives and discuss its philosophy;
- Identify and evaluate creativity in the context of the SME in both design and non-design activities;
- Develop a methodology for identifying and evaluating creativity within design and non-design activities of a SME.

### **CONTENT**

The nature of creativity

- The definitions of creativity
- The theory of creativity
- Perceptions of creativity as an entity
- Creative activity within design- and non-design-based organisations
- Key figures and their influence on the creativity debate
- Discussion of the philosophy of creativity
- Identification and discussion of creativity in an historical context

The practice of creativity

- Defining creativity in the business environment
- Examining the extent of creativity in the business environment
- Human issues in respect of the nurturing of creativity
- Physical and environmental factors affecting creativity
- Creativity within the design process
- Creativity as practical and theoretical tools
- Creativity within the business process and within high tech SME activity
- The use of creativity as a tool for innovation
- Creativity as a tool for change within the organisation
- Measuring the benefits of creativity
- Practising successful creativity

#### **DELIVERY**

Lectures, seminars, readings, discussions, and research will be used to deliver this course. A written report (see Assessment below) will be required at the end of the semester with a formative submission of the report during the mid-semester period.

#### **ASSESSMENT**

Report: Analysis and critique of creativity within industry and of student's practice (3,000 words) 100%

**YEAR: I**

**SEMESTER: I**

**COURSE CODE: CDEN 6002**

**COURSE TITLE: CRITICAL PERSPECTIVES IN DESIGN MANAGEMENT**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Investment in design and its management in industries is a key driver of a successful business venture. This module considers the discipline of design management, its historical development and its current place within industry, acknowledging the changes over the last decade from design leadership to design integration. Students will develop their own definition and appreciation of the discipline, and its role within a broader industrial context. Based on this understanding, students will be expected to demonstrate critical awareness of current perspectives of the discipline as related to their own practice within international cultural contexts.

Through application of taught elements, students will be required to examine critically current industrial trends and develop their forecasting and predicative skills to determine the role(s) and effective management of design in the future of complex industries.

#### **OBJECTIVES**

This course aims to provide students with the necessary knowledge and skills to:

1. Identify and appraise critically the discipline within their own cultural and industrial context;
2. Evaluate critically design management options and communicate these findings concisely to a specialist audience;
3. Work effectively as a member of a team;
4. Produce a presentation to professional standard using visual and verbal means.

#### **CONTENT**

- Establishing definitions of Design Management as a discipline
- Historical development of the discipline
- Current perspectives on the discipline
- Positional perspectives of Design Management in industry
- Promoting the case for Design Management
- Design Management in context of the activities of the design entrepreneur
- The process of buying design from the Client perspective
- The process of selling design from the Agency perspective

Strategic Design Management and its role in the development of:

- Corporate strategy
- Corporate competences
- Corporate identity and culture
- Corporate responsibility and sustainability policy
- Human resources
- The product, service or experience
- Prediction and forecasting within industry using Design Management tools

### Delivery

Lectures, seminars, readings, discussions, group work and research will be used to deliver this course. A group presentation and an evaluation of current design management report (see Assessment below) will be required at the end of the semester with a formative submission of the assignments during the mid-semester period.

### ASSESSMENT:

**Assignment 1: Group Presentation:** 40%

Evaluation of current design management

The group presentation will challenge students to analyse the current status of the discipline in relation to their own industrial interest and present this in a manner appropriate to a business context; consideration as to the mode of presentation will therefore be critical.

**Assignment 2: The Future of Design Management Industry (3,000 words)** 60%

Assignment 2 will be a critical appraisal of the management of design in industry with emphasis on its application as a tool for future developmental success and will be submitted in the first week of Semester II.

### YEAR:

### SEMESTER: I

**COURSE CODE: CDEN 6003**

**COURSE TITLE: RESEARCH METHODOLOGY FOR DESIGN ENTREPRENEURSHIP**

**NUMBER OF CREDITS: 4**

### COURSE DESCRIPTION:

#### Overview

Without effective research, even the most credible design-based professional cannot guarantee their efforts won't result in superficial or ill-conceived solutions. The design entrepreneur has to be fluent in selecting and handling effective research tools to ensure that they apply their creative talents to the most appropriate outcome.

This course is designed to enhance students' knowledge and understanding of the nature and scope of research. It will examine and evaluate current issues in research and in particular design research. The course will introduce and develop a range of conceptual and practical research skills required for the successful execution of design-based projects and enable students to build a portfolio of research skills that can be utilised throughout their future careers as design and business professionals.

Students will be given the opportunity to consolidate their understanding of the taught elements of the course by undertaking assessments that require the application and evaluation of research tools. The vehicle for this will be a feasibility study in students' chosen area of interest relative to their intended design innovation Projects in Semester III.

### OBJECTIVES

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

1. Apply a range of research methods and formulate an appropriate feasibility study relative to their chosen design innovation project;
2. Evaluate current research and make sound judgements on the basis of the analysis of collected research data;
3. Present research findings and conclusions in a lucid academic style.

### CONTENT

Examining current design research methods – research into, for and through design

- Identifying research sources
- Qualitative and Quantitative research methods
- Subjectivity and Objectivity in research

Secondary research tools:

- Information skills
- Literature searching
- Referencing methods
- Citation
- Records and Data keeping
- Managing secondary information/data
- Secondary information/data collection
- Text analysis, identifying bias
- Presenting secondary findings
- Literature review

Primary research tools:

- Research idea development
- Brainstorm/Mind•mapping techniques
- Soft systems methodology
- Use of CATWOE analysis and formulation of root definitions
- Observation
- Participant and non•participant and modifying or disturbing human behaviour
- Interview skills
- Structured
- Unstructured
- Choosing participants
- Questionnaire/Survey formulation and implementation
- Focus groups and critical reviews
- Data analysis and presentation

Research Issues and Research Proposal

- Social, Human and Ethical Research Issues
- Requirements for formulating a research proposal
- Formulation of a research aim/hypothesis through
- Feasibility Study,
- Objectives, Methodology,
- Time management,
- Data analysis and Presentation,
- Outcomes,
- Conclusions and Recommendations

### Delivery

Lectures, seminars, readings, discussions, and research will be used to deliver this course. A written report (see assessment below) will be required at the end of the semester with a formative submission of the report during the mid-semester period.

### ASSESSMENT

Project feasibility study through secondary research (2,000 words)	50%
Project feasibility study through primary research (1,500 words)	50%

### YEAR: I

### SEMESTER: II

### COURSE CODE: CDEN 6004

### COURSE TITLE: BUSINESS PLANNING FOR THE CREATIVE ENTREPRENEUR

### NUMBER OF CREDITS: 4

**COURSE DESCRIPTION:** The manoeuvring of a creative concept to market using business and financial skills is crucial to the success of the Design Entrepreneur. Confident handling of commercial and creative theoretical and practical tools forms a major part of the activities of the entrepreneur.

This course will enable students to consolidate skills from Semester I and develop a range of activities • creative, technical, legislative and financial • required to bring a design idea into business reality. The intention is to allow students to contextualise their learning in as realistic a business environment as possible. The aim is to develop entrepreneurial abilities; such skills should prove an invaluable part of their portfolio for future academic and commercial success.

Students will apply knowledge and skills to identify potential for a new product/service/experience and mobilize the necessary business resources in order to realise their ideas. This knowledge will be presented in the form of a business proposal and business plan produced to a professional standard.

### OBJECTIVES

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

1. Analyse open-ended problems related to business planning and provide solutions;
2. Break down complex issues into key components for systematic analysis;
3. Articulate a programme of business strategies in response to effective planning and research;
4. Demonstrate initiative and personal responsibility in relation to identifiable components of the academic agenda.

### CONTENT

The Entrepreneur and enterprise

- Theory-focused planning
- The innovation imperative
- Strategic experiments
- Trend prediction
- Collaborative partnerships
- Creativity, experimentation and innovation
- Leadership, the entrepreneurial team, and competition
- Environmental scanning for business
- Intellectual property and design innovation

Business set-up

- Research sources for business
- Creating the business plan
- Financial planning and control for business; P&L, cash-flow forecasts
- Characteristics of different business organisations; Ltd, LLP, PLC etc.
- Buying services, supplier relationships
- Business administration
- Creating the marketing strategy
- Business and financial legislation
- Employing staff and relevant legislation
- Information presentation skills

### Delivery

Lectures, seminars, readings, discussions, team activities and research will be used to deliver this course. A business plan and an oral presentation (see assessment below) will be required at the end of the semester with a submission of the business plan outline during the mid-semester period.

### ASSESSMENT

Business proposal and plan (4,000 words)	60%
Potential Market presentation	40%

**YEAR: I**

**SEMESTER: II**

**COURSE CODE: CDEN 6005**

**COURSE TITLE: DESIGN AS A STRATEGIC BUSINESS TOOL**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This module considers the application of design as a driver for the strategic management and development of businesses. The emphasis is placed on the use of design as a tool to influence organisational change with both an internal and external business focus: the mind-set of individuals within an organisation is critical for design-led success in the marketplace.

In respect of the product/service/experience, students will critically appraise the development of design in its role of communicating corporate identity and as an external business interface.

Using amongst other sources, key case studies, students will explore the influence of design on international culture and business methodologies. They will focus on the use of design as a tool for change management and as a facilitator for behavioural change within complex product or service industries.

As an outcome of this process, students will be required to make predictions concerning the future application of design within the strategic business environment.

**OBJECTIVES**

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

1. Evaluate critically the role of design as a strategic management tool within an organisation;
2. Handle open-ended and complex issues with confidence and be able to establish own academic agenda;
3. Present in the form of a case study a critical evaluation of the use of design as a strategic management tool within one organisation with discussion and suggestions for its predicted use in the future;
4. Apply Design Management tools and thinking to a situation to develop reasoned arguments and conclusions;
5. Present thinking and conclusions in a lucid academic style.

**CONTENT**

Strategic analysis

Corporate culture

- Management systems and control
- Perception and definition of design in the organisation
- Identifying design activity within the organisation
- Innovation: nurturing and managing a culture of creativity

Design and corporate identity

- Influence of design on international culture: the creation of a national style within an international vocabulary
- The rise and fall of the brand: the use of design as a vehicle
- Design as a strategic tool in business-to-business and business-to-consumer environments
- Corporate communication: strategy, implementation, feedback

Design and strategic management

- Environmental assessment: identifying the position and use of design by competitors
- The role of design in organizational change
- Measuring the success of design activities within the organisation
- Change management
- Linking strategic and operational change: operational issues
- Design leadership

**Delivery**

Lectures, seminars, readings, discussions, workshops and research will be used to deliver this course. A case study (see assessment below) will be required at the end of the semester with a formative submission of the case study profile during the mid-semester period. A Design Audit and Analysis will be presented by students (approx. 15 minutes long).

**ASSESSMENT**

Case Study (4,000 words)	60%
Design Audit and Analysis	40%

**YEAR: I**

**SEMESTER: II**

**COURSE CODE: CDEN 6006**

**COURSE TITLE: STRATEGIC MARKETS FOR DESIGN IN A GLOBAL ECONOMY**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

Overview

Businesses need to utilise specialist skills to complement their technical and design abilities if they are to compete effectively within the Global Economy and this course will examine the role of the Design Entrepreneur in such an environment.

The complex nature of customer needs together with global manufacturing processes, technological systems and the continuing internationalisation of markets are all factors that impact on the level of innovation within an organization/business.

Innovation is the life-blood of every design-led business; however, developing and delivering new products/services to global markets is becoming increasingly complex. Constant production innovation, short life cycles and high cannibalisation rates are becoming typical for many industries in today's global economy. Companies need to collaborate effectively, both within their own organizations and across their extended enterprise in order to compete at a level that will sustain them for the future. Students will be encouraged to appreciate that the future of successful business innovations depend on delivering benefits better than competitors and learn how to identify what customers want in a global environment.

### OBJECTIVES

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

1. Articulate a global marketing plan for an organization/business;
2. Demonstrate an ability to address open-ended problems related to design an strategic marketing in a creative and mature way;
3. Use initiative in order to evaluate and apply effective theoretical and practical tools in answer to complex problems;
4. Handle information from a variety of academic, business and practical sources with confidence;
5. Demonstrate innovation and creativity in terms of thinking and processes and to provide solutions;
6. Present their thinking, verbally and visually, to a professional standard.

### CONTENT

Design Management issues within the global environment

- Case studies of design management and innovation in the global environment
- Historical development of design management in the global environment
- Strategic design management
- Local and cultural issues affecting the application of design management theory in a global environment
- Globalisation and business agility
- Collaborative relationships
- Collaborative tools
- The future of design management within the international market Innovation in the global environment
- Building competitive advantage
- Globalisation and the innovation imperative
- Innovation and experimentation
- Supply chains
- Suppliers: geographical pros and cons
- Global logistics: the case for global and local suppliers, cost, energy
- Creating sustainable innovation: the effect of globalisation on the environment

Marketing innovation within the global environment

- Development of the global marketplace: a history
- Understanding the consumer in a global environment: variations in demography, psychography, geography of the end-user

### Delivery

Lectures, seminars, readings, discussions, team activities and research will be used to deliver this course. A written report and an oral presentation (see assessment below) will be required at the end of the semester with a formative submission of the assignments during the mid-semester period.

### ASSESSMENT

Written Report for global marketing plan (3,000 words) 60%  
Presentation of global marketing plan 40%

# DEPARTMENT OF HISTORY

Website: <http://sta.uwi.edu/fhe/history/>

## Staff Listing

### HEAD, DEPARTMENT OF HISTORY

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# HISTORY - PROGRAMMES

## MA History by Coursework

### Entry Requirements

For the MA History, an applicant should have at least EIGHT B grades in semesterised courses or FOUR B grades in Second and Third year History courses (i.e., for those with the "old," non-semesterised UWI degrees), for entry to the MA by Coursework. New entrants for the MA History are accepted every second year.

### AIMS and OBJECTIVES

This programme's main objective is to offer specialised training in the nature and practice of the discipline to teachers in the higher levels of the secondary schools, and to other interested persons. It is also an excellent preparation for those wishing to proceed to read for the MPhil and PhD degrees in History.

It is offered as a part-time programme spread over two years (i.e., calendar years).

Students are required to read THREE tri-semester, 9-credit courses and to write a research paper of between 10,000 and 15,000 words. Teaching is conducted from September to June, with a 4-week break between semesters (December-January).

## COURSE LISTING

### MA HISTORY

The tri-semester courses offered at St. Augustine at present are:

#### Year 1

##### Semesters I & II & III

Course Code	Course Title	Credits
HIST 6099	The Development of Society in the English-speaking Caribbean after Emancipation: Social Formation and Race Relations, 1838-1938 (Not offered 2012/2013)	9
HIST 6599	Theory and Methods of History (Not offered 2012/2013)	9

#### Year 2

##### Semesters I & II & III

Course Code	Course Title	Credits
HIST 6899	Historiography (with special reference to the Caribbean)	9

These courses are NOT all offered in the same year. In 2012/2013 HIST 6899 will be offered.

## COURSE DESCRIPTIONS

### MA HISTORY

#### YEAR: 1

#### SEMESTER: I & II & III

**COURSE CODE: HIST 6099 (NOT OFFERED 2012/2013)**

**COURSE TITLE: THE DEVELOPMENT OF SOCIETY IN THE ENGLISH-SPEAKING CARIBBEAN AFTER EMANCIPATION: SOCIAL FORMATION AND RACE RELATIONS, 1838-1938**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** This course considers in some detail how post-emancipation Caribbean societies developed between the 1830s and the 1930s. The focus is on social and cultural history, on race relations and class formation, and on the development of material and expressive culture among the different classes and ethnic segments.

#### YEAR: 1

#### SEMESTER: I & II & III

**COURSE CODE: HIST 6599 (NOT OFFERED 2012/2013)**

**COURSE TITLE: THEORY AND METHODS OF HISTORY**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** This course considers some of the major theoretical issues which historians grapple with (philosophy of history, causation and analysis, Marxism and other theories of historical change). It then deals with methods and sources, considering (among other topics) written primary sources, work in archives, oral history, oral traditions, quantification in history and archaeology.

#### YEAR: 2

#### SEMESTER: I & II & III

**COURSE CODE: HIST 6899**

**COURSE TITLE: HISTORIOGRAPHY (WITH SPECIAL REFERENCE TO THE CARIBBEAN)**

**NUMBER OF CREDITS:**

**COURSE DESCRIPTION:** This course is divided into two parts. Part One traces the evolution of Western historiography from the Renaissance to the 20<sup>th</sup> century. Part Two considers the development of the historiography of the Caribbean region from the 16<sup>th</sup> to the 20<sup>th</sup> centuries. In Part Two, particular themes (which have been the focus of historiographical debate) are discussed.

### ASSESSMENT

Each course is examined by means of coursework assignments and a three-hour examination in July, and candidates are required to pass in each segment.

The coursework assessment counts for 50% of the final mark for each course. The pass mark for MA candidates is 50% which must be obtained in BOTH the coursework AND the examination.

### Research Papers

The Research Paper carries 25% of the total credits for the programme. i.e. 9 credits

MA students choose their Research Paper topic in May-June of their first year, and are assigned a Supervisor. They are required to submit their paper (10,000-15,000 words) by August of their second year. The pass mark for Research Papers is 50%.

To qualify for the award of the degree, candidates must pass all three courses and the Research Paper.

## MPhil/PhD History

### REQUIREMENTS FOR THE MPhil HISTORY

1. A pass (50% or above) in HIST 6599 or HIST 6899 (coursework and examination).
2. Presentation of a thesis of suitable standard and length on an approved subject, not necessarily involving original research, not less than one calendar year after (1) above. This should not exceed 50,000 words (exclusive of endnotes or footnotes and appendices).
3. Where recommended by the examiners, an oral examination on the general field of study and on the subject of the thesis.
4. Presentation of two (2) graduate seminars before award of the degree.

A candidate for the MPhil degree may, after the consideration of his/her thesis by the Examiners, be recommended for the award of the degree; may be required to make minor corrections to the supervisor's satisfaction; may be required to re-submit the thesis; or may be deemed to have failed outright.

Candidates registered for the MPhil degree may be permitted to transfer to the PhD at a later date with credit for coursework already done, if their performance is judged to warrant it after a special assessment seminar, and if the transfer is approved by the Department and the Campus Committee for Graduate Studies and Research.

Each MPhil student is assigned at least one Supervisor and an Advisory Committee.

### REQUIREMENTS FOR THE PHD HISTORY

1. No applicant will be admitted directly to the PhD who holds only a first degree. An applicant may be admitted to the PhD (History) if he/she holds an MPhil in History; or an MA History degree with at least B+ average in all coursework and at least an A in the Research Paper (or its equivalent).
2. Not every applicant qualified as above will be accepted to read for the PhD (History). The Department must be satisfied that the research topic is viable and can be adequately supervised by one (or more) of its members.
3. To be awarded the PhD, a candidate must present a thesis of suitable standard and length on an approved subject. The thesis must not exceed 80,000 words, exclusive of footnotes, endnotes, and appendices. A thesis for the PhD will not be deemed adequate unless:
  - a. it is judged to be a new contribution to knowledge in the subject
  - b. it shows clear evidence of original research
  - c. it is worthy of publication.
4. A PhD candidate must also pass an oral examination on the general field of study and on the subject of the thesis.

5. A candidate for the PhD degree, having submitted the thesis and taken the oral examination, may be recommended for the award of the degree; may be required to make minor corrections to the Supervisor's satisfaction; may be required to resubmit the thesis and/or repeat the oral examination; or may be deemed to have failed outright.
6. Presentation of three (3) graduate seminars before award of the degree.
7. An upgrade seminar is not counted as part of the three (3) required seminars.

Each PhD student is assigned at least one Supervisor and an Advisory Committee.

# DEPARTMENT OF LITERARY, CULTURAL AND COMMUNICATION STUDIES

Website: <http://www.uwi.tt/fhe/index.htm>

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### ACADEMIC STAFF

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# COMMUNICATION STUDIES - PROGRAMMES

**Overview:**

The graduate programme in Human Communication Studies comprises a taught component and a policy and practice project component to match the best international practices in the discipline. The taught MA component consists of three courses (20 credits). The project component requires the design and methods for a policy or action-oriented project topic and the separate conduct of such a project. The project should normally be completed by the end of two years. An MPhil candidate will need to complete COMS 6001 and two courses (COMS 6009 and one elective) courses taken for the MA and two research seminars. A PhD candidate will complete courses as required and three research seminars.

In each semester, two courses are taught. In all, the 3 MA taught courses are worth 20 credits. The research component has two parts: research design and methods for the project worth 8 credits, and a 15-20,000 word project worth 12 credits. The research component for the MPhil thesis is a thesis (40-50,000 words) and for the PhD a dissertation (50-80,000) words. The rationale for the research weighting in the MA programme is developed in the next section.

**AIMS:**

The graduate programme is designed to provide candidates with the theoretical understandings and methods of the human communication discipline to critically explore and reflect upon the issues and questions that emerge out of the need to understand, negotiate and participate in the human communication interactions characterised by verbal and nonverbal exchanges. The programme focuses on the development of candidates' specific competences and specialised knowledge, skills and attitudes for

- The professional use and application of human communication theory and practice in a variety of fields in the MA stream using appropriate and relevant methods of inquiry for their projects and,
- The investigation of human communication problems and challenges and the creation and documentation of new understandings of the nature and use of human communication in the MPhil/PhD stream.

## MA in Human Communication Studies

(Two years part-time) 40 credits

### Degree Requirements

A recognised and appropriate undergraduate degree and/or graduate diploma from UWI or other tertiary institutions. Students must complete 3 core courses and 2 project courses.

### Content and Sequence

Part 1 (12-18 months; 2-3 semesters)

Candidates register for COMS 6000, 6009 and one elective (20 credits) and other courses as required by their approved research project and to meet departmental requirements

#### Semester 1

COMS 6000 Human Communication Theory (MA only) - 6 credits

AND

COMS 6009 Communication Research Methods 1 - 8 credits year-long: The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema (MA and MPhil)

#### Semester 2

COMS 6002 Health Communication Theory - 6 credits (MA / MPhil) ELECTIVE

OR

COMS 6003 Media, Culture and Society Theory - 6 credits (MA/MPhil) ELECTIVE

OR

COMS 6004 Organisational and Corporate Communications Theory - 6 credits (MA/ MPhil) ELECTIVE

AND

COMS 6009 Communication Research Methods 2- continued year-long: The research proposal - literature review summary and writing and methodology presentation: Pilot study on selected topic; ethics and approval (MA/MPhil)

#### Semester 3

COMS 7009 Communication Project Research Methods 1 - 8 credits: The research proposal data collection and analysis; ethics and approval (MA)

Part 2 (12-18 months; semesters 3-4)

Candidates register for COMS 7009 and 7099 (20 credits) and other courses as required by their approved research project and to meet departmental requirements

#### Semester 4

COMS 7009 Communication Project Research Methods 2 - continued year-long: The research project data collection and analysis and presentation of findings oral and written presentation: Abstract, introduction, discussion and conclusion, appendices; update/refine literature, methodology and findings

COMS 7099 Communication Project - 12 credits (MA/MPhil) due by 21 Apr or 21 Dec if extension approved

## MPhil in Human Communication Studies

### Degree Requirements

A recognised BA or MA from UWI or other tertiary institutions, or satisfactory completion of specified aspects of the coursework for the MA in Human Communication Studies at UWI. Students must complete 3 core courses, 2 research seminars and a thesis

### Content and Sequence

Part 1 (12-18 months; 2-3 semesters)

Candidates register for COMS 6001, 6009 and one elective (26 credits) and other courses as required by their approved research proposal and to meet departmental requirements

#### Semester 1

COMS 6001 Topics in Language and Communication Research - 12 credits:

Three Reading Areas/Topics and Review of Research and History of Topics (MPhil only)

AND

COMS 6009 Communication Research Methods 1 - 8 credits: The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema (MA and MPhil)

#### Semester 2

COMS 6002 Health Communication Theory - 6 credits (MA/ MPhil) ELECTIVE

OR

COMS 6003 Media, Culture and Society Theory - 6 credits (MA/MPhil) ELECTIVE

OR

COMS 6004 Organisational and Corporate Communications Theory - 6 credits (MA/MPhil) ELECTIVE

AND

COMS 6009 Communication Research Methods 2 - continued year-long: The research proposal - literature review summary and writing and methodology presentation: Pilot study on selected topic; ethics and approval (MA/MPhil)

#### Semester 3

GRSM 7000 Research Seminar 1 (MPhil/PhD)

Part 2 (12-18 months; 2-3 semesters)

#### Semester 4

COMS 7009 Communication Project Methods 2: The research project data collection and analysis and presentation of findings oral and written presentation: Abstract, introduction, discussion and conclusion, appendices; update/refine literature, methodology and findings

COMS 7099 Communication Project (MA/MPhil) due by Apr 21 or Dec 21 if extension approved

GRSM 7000/  
8000

Research Seminar 2 (MPhil/PhD)

**Semester 5**

GRSM 7000/  
8000 Research Methods Seminar 3 (MPhil/PhD)  
COMS 8009 MPhil Communication Thesis (Written drafts and  
submissions due by 21 April)

**Semester 6**

COMS 8009 MPhil Communication Thesis (Written drafts and  
final submission 21 August)

**Semester 7**

COMS 8009 MPhil Communication Thesis (Written drafts  
and final submission due by 21 December, if  
necessary)

**Semester 8**

COMS 8009 MPhil Communication Thesis (Written drafts and  
final submission due by 21 April, if necessary)

## PhD in Human Communication Studies

### Degree Requirements

A recognised MA or MPhil degree from UWI or other tertiary institutions, or satisfactory completion of specified aspects of the MPhil in Human Communication Studies at UWI and adherence to the upgrading procedures. Students must complete 3 core courses, including COMS 6001 (12 credits) and COMS 6009 (8 credits), and one elective (6 credits) as required:

### Content and Sequence

Part 1 (12-18 months; 2-3 semesters) Candidates register for COMS 6001, 6009, one elective (26 credits) and other courses as required by their approved research proposal and to meet departmental requirements

**Semester 1**

COMS 6001 Human Communication Topics - 12 credits: Three  
Reading Areas/Topics and Review of Research  
and History of Topics (MPhil only)

AND

COMS 6009 Communication Research Methods 1 - 8 credits:  
The research proposal - literature search and draft  
methodology on selected topic; bibliography;  
dummy research method model schema (MA  
and MPhil)

**Semester 2**

COMS 6002 Health Communication Theory - 6 credits (MA /  
MPhil) ELECTIVE

OR

COMS 6003 Media, Culture and Society Theory - 6 credits  
(MA/MPhil) ELECTIVE

OR

COMS 6004 Organisational and Corporate Communications  
Theory - 6 credits (MA/MPhil) ELECTIVE

AND

COMS 6009 Communication Research Methods 2 - credits: The  
research proposal - literature review summary  
and writing and methodology presentation: Pilot  
study on selected topic; ethics and approval (MA/  
MPhil)

**Semester 3**

GRSM 7000 Research Seminar 1 (MPhil/PhD)

**Part 2 (24-36 months; 4-6 semesters)**

**Semesters 4-8**

COMS 7099 Communication Project (MA/MPhil) due by 21  
December

GRSM 7000/  
8000

Research Seminar 2 (MPhil/PhD)

**Semester 5**

GRSM 7000/  
8000

Research Methods Seminar 3 (MPhil / PhD)

COMS 8099 PhD Communication Dissertation (Written drafts  
and submissions due by 21 April)

**Semester 6**

COMS 8099 PhD Communication Dissertation (Written drafts  
and final submission due by 21 August)

**Semester 7**

COMS 8099 PhD Communication Dissertation (Written drafts  
and final submission due by 21 December, if  
necessary)

**Semester 8**

COMS 8099 PhD Communication Dissertation (Written  
drafts and final submission due by 21 April, if  
necessary)

## COURSE DESCRIPTIONS

### YEAR: I

#### SEMESTER: I & II

**COURSE CODE: COMS 6009**

**COURSE TITLE: COMMUNICATION RESEARCH METHODS 1 & 2 (MA /MPHIL/PHD) 2 SEMESTERS**

**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** This year-long course for MA, MPhil, PhD candidates explores a range of human communication research topics leading to the development of a research proposal topics based on concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications. Participants are encouraged to use systematic research procedures for developing human communication research topics and proposals in theoretical and applied settings

#### ASSESSMENT:

Coursework	50%
Examination	50%

### YEAR: I

#### SEMESTER: I

**COURSE CODE: COMS 6000**

**COURSE TITLE: HUMAN COMMUNICATION THEORY (MA) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course provides advanced study and exploration of human communication concepts in professional settings and research contexts. It is a postgraduate level course suitable for persons preparing for careers requiring expertise and training in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate communications. Participants are encouraged to use systematic research procedures for analysing, investigating and resolving human communication issues in theoretical and applied settings.

#### ASSESSMENT:

Coursework	50%
Examination	50%

### YEAR: I

#### SEMESTER: I & II

**COURSE CODE: COMS 6001**

**COURSE TITLE: TOPICS IN LANGUAGE AND COMMUNICATION RESEARCH (MPHIL/PHD) 2 SEMESTERS**

**NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** This year-long course for MPhil/ PhD candidates surveys a range of human communication topics and concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass communication, and corporate communications. Participants are encouraged to use systematic research procedures for analysing, investigating and resolving human communication topics and concepts in theoretical and applied settings.

#### ASSESSMENT:

Coursework	50%
Examination	50%

### YEAR: I

#### SEMESTER: 2

**COURSE CODE: COMS 6002**

**COURSE TITLE: HEALTH COMMUNICATION THEORY (MA, MPHIL/PHD ELECTIVE) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This one-semester course for MA candidates explores a range of health communication research topics based on concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in health communication. Participants are encouraged to use systematic research procedures for investigating and describing issues in health communication research topics and studies in theoretical and applied settings.

#### ASSESSMENT:

Coursework	50%
Examination	50%

**YEAR: I**

**SEMESTER: 2**

**COURSE CODE: COMS 6003**

**COURSE TITLE: MEDIA, CULTURE AND SOCIETY THEORY (MA, MPHIL/PHD ELECTIVE) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This one-semester course for MA students critically explores a broad range of theories and approaches to communication that attempt to define media and their social and cultural roles. This survey is part historical, tracing out some of the major schools and paradigms in media studies since the 1940s. Theories examined are divided into selected topics and concepts related to research in media theory. Students relate themselves and their lives to the contemporary media-saturated environment and its developments that identify tensions as well as complementarities of concepts and topics. They critically engage with the connections between media and power through epistemological and ontological approaches. This postgraduate level course emphasises critical readings and discussions of topics. Students engage with a particular set of questions within methodology and theory of media studies by focusing on contemporary international discussions in the field. Participants are encouraged to use systematic research procedures for investigating and describing issues in media studies in theoretical and applied settings.

**ASSESSMENT:**

Coursework 100%

**YEAR: I**

**SEMESTER: 2**

**COURSE CODE: COMS 6004**

**COURSE TITLE: ORGANISATIONAL AND CORPORATE COMMUNICATIONS THEORY (MA, MPHIL/PHD ELECTIVE) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course is an advanced modular study of central organisational communication theories followed by corporate communication theories. It examines the process of theory construction to explain issues of power, participation, culture, and critical theory in organisations. It also explores how organisations assist in shaping human relationships and social structures, and are shaped by these factors. The second part of the course surveys theories and praxis of how corporations communicate and influence consumers, investors, employees and lobby governments.

**ASSESSMENT:**

Coursework 100%

**YEAR: 2**

**SEMESTER: I AND II**

**COURSE CODE: COMS 7009**

**COURSE TITLE: COMMUNICATION PROJECT RESEARCH METHODS 1 AND 2 (MA) 2 SEMESTERS**

**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** This year-long course for MA candidates explores a range of human communication project method based on an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications. Participants are encouraged to use systematic research procedures for developing and reporting on the method employed in investigating a human communication project in theoretical and applied settings. In the first semester the focus is on the research project's data collection and analysis; ethics and approval. In the second semester the focus is on the research project data collection and analysis and presentation of findings, oral and written presentations: Abstract, introduction, discussion and conclusion, appendices; update/refine literature, methodology and findings.

**ASSESSMENT:**

Coursework 100%

**YEAR: 2**

**SEMESTER: I AND II**

**COURSE CODE: COMS 7099**

**COURSE TITLE: COMMUNICATION PROJECT (MA) 2 SEMESTERS**

**NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** This is a written project report of 15-20,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework 100%

**YEAR: 3**

**SEMESTER: I AND II**

**COURSE CODE: COMS 8009**

**COURSE TITLE: COMMUNICATION THESIS (MPHIL) 2 SEMESTERS**

**NUMBER OF CREDITS:**

**COURSE DESCRIPTION:** This is a thesis of 40-50,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework 100%

**YEAR: 3**

**SEMESTER: I AND II**

**COURSE CODE: COMS 8099**

**COURSE TITLE: COMMUNICATION DISSERTATION (PHD) 2 SEMESTERS**

**NUMBER OF CREDITS:**

**COURSE DESCRIPTION:** This is a dissertation of 50-80,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework

100%

**YEAR: 3**

**SEMESTER: I AND II**

**COURSE CODE: GRSM 7000/8000**

**COURSE TITLE: COMMUNICATION RESEARCH SEMINARS 1 AND 2 (MPHIL) PASS/FAIL: TWO SEMESTERS**

**YEAR: 3**

**COURSE CODE: GRSM 7000/8000**

**COURSE TITLE: COMMUNICATION RESEARCH SEMINARS 1, 2, 3 (PHD) PASS/FAIL: TWO SEMESTERS**

## **CULTURAL STUDIES - PROGRAMMES**

**AIMS**

Cultural Studies is an emerging discipline that seeks to understand the complexity of culture and its political uses. Its contemporary force and relevance is that it has a wide vocabulary for the accommodation of the comparative understanding of different societies. The central aim of the postgraduate programme in Cultural Studies is to promote the discipline at UWI as an important area of study and research and, by so doing, to stimulate academic discourse and promote understanding of Caribbean culture and identity.

**OBJECTIVES**

1. To engage with and explore the concept of Cultural Studies in a Caribbean context.
2. To study and document the historical range and diversity of Caribbean peoples and their cultures.
3. To examine the many facets of Caribbean cultural practices in an interdisciplinary context and from a variety of theoretical perspectives.
4. To promote research and publication in the area of Caribbean Cultural Studies.
5. To explore the relationships between Caribbean culture and the social and political developments of the region.
6. To analyze the attitudes towards and policies regarding the Caribbean's cultural heritage in the context of economic development of the region and its people.
7. To investigate the constructions of nation and identity within the cultural history and to explore how the dynamics of globalization are impacting its constructions.
8. To critique the formation and existence of gender hierarchies in the Caribbean and the normalizing effects of culture.
9. To establish UWI as a recognized international centre of excellence for the study of Caribbean culture and identity.

## MA in Cultural Studies

*Part-Time (24 months)*

### Degree Requirements

A recognised and appropriate undergraduate degree and/or graduate diploma from UWI or other tertiary institutions.

### COURSE LISTING

Students must complete 5 core courses:

#### Year 1

##### Semesters I & II

Course Code	Course Title	Credits
CLTR 6030	Dynamics of Caribbean Culture	8

#### Year 1

##### Semester I

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualization of Culture	4

#### Year 1

##### Semester II

Course Code	Course Title	Credits
CLTR 6100	Methods of Inquiry in Culture	4

#### Year 2

##### Semester I

Course Code	Course Title	Credits
CLTR 6010	Debates in Caribbean Cultural Identity	4

#### YEAR 2

##### SEMESTER II

Course Code	Course Title	Credits
	ELECTIVE	

#### Year 2

##### Semesters I & II

Course Code	Course Title	Credits
	Research Paper/Internship/ Project	12

Total: 36 credits

## MPhil in Cultural Studies

*Full-Time (24 months)*

### Degree Requirements

A recognized BA or MA from UWI or other tertiary institutions; or satisfactory completion of specified aspects of the coursework for the MA in Cultural Studies at UWI.

### COURSE LISTING

Students must complete 3 core courses:

#### Year I

##### SEMESTERS I & II

Course Code	Course Title	Credits
CLTR 6030	Dynamics of Caribbean Culture	8

#### Year I

##### Semester I

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualization of Culture	4

#### Year I

##### Semester II

Course Code	Course Title	Credits
CLTR 6100	Methods of Inquiry in Culture	4

**Total: 16 credits**

#### YEAR II

Research workshop (optional)

The course CLTR 6010, Debates in Caribbean Cultural Identity, is highly recommended for M.Phil. students.

2 Seminar presentations at the Department's postgraduate seminar: 1) research proposal 2) dissertation chapter

MPhil Thesis (40,000-50,000 words)

Part-time candidates have up to five (5) years to complete the MPhil requirements.

## PhD in Cultural Studies

Full-Time (5 calendar years)

### Degree Requirements

A recognized MA or MPhil degree from UWI or other tertiary institutions; or satisfactory completion of specified aspects of MPhil in Cultural Studies at UWI and adherence to the upgrading procedures.

### COURSE LISTING

Students must complete 3 core courses, including CLTR 6030 (8 credits), from the following:

#### Year I

##### Semester I & II

Course Code	Course Title	Credits
CLTR 6030	Dynamics of Caribbean Culture	8

#### Year I

##### Semester I

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualization of Culture	4

#### Year I

##### Semester II

Course Code	Course Title	Credits
CLTR 6100	Methods of Inquiry in Culture	4

**Total: 16 credits**

Research workshop (optional)

The course CLTR 6010, Debates in Caribbean Cultural Identity, is highly recommended for Ph.D. students.

3 Seminar presentations: 1) research proposal 2) dissertation chapter 3) conclusive chapter

PhD Thesis (80,000 words)

Part-time candidates have up to seven years to complete the PhD requirements.

## CULTURAL STUDIES POSTGRADUATE ALTERNATIVE PRACTICE-BASED EXAMINATION

In practice-based research, intellectual investigation takes place in relation to practical activity. Research by practice can be considered an active engagement with theory, arguments, thoughts and ideas not only through the written word but also through the critical process of developing/creating paintings, drawings, photographs, sculptures, films and videos, performance events (dance, theatrical works), musical compositions, installations and other manifestations of practice. Works like paintings, videos and music can express, realise or give tangible form to new knowledge creation. They become the medium for the contribution to new knowledge and it is this notion that constitutes practice-based research. Cultural Studies students pursuing an MA, MPhil or PhD through practice-based research produce written and practical elements and the process gives rise to what can be called a "Thesis exhibition." Works (artefacts) produced by practice should investigate, problematise, challenge, analyse, critique, deconstruct and construct issues including, but not limited to, those of power, identity, class, gender, race, ethnicity, religion, sexuality, nation, representation, media, memory, place and space, primarily in the Caribbean and its diasporas. We accept a limited number of applications for a practice-based degree in the fields of drama, visual arts, and film. More specific criteria for applicants as well as guidelines on the assessment of practice-based degrees will be available online at the Department's web site, [www.sta.uwi.edu/fhe/libarts/](http://www.sta.uwi.edu/fhe/libarts/)

### Criteria for Assessment

Assessment is recommended in two spheres:

1. A Written Component weighted at 30% of the overall percentage for the MA; 40% for the M. Phil; and 50 percent for the Ph.D.
2. A Practical Component weighted at 70% of an overall percentage for the MA; 60% for the M. Phil; and 50 percent for the Ph.D.

The quantum of work which is deemed acceptable for the written component will be as decided in advance by the supervisor in collaboration with the advisory committee.

### The Written Component

This component is further divided into two criteria:

- a. Conceptual Frame
- b. Reflective Process or Portfolio

*Conceptual Frame:* Here the student must articulate in words the research topic, research problem, research question(s), research aim(s), research argument, a review of the literature, theoretical framework, rationale for research by practice and conceptualisation of exhibition/installation/sculpture/film/video. The research questions, literature review, discussion and analysis must engage with relevant Cultural Studies theories and debates.

*Reflective Process (Portfolio):* The student must document a reflective process, articulating both with words and with preliminary or draft work (sketches, paintings, photographs, music, video clips), decisions made, considerations, procedures, limitations, what went right/wrong, what changes can be made and steps taken in the development of the final work.

The word length of the Conceptual Frame and the Reflective Process is as follows:

- MA by practice-based research – minimum 6,000 words to 10,000 words\*
- MPhil by practice-based research – minimum 20,000 – 30,000 words\*
- PhD by practice-based research – minimum 40,000 – 50,000 words\*  
(\* excluding footnotes or endnotes and appendices).

#### **The Practical Component**

This component is also divided into two criteria:

- a. Technique
- b. Presentation

### **COURSE DESCRIPTIONS CULTURAL STUDIES**

**YEAR: I**

**SEMESTER: I & II**

**COURSE CODE: CLTR 6030**

**COURSE TITLE: DYNAMICS OF CARIBBEAN CULTURE**

**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** Dynamics of Caribbean Culture introduces postgraduate students to the study of cultural change and reproduction in Caribbean societies and diasporas. During the course, we investigate some aspects of Caribbean culture under six thematic modules: Performance, Religion, Kinship, Music, Literature and Language, and Visual Arts. We hear from practitioners, ritual specialists, artists and other collaborators in the lectures in order to acquaint the students with the rich diversity of Caribbean culture. Along with ethnographic methods, students are introduced to ways of studying culture that are specific to musicology, literature, and visual arts. The lectures and course readings will help students to locate the cultural practices and practitioners they encounter within larger, historical and theoretical contexts. Course activities will include lectures, seminars, films and visual presentations, and site visits and field trips.

#### **ASSESSMENT**

Research paper	50%
Coursework	50%

**YEAR: I**

**SEMESTER: I**

**COURSE CODE: CLTR 6000**

**COURSE TITLE: THEORY AND CONCEPTUALIZATION OF CULTURE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course invites students to follow the development of the culture concept and the academic study of culture. Caribbean debates and research on Caribbean culture are linked to these more general trajectories of thought and scholarly practice. The discipline of Cultural Studies is outlined against the background of longer research traditions focusing on culture. The course also explores some of the main areas of interest and theoretical debates in Cultural Studies and investigates how the various theories and concepts of culture can be applied to the study of everyday life.

#### **ASSESSMENT**

Final examination	50%
Coursework	50%

**YEAR: I**

**SEMESTER: II**

**COURSE CODE: CLTR 6100**

**COURSE TITLE: METHODS OF INQUIRY IN CULTURE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course explores various issues in cultural research and guides students through some of the methodological approaches considered applicable to Cultural Studies. By examining the conceptual formulations that constitute knowledge (epistemology), it assesses how that knowledge is to be validated and verified (methodology). The course investigates such questions as how to read culture as a text, how to shape a theory of culture, and what the implications are for understanding a given cultural formation or practice by choosing a particular methodology to study it. The course provides students with the frameworks for critical analysis and research activity in Cultural Studies. It also aims at familiarizing the students with hands-on research tools and techniques for their dissertation project as well as for further research in the field of culture.

#### **ASSESSMENT**

Project proposal	50%
Coursework	50%

**YEAR: II**  
**SEMESTER: I**  
**COURSE CODE: CLTR 6010**  
**COURSE TITLE: DEBATES IN CARIBBEAN CULTURAL IDENTITY**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** In this course, we examine important discussions on identity, belonging, and power in the Caribbean. Looking into a range of perspectives on issues like colonialism, citizenship, nationalism, creolization, race, class, and gender, we analyze how "Caribbean" has been defined and contested at different points in history. The course seeks to contextualize such definitions and discussions in their historical, political and economic circumstances. Our focus is regional and the course readings cover various Anglophone, Francophone and Hispanic Caribbean societies.

**ASSESSMENT**

Final examination	50%
Coursework	50%

**YEAR: II**  
**SEMESTER: II**  
**COURSE CODE: CLTR 6050**  
**COURSE TITLE: CARIBBEAN CULTURAL DIASPORAS**  
**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course invites students to investigate the socio-historical background and cultural logics of Caribbean migrations. Looking into key moments of Caribbean mobility, we explore the social and historical contexts of migration and analyse cultural phenomena like performances, literature, music, kinship, and religious practices in these contexts. In addition to questions pertaining to migrants' position in receiving states, such as identity politics, the students are guided to view migration through a transnational optic by bringing into focus cross-border connections within migrant families, congregations, and politics. Although the course readings are in English, the course approaches the Caribbean as a region, drawing on studies from the Anglophone, Spanish as well as French-speaking Caribbean and covers main destinations of Caribbean migrations.

**ASSESSMENT:**

Coursework	100%
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**YEAR:**  
**SEMESTER: II**  
**COURSE CODE:**  
**COURSE TITLE: RESEARCH PAPER/PROJECT**  
**NUMBER OF CREDITS: 12**  
**COURSE DESCRIPTION:**

## LITERATURES IN ENGLISH PROGRAMMES MFA Creative Writing (Fiction)

**Goal**

To promote and support the creation of quality fiction in the region.

**Purpose**

To provide, for established writers without certification and prospective writers already holding a first degree (in any field), a postgraduate course of study that will lead to an MFA degree to be awarded on completion of a manuscript of fiction.

**Objectives**

1. To award certification for established and prospective writers of the region.
2. To encourage and develop home-grown creative sensibilities in literary discourse.
3. To reduce the need for overseas postgraduate qualification in Creative Writing.
4. To promote and support literary scholarship in the region.

**Methods**

The course is a two-year (full-time) or four-year (part-time) programme designed to combine regular writing workshops, courses in the craft of writing, graduate-level theoretical/critical courses, and one-on-one consultations with established writers and critics.

The programme articulates closely with the Artist/Writer-in-Residence programme.

The first year involves weekly workshops, some public readings, graduate-level theoretical and critical literary courses and seminars (a number of qualifying undergraduate courses may be mandatory for students with no background in literary studies), and the production of an initial outline of the final project to be undertaken in the subsequent year(s). After the first year, students are required to concentrate on the production of their thesis manuscript (LITS 6006) under the close supervision of the Creative Writing unit of the department. Each student will be required to give a creative writing seminar, when they will read from their work-in-progress and field questions before the submission of their final thesis manuscript.

**Admission Requirements**

Admission shall normally be based on manuscripts submitted by applicants (to be assessed by Creative Writing personnel). In the exceptional cases of individuals with excellent published creative works, the requirement of a first degree may be waived although a number of qualifying courses may be required.

### Assessment

Assessment shall be based on performance in the following graduate courses or any other course(s) that may be recommended by the department; creative writing seminars; workshop presentations and participation; and the final thesis manuscript (LITS 6006).

The candidate will be required to take an oral examination on his/her final manuscript.

The candidate, after consideration of his/her manuscript by the Board of Examiners and after oral examination, may be:

- recommended to Senate for the award of the degree
- required to re-submit within 18 months but not required to repeat the oral examination
- required to re-submit and repeat the oral examination on one subsequent occasion within 18 months from the date of the decision of the Board of Graduate Studies
- failed outright

### COURSE LISTING

## MA Literatures in English

#### YEAR I

##### SEMESTERS I & II

Course Code	Course Title	Credits
LITS 6005	The Writer and Society	8
LITS 6699	Methods of Research and Literary Scholarship	3

#### YEAR II

##### SEMESTERS I

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualisation of Culture	4
	Any Semester II Graduate Course	4

#### YEAR II

##### SEMESTERS II

Course Code	Course Title	Credits
CLTR 6010	Debates in Caribbean Cultural Identity	4

### COURSE DESCRIPTIONS

## MA Literatures in English

#### YEAR:

#### SEMESTER:

**COURSE CODE: LITS 6005**

**COURSE TITLE: THE WRITER AND SOCIETY  
(MFA STUDENTS ONLY)**

**NUMBER OF CREDITS: 8**

**CONTACT HOURS: 3 HOURS PER WEEK,**

**PLUS SCREENING TIME**

**DURATION: 1 SEMESTER**

**PREREQUISITES: LITS 6007 OR EQUIVALENT**

**GRADUATE COURSE**

**COURSE DESCRIPTION:**

#### Aim:

This course focuses on the stylistic elements of fiction-writing with a view to promoting better understanding of the creative process.

#### Objectives:

1. To analyse various elements of style
2. To use these elements effectively
3. To evaluate the place and role of the writer in a society.

#### Content:

Students will be required to discuss samples of work by established writers as well as their own works. They will be required to familiarise themselves with, and react to, the views of writers on writing, criticism, culture, and society. Students will be called upon to be both creators of literature as well as its critics.

#### Method of instruction:

1 three-hour workshop per week. Organised interactions with Writers-in-Residence. Hands-on experience through participation in graduate academic and literary seminars and the organisation of departmental literary activities such as Campus Literature Week.

#### Assessment:

- a) 40% for workshop participation and presentation
- b) 60% for EITHER 4 (four) linked or not linked short stories (these may form part of the final dissertation manuscript) OR 4 (four) chapters of a novel (the finished novel may be submitted as the final dissertation manuscript).

## MA Literatures in English

The MA programme by coursework and research paper targets graduates who hold a first degree in English from UWI or from a recognized university. It is a two-year part-time programme with a maximum completion period of three (3) calendar years.

### Admission Requirements

Applicants must have at least a Lower Second Class Honours degree with a clear B grade in four second and third level English courses.

Candidates without these requirements will be asked to successfully complete the required courses before being accepted into the programme, or to take a qualifying exam.

### Programme of Study

The MA is designed to expose students to a range of subject areas relative to the study of literatures in English. Courses will be under a selection of areas that include Cultural and Critical Theory, West Indian Literature, Postcolonial Literatures, Diaspora, and Gender. The relevant courses available under these titles will be announced each academic year.

The total weight of the programme is 44 credits, comprised of a total of eight (8) semester-long courses at four (4) credits each; including a compulsory course LITS 6690 Research Methods in Literary Discourse; and a research paper of 20,000-25,000 words at twelve (12) credits.

For each course candidates will be awarded marks for seminar participation and presentations, Individual response papers, and a final six thousand word (6000) research coursework essay.

## COURSE LISTING

### MA Literatures in English

#### Year 1

##### Semester I

Course Code	Course Title	Credits
LITS 6690	Research Methods in Literary Discourse	4
LITS 6699	Methods of Research and Literary Scholarship (for Spanish students)	6
LITS 6007	Modern Cultural and Critical Theory	4

#### Year 1

##### Semester II

Course Code	Course Title	Credits
LITS 6004	Caribbean Poetics	4
LITS 6920	Words on the page: Literary Discourse	4
LITS 6921	Interrogating Society through Literature, Philosophy & Film	4
LITS 6922	Intersections – Literature and Film	4

#### Year 2

##### Semester I

Course Code	Course Title	Credits
LITS 6013	Post Modern Literature and Theory	4
LITS 6105	Post Colonial Literatures and Theories I	4

#### Year 2

##### Semester II

Course Code	Course Title	Credits
LITS 6201	Women's Writing & Feminist Theory	4
LITS 6501	Special Topics in West Indian Literature	4
LITS 6922	Intersections - Literature and Film	4
LITS 6000	Research Paper	12

(Not to exceed 20,000 words - nine months after completion of all taught courses)

## COURSE DESCRIPTIONS

### Literatures In English

#### YEAR: I

#### SEMESTER: I

#### COURSE CODE: LITS 6699

#### COURSE TITLE: METHODS OF RESEARCH AND LITERARY SCHOLARSHIP\*

#### NUMBER OF CREDITS: 4

#### PREREQUISITE: NONE

**COURSE DESCRIPTION:** This course is designed to help persons undertaking research degrees in the Humanities to develop the basic tools or graduate research.

#### OBJECTIVES

At the completion of this course, students should be able to:

1. demonstrate an understanding of the nature of research;
2. specify the distinctions between research and other ways of knowing;
3. identify various research paradigms;
4. identify the appropriate areas of application for such paradigms;
5. demonstrate an understanding of the roles of research in academic settings;
6. provide a satisfactory exploration of the Humanities;
7. identify various stages in the research process and their particular characteristics.

#### Method of Instruction

One 2-hour lecture/seminar per week.

#### ASSESSMENT

Coursework 100%

**YEAR: I**

**SEMESTER: I**

**COURSE CODE: LITS 6690**

**COURSE TITLE: RESEARCH METHODS IN LITERARY**

**DISCOURSE\***

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course offers a guide for graduate students to the research process and to the practical and appropriate application of relevant theory. It provides information and enables practice in a range of research methods applicable to Literature and Language. The course takes students through the research process, introduces them to a range of methods for gathering data, guides them in the choice and application of suitable theoretical frameworks within which to conduct their studies and familiarizes them with relevant procedures for analysis. Workshop sessions are included to ensure practical application and experience in each phase of the course.

**Target Group**

Students of the MA, MPhil and PhD in Literatures in English. The course may also be taken by students of the MPhil or PhD in Linguistics as an alternative to LING 6701 dependent on topic and by the students of the MA, MPhil and PhD in Foreign Languages.

**Learning Approach**

Lectures, Workshops and practicals, oral presentation

**ASSESSMENT**

Topic and bibliography	10%
Book Review	10%
Interview/Fieldwork	10%
Oral Presentation	20%
Research Proposal	50%

**YEAR: I**

**SEMESTER: I**

**COURSE CODE: LITS 6007 (NOT OFFERED 2012/2013)**

**COURSE TITLE: MODERN CULTURAL AND CRITICAL THEORY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course examines the major developments in contemporary literary and cultural theory. It will focus on at least five of the following: Modernism, Post-structuralism, Post-colonialism, Post-modernism, Gender theories, New Historicism, Marxism/Neo-Marxism, and Ecocriticism. These will be discussed in relation to their implications for reading culture and their applicability in the discussion of literary texts. The course will also address the current challenge to 'theory.'

**ASSESSMENT:**

Coursework	100%
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**YEAR: I**

**SEMESTER: II**

**COURSE CODE: LITS 6004 (NOT OFFERED 2012/2013)**

**COURSE TITLE: CARIBBEAN POETICS**

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course explores selected writings by Caribbean intellectuals, which represent the development of theoretical and critical strategies rooted in the historical, social, and cultural dynamics of the region. Students will be introduced to Caribbean models of post-colonial discourse and their forerunner relationship to post-colonial and post-modernist discourse. The course will focus on related concepts of creolization, hybridity, and syncretism as the central paradigms of Caribbean theories that seek to address the implications of race, language, nation, diaspora, exile, empire, colonial, and post-colonial identities.

**ASSESSMENT:**

Coursework	100%
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**YEAR: I**

**SEMESTER: II**

**COURSE CODE: LITS 6920 (NOT OFFERED 2012/2013)**

**COURSE TITLE: WORDS ON THE PAGE: LITERARY DISCOURSE**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITE: A DOUBLE MAJOR IN THE BA LITERATURES IN ENGLISH AND LINGUISTICS, OR A MAJOR IN ONE AND A MINOR IN THE OTHER, OR A BA IN LANGUAGE AND LITERATURE WITH EDUCATION OR PRESCRIBED QUALIFYING COURSES.**

**COURSE DESCRIPTION:** This course supports analysis of the language of literature in English, and in Caribbean literary discourse in particular. It facilitates the analysis of intersecting codes and varieties, of intertextual relationships between discourses and of comparative perspectives on interfacing cultures as conveyed in literary verse and prose. Whether directed at Caribbean or other discourse, the Caribbean context of the course itself enables these emphases.

This course provides students with the skills to analyse inscription of national and regional voices, including the complex Caribbean voice, in literature - as well as the mechanisms through which discourse represents, mediates and constructs culture.

**ASSESSMENT:**

Seminar presentation, (oral and written submission)	40%
Well researched essay	60%

**YEAR: I**

**SEMESTER: II**

**COURSE CODE: LITS 6921 (NOT OFFERED 2012/2013)**

**COURSE TITLE: INTERROGATING SOCIETY THROUGH LITERATURE, PHILOSOPHY AND FILM**

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**CONTACT HOURS: 3 HOURS PER WEEK, PLUS SCREENING TIME**

**ELECTIVE: FOR ALL GRADUATE STUDENTS, BUT ESPECIALLY STUDENTS OF LITERATURE AND/OR GENDER STUDIES**

**COURSE DESCRIPTION:** (Department responsible: Department of Modern Languages and Linguistics) This course interprets literature and film as powerful and related arts that enable societies to imagine themselves, to create counter discourses, and to map their identities. It seeks to further the project of literary and film studies by extending the study of narration and image/idea to include a particular focus on how both literature and film use techniques that affect how we perceive the disabled, those who have been victims of violence and the feminization of poverty, and those who have suffered exclusion and misrepresentation because of their sexuality. 'Perception' in this course is conceptualised not only as sensory perception, but also as referring to the ways in which the processes of narration, manipulation of perspective or point of view, the gaze and the imagination can construct ways of being in the world, and are therefore inherently philosophical.

Students will be provided with opportunities to critically assess, and theorise about, the nature and impact of contemporary literary and filmic representations of the disabled, those who are gay, and those who have been violated or subject to violence, and of Caribbean peoples who are adversely affected by the forces of globalization. Students will explore the ways in which these representations critique, or construct ideas about, these groups and individuals. These explorations will occur within a framework that sees cinema as a way of thinking.

Literary texts and filmic works will also be analysed within theoretical frameworks gleaned from the respective Graduate programmes from which this course will draw its intake, including but not restricted to compulsory graduate theory courses, Modern Cultural and Critical Theory, Postmodern Theory and Caribbean Poetics which are taught in Semesters One and Two of Year One.

**RATIONALE:**

Film and literature are powerful conveyors of images, and shape the ways in which a society views individuals and the human condition. It is critical that students in the Caribbean should be aware of the ways in which our society sees and responds to the marginalised. This course explores such representations in both cinema and literature, and requires students to apply skills developed at earlier stages of their programmes to identify and critique those representations.

**PURPOSE**

The course is intended to:

- Enable discussion of representations of specific groups within Caribbean society
- Enable informed critique of representations and discourses that govern the ways in which society views marginalised groups

**OBJECTIVES**

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

- describe mechanisms employed in cinema to create concepts and images;
- select appropriate technical tools to analyse film and literature;
- critique representations, in film and literature, of identified groups and practices within Caribbean society;
- apply theoretical and philosophical principles in analysing films and critical readings in the field;
- use understandings gained from analysis of film and literature to arrive at new ways of thinking about what constitutes the human.

**CONTENT**

- The representation of violence in film and literature
- Film and literature as tools informing philosophical inquiry
- Film, literature and the representation of human disability
- Film, literature and the exploration of social issues

**TEACHING/LEARNING STRATEGIES**

- Lectures
- Screenings and discussions
- Analysis of literary and critical texts
- Project work

**ASSESSMENT**

Students will be assessed solely by coursework:

**50% Project work**

- Individual project (a response essay, 1500 words) (20%)
- Group research project (20%) [Groups of four students. Each student will make an oral presentation of no more than 20 minutes duration. Students will be expected to analyse representations in specific literary and filmic works.
- Participation in class discussions [10%] Assessment will be based on questions posed to individual students by the lecturer and based on the quality of their responses.
- Long research essay, 6000 words. (50%) Students will examine a key idea within the framework of specific theoretical frameworks.

**TOPICS**

- The Poetics of Cinema
- Narration and Point of View
- The representation of violence in film and literature.
- Visualising the body
- Representations in film and literature of maimed or disabled bodies
- Graphing the human through film form and literature.
- Theoretical discourses about the disabled
- Film, Literature and homophobia
- Violence and trauma

**YEAR: II**

**SEMESTER: I**

**COURSE CODE: LITS 6013**

**COURSE TITLE: POST MODERN LITERATURE AND THEORY**

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course will examine a selection of contemporary/post modern prose fiction from the United States, Canada, and the Caribbean. Students will critically engaged the various theoretical statements towards an understanding of the "post modern condition" as a cultural phenomenon and the implications for creative and aesthetic choices, human experiences and critical reading procedures. Particular attention will be given to the intersections of postmodernism with post colonialism and its relevance to theorizing and reading Caribbean/new world cultures and literatures.

**GOALS/AIMS**

The aim of this course is to analyse the socio-cultural manifestations of late capitalism in literary representations and to provide a broad exposure to the post modern ethos.

**CONTENT**

Several core features that typify postmodern aesthetics and times will be explored through analyses of literary and other texts. These may include:

- the historicity of history
- the technological imagination
- consumerism and commodification
- liminal identities; new ethnicities and artificial subjectivities
- "queer" sexualities, the new woman and gender performativity
- technology, simulated reality and the loss of the real/origins
- experimentation, creative exhaustion and de-canonization
- violence and the waning of affect
- plurality, cross-cultural and the trans-nation
- globalisation and the crisis of the local

**OBJECTIVES**

**By the end of the course students will be able:**

- to explore the manifestation of technological advance on the creative process and the construction of subjectivity
- to analyse the interplay between globalization, cultural pluralism, migration, mass mediated reality and apocalyptic dread
- to explore the blurring of generic boundaries between high culture and popular culture
- examine the use of paradox, blank parody, play, pastiche in relation to cultural exhaustion
- to explore the impact of fragmentation, of discontinuity in relation to representation of time, history, self.
- to critique the narrative strategies which writers deploy to convey parodies of meta-narrative elements, including genre and literary form
- to analyse literary evocations of the post modern impulse to challenge borders and limits
- to evaluate the impact of simulated reality, the loss of the real and the delegitimization of monolithic modes of

knowing and being.

- to appraise the impact of the shift away from a unified subject.

**EVALUATION**

The course will be assessed based on class presentations (oral and written 20%) one response paper (20%) and a term paper of approx 5000 words (15-20 pages) (60%).

**TEACHING STRATEGIES**

- lectures
- class discussion
- oral presentations

**YEAR: II**

**SEMESTER: II**

**COURSE CODE: LITS 6105**

**COURSE TITLE: POST-COLONIAL LITERATURES AND THEORIES I**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course will discuss a range of selected post-colonial authors and theorists, which will be read in order to explore the principal concerns of post-colonial studies: the representation of race, ethnicity, empire, migration, hybridity, language, counter-discourse, and gender. Texts will be selected from the following regions: Africa, India, the Caribbean, Canada, Australia, New Zealand, and the South Pacific.

**ASSESSMENT:**

Coursework	100%
Oral presentation	20%
Response papers	30%
Research essay	50%

**YEAR:**

**SEMESTER:**

**COURSE CODE: LITS 6019 (NOT OFFERED 2012/2013)**

**PREREQUISITES: NONE**

**COURSE TITLE: DEREK WALCOTT: SELECTED TEXTS FROM POETRY, DRAMA, ESSAYS AND INTERVIEWS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

**Aim**

This course aims to foster an appreciation of Derek Walcott's artistic achievement in both a Caribbean and a global context, as represented in his (a) poetry, (b) drama, and (c) essays and interviews.

**OBJECTIVES**

At the end of the course students are expected to be able to:

1. analyse and evaluate Derek Walcott's artistic achievement in both a Caribbean and a global context;
2. articulate the ways in which his definitions of the Caribbean inform his global outreach;
3. explain how his (a) poetry, (b) drama, and (c) essays and interviews, together, effect this achievement.

**ASSESSMENT:**

Coursework	100%
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**YEAR: II**

**SEMESTER: II**

**COURSE CODE: LITS 6201**

**COURSE TITLE: WOMEN'S WRITING AND FEMINIST THEORIES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course examines a selection of woman-authored texts across a range of historical periods, ethnic, backgrounds and geo-political locations. This cross cultural approach seeks to facilitate the exploration of common or global concerns with the equality and the social status of women. It also pays attention to the specificities of experiences and histories that impact gender and sexuality politics, thereby challenging notions of a homogeneous category called "woman". Literary strategies employed by women to tell their stories and those of their communities are brought into focus. The course will trace the key developments in thinking about gender and sexuality from its modern foundations to current positions offered by transnational feminism, post-colonial and postmodern feminist theory.

**ASSESSMENT:**

Oral Presentations:	30%
Theoretical response paper (10 pages)	20%
Research Paper (15-20pages)	50%

**YEAR: II**

**SEMESTER: II**

**COURSE CODE: LITS 6922 (NOT OFFERED 2012/2013)**

**COURSE TITLE: INTERSECTING FORMS:**

**LITERATURE AND FILM**

**NUMBER OF CREDITS: 4**

**CONTACT HOURS: 3 HOURS PER WEEK, PLUS SCREENING TIME**

**PREREQUISITES: LITS 6007 OR EQUIVALENT GRADUATE COURSE**

**COURSE DESCRIPTION:** This course has been structured around the idea that film has shaped modern literary discourse, texts, drama and painting in very fundamental ways. The course thus interrogates the potency of film forms, language and technique in literature in particular. It focuses on film's capacity to mirror interior and exterior reality, as well as film's capacity to create vehicles of affect and the seductive nature of such imaging. It is designed to provide students in different disciplines with the tools to conduct critical analyses of the processes through which cinema manipulates and shapes human senses and perceptions and thus shapes artistic responses. Students are also introduced to critical discourses that have been constructed around the idea of film and its effect on society. Students will also enhance their understanding of film as being itself a vehicle for ideas and debate. Graduate students will benefit from an understanding of how film works, as film is studied within the context of advanced reading of contemporary cultural and critical theories.

**RATIONALE:**

The course has as a basic requirement that students would have passed the relevant theoretical courses offered in the disciplines of catchment population, including but not limited to Literatures in English, Cultural Studies and Gender Studies. It has been designed to help students to understand at an analytical level the ways in which film form and literary form intersect within contemporary literature. It goes beyond this to analyse the ways in which the film sense manifests itself in the other arts. Thus students will come to understand the ways in which film form and language help to shape the discourses of literature and gender. The course will thus provide a basis for interdisciplinary work in these areas. Knowledge will be acquired within a cultural and critical framework that will promote advanced analytical thinking and research.

**PURPOSE**

The course is intended to:

- help students develop a clear understanding of how film works in terms of both cognitive and epistemological perceptions in particular where filmic form is incorporated into literature;
- enable students to apply cultural and ideological frameworks to the analysis of the perceptual processes involved in film narrative and literature; and
- enable students to engage in informed, critical thinking on literature and its intersection with film and other art forms and cultural practices.

**OBJECTIVES**

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

- apply theories of perception that are informed by psychological and phenomenological perspectives;
- analyse the vehicles through which film achieves psychological and emotional effects;
- analyse the ideological underpinnings of film and literature, deploying Cultural and Critical theoretical perspectives.
- develop theoretical frameworks to assess cinema and cinematic form in literature and the visual arts and, in particular, Caribbean literature.

**CONTENT**

- Theories of perception (sound and visual perception; perception as a movement to consciousness)
- Debates about the image
- Theories of narration
- Point of view in literature and film: intersections.
- Sound-image relations as purveyors of ideology in literature and film

**TEACHING/LEARNING STRATEGIES**

- Lectures
- Screenings and discussions;
- Projects

#### ASSESSMENT

Students will be assessed solely by coursework:

##### 50% Project work

- Two projects: one individual, and one group project. Students will be assigned readings and films.  
Minor project #1 : Individual reading and analysis for one response paper of 1500 words. (10%)  
Minor individual project # 2: Analysis of film or film script and demonstration of relevance to Literature. (10%)  
Minor group project #1: Class presentations of twenty minutes each (total one hour for group). (30%)

##### 50%: Major Assignment

- Essay 5000 to 6000 words

#### YEAR: II

#### SEMESTER: II

**COURSE CODE: LITS 6501**

**COURSE TITLE: SPECIAL TOPICS IN WEST INDIAN LITERATURE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course allows students to focus on specific topics within Caribbean literature. It may include modules on:

- Ecocriticism
  - Caribbean Identity
  - Gender
  - Landscape and the environment in Caribbean Literature
- Or other specified areas that are of relevance and interest to Caribbean writers and scholars.

#### ASSESSMENT:

Coursework	100%
Oral presentations	
Response Papers	
Long Research essay (5000 to 6000 words)	

## MPhil/PhD in Literatures in English

See General Regulations for all programmes in the Faculty.

# DEPARTMENT OF MODERN LANGUAGES AND LINGUISTICS

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## MODERN LANGUAGES - PROGRAMMES

### Postgraduate Diploma in Interpreting Techniques

The Postgraduate Diploma in Interpreting Techniques is a twenty-one (21)-credit programme composed as follows:

Core Courses (18 credits)

Course Code	Course Title	Credits
INTE 5000	Computer and Internet Tools for the Interpreter	2
INTE 5001	Consecutive Interpretation	4
INTE 5002	Simultaneous Interpretation	12
INTE 5004	Practicum Electives	(Pass/Fail) (3 credits)

Students must select one of these following courses. Each of these courses is worth 3 credits.

Course Code	Course Title
LING 2302	Sociolinguistics
GOVT3046 (GT30A)	International Organisations
ECON1001 (EC10D)	Introduction to Economics 1

**SEMESTER:**

**COURSE CODE: INTE 5000**

**COURSE TITLE: COMPUTER AND INTERNET TOOLS FOR THE INTERPRETER**

**NUMBER OF CREDITS: 2**

**COURSE DESCRIPTION:** ICTs are powerful tools, once language professionals know how to use them rationally in order to prepare for meetings. Interpreters will also become familiar with specific terms and set phrases used in the running of international conferences.

**ASSESSMENT:**

Coursework 100%

**SEMESTER: YEAR LONG**

**COURSE CODE: INTE 5001**

**COURSE TITLE: CONSECUTIVE INTERPRETATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** In a formal configuration, interpreters need to be able to perform their task without the help of interpretation equipment, intervening in-between the respective speakers using coded notes to organise ideas on 30-minute long speeches performing interpretation into target language.

**ASSESSMENT:**

Coursework 100%

**SEMESTER: YEAR LONG**

**COURSE CODE: INTE 5002**

**COURSE TITLE: SIMULTANEOUS INTERPRETATION**

**NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** In a conference setting with professional equipment, interpreters must be familiar with microphones and consoles as well as with vocal techniques (Booth). In an outdoor or roving configuration, interpreters need to be able to perform their task without the help of interpretation equipment (Whispering). All these exercises will be practiced on a range of themes that will cover areas relevant to the Caribbean (trade, transportation, tourism, AIDS, natural disasters, human rights, environmental issues, energy, international relations, etc.).

**ASSESSMENT:**

Coursework 100%

**SEMESTER: II**

**COURSE CODE: INTE 5004**

**COURSE TITLE: PRACTICUM**

**NUMBER OF CREDITS: Pass/fail**

**COURSE DESCRIPTION:** Since this is a professional course that intends to prepare students to be functional once they graduate, it is important that they get the opportunity to work in one or more events organised in Trinidad and Tobago by the CITB (Caribbean Interpreting and Translation Bureau) of the UWI or at other events in real-life situations. Students will be paired off for a minimum of 14 hours (or two working days) at multilingual events with seasoned interpreters who will be asked to assess their performance in conjunction with a staff member.

**ASSESSMENT:**

Pass/Fail

## MPhil/PhD in French

See General Regulations for all programmes in the Faculty

MPhil and PhD students are required to pass the following Departmental courses (coursework and examinations):

LITS 6699 - Methods of Research and Literary Scholarship  
LITS 6007 - Modern Critical Theory

A candidate for the M.Phil is required to read for courses totalling a minimum of six (6) credits and must pass both coursework and the written examination before submitting the thesis. Students enrolled in the MPhil degree must satisfactorily complete at least two (2) research seminars.

A candidate for the PhD is required to read for courses totalling a minimum of nine (9) credits and must pass both coursework and the written examination before submitting the thesis. Students enrolled in the PhD degree must satisfactorily complete at least three (3) research seminars.

## MA in Spanish

### Introduction

The MA in Spanish is a part-time programme. Students are required to complete it in a maximum period of two (2) calendar years. The programme targets graduates who hold a BA in Spanish from UWI or a valid equivalent degree from another university.

### Admission Requirements

The criteria for admission are as follows:

1. At least a Lower Second class degree from UWI or equivalent.
2. Candidates must have passed at least four (4) courses in Spanish in Year 2 and four in Year 3 of the B.A. programme, all at or above the B grade.
3. Candidates who do not satisfy these requirements may be allowed to take a qualifying examination.

### Programme of Study

1. One semester-long course at six (6) credits:  
LITS 6699 – Methods of Research and Literary Scholarship (Semester 1 & Semester 2/Year 1 only)
2. Two (2) semester courses (read in English) at four (4) credits each:  
LITS 6007 – Modern Cultural & Critical Theory (Semester 1/Year 1)  
LITS 6004 – Caribbean Poetics (Semester 2/Year 1)
3. Four (4) semester courses in Spanish at four (4) credits each. Courses offered may vary from year to year. (Year 2)

## COURSE LISTING

### MA in Spanish

Courses presently offered in the programme are as follows:

#### Year

#### Semester

Course Code	Course Title	Credits
SPAN 6007	Narcotraficking in Colombian Narrative	4
SPAN 6039	From Autobiography to Testimonial: Narratives of the Authority, Self and Community	4
SPAN 6299	Caribbean Baroque: G ngora in the New World?	4
SPAN 6399	Revolution and Society in Spanish America	4
SPAN 6499	The Spanish American Short Story	4
SPAN 6599	Social & Political Thought in the Spanish American Essay	4
SPAN 6799	20th Century Venezuelan Poetry	4
SPAN 6899	Urbanization, Ecology and Quality of Life in Spanish American Narrative	4
SPAN 6999	African-Caribbean Literature in Spanish	4

Plus:

- a) One Reading Field (list provided to students at beginning of programme of study. Seminar presentation made at the end of semester 4 of the course of study)
- b) One (1) research paper of 10,000 words for twelve (12) credits (submitted at the end of Year 2 by November)

Total weight: 42 credits

## COURSE DESCRIPTIONS

### MA IN SPANISH

#### Spanish Courses

#### COURSE CODE: SPAN 6007

#### COURSE TITLE: NARCOTRAFFICKING IN CONTEMPORARY COLOMBIAN NARRATIVE

#### NUMBER OF CREDITS: 4

#### PRE-REQUISITES: NONE

**COURSE DESCRIPTION:** This course will expose students to a selected body of contemporary Colombian fiction which features key aspects of the drug trade in the country. Narcopolitics, narcoguerrilla activity, money laundering, and narcoterrorism are some of the themes treated by mainstream writers with admirable literary skills and verisimilitude. The texts focus on the violence of the 1990s and analyse the complex system of cultivation, processing, transportation, commercialization, control, and eradication of illicit drugs. The student will be able to analyse particular aspects of literary techniques that reflect the latest trends in Colombian literature.

### OBJECTIVES

By the end of the course students should be equipped to:

1. define the terminology and style of the language of narco-trafficking;
2. identify the sociocultural problems that characterise the world of narco-trafficking in the literature;
3. analyse the subculture of narco-trafficking through characterisation, analysis of the discourse, intertextuality, and other literary devices;
4. apply a critical approach to the literary works with a sociocultural perspective.

### CONTENT

Students will be introduced to some of the most outstanding narratives on narco-trafficking in Columbia. They will also learn to analyse and appreciate literature as an important tool in presenting social issues within an aesthetic framework.

### Method of Instruction:

- Lectures
- Oral and audiovisual presentation
- Textual analysis

### ASSESSMENT

Coursework	40%
Final 3-hour examination	60%

### COURSE CODE: SPAN 6039

**COURSE TITLE: FROM AUTOBIOGRAPHY TO TESTIMONIAL: NARRATIVES OF AUTHORITY, SELF AND COMMUNITY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will introduce students to the history and criticism of autobiography and testimonial writings in Spanish America with particular attention on how these genres present and represent the voice of the 'I' in relation to self and community. Texts from colonial Spanish America to the present will be examined in order to analyze how truth is established through memory and nostalgia in self-conscious writing, and whether such strategies contribute to textual veracity or to textual fictionalization. In addition to more traditional forms of autobiography and testimonial writing, the course will also explore diaries, memoirs, documentary writings, and semi-fictional accounts as bases of comparison.

### Method of Instruction

Seminars and Lectures

### ASSESSMENT

Coursework	40%
Final 3-hour exam	60%

### COURSE CODE: SPAN 6299

**COURSE TITLE: CARIBBEAN BAROQUE: G N GORA IN THE NEW WORLD?**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** Taking traditional categories of the Baroque as a point of departure, this course will focus on a comparative study of Peninsular/Spanish American forms of the 17<sup>th</sup> and 18<sup>th</sup> centuries. Primary focus will be upon how these expressions have been rediscovered and re-appropriated to describe a unique literary style and cultural identification that is and is not reminiscent of the Baroque's more traditional origins. Comparisons will be drawn from a variety of sources including art, music, and architecture, with a primary emphasis on literary texts. In keeping with a more culturally oriented focus, the historical, cultural, and political circumstances at work both in the past and the present will also be considered in order to analyze what this unique Hispanic Caribbean understanding of the Baroque contributes to contemporary literature and culture.

### Method of Instruction

Seminars and Lectures

### ASSESSMENT:

Seminar presentation(s)	40%
Final 3-hour examination	60%

### COURSE CODE: SPAN 6399

**COURSE TITLE: REVOLUTION AND SOCIETY IN SPANISH AMERICA**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course seeks to examine a selected body of contemporary novels that project insurrectionist movements in the decade of the 1960s in Mexico, Guatemala, the Dominican Republic, and Venezuela. Through this analysis, the student will gain an insight into the origins of the revolutionary process, the ideology that informs the struggle, and the socio-political conditions prevailing in Spanish America during this period.

The role of counter-revolutionary forces, imperialist powers, and the influence and legacy of rebel groups in the social and economic transformation of society will be studied.

The course will further focus on the analysis of stylistic features of these writers with a view to appreciating the various innovations in language and literary technique that characterize the writings.

### Method of Instruction

- Lectures
- Oral and audio-visual presentations
- Textual analysis

### ASSESSMENT

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6499**

**COURSE TITLE: THE SPANISH AMERICAN SHORT STORY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** After contextualizing short story production in Latin America, this course will explore issues pertaining to genre try to establish 'how short stories mean.' Students will carry out close readings of selected stories from various critical perspectives, paying special attention to questions of gender, alterity, and intertextuality (Conrad, Faulkner, Plath, Poe, Whitman). The course will further examine the specific use of language form, which adequately defines the multifaceted reality of Latin America. Students will make an in-depth analysis of a range of themes including but not limited to social authority, political thought, religion, and belief systems.

**Method of Instruction**

- Lectures
- Seminars
- Oral presentations
- Guest lecturers

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6599**

**COURSE TITLE: SOCIAL AND POLITICAL THOUGHT IN THE SPANISH AMERICAN ESSAY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The Essay as a literary genre occupies a prominent place in the history of ideas and in the development of political thought and ideology in Spanish America. It has been the preferred medium of many outstanding writers and intellectuals of that region to address issues of urgency and for the promotion of social and political change.

The Essay is admirably suited to the individualistic and creative genius of the Spanish American temperament and has flourished and proliferated as a literary genre. Spanish American essayists are widely read both in Spanish and in translation.

The themes treated centre consistently around the unrelenting search for a national identity. Other themes intimately linked to national identity include freedom, dependence, neocolonialism, imperialism, underdevelopment, civilisation vs barbarism, spirituality vs materialism, 'emestizaje,' 'caudillismo,' military dictatorship, capitalism, socialism, and class struggle.

**Method of Instruction**

One three (3) hour seminar per week

**Assessment**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6799**

**COURSE TITLE: 20<sup>TH</sup> CENTURY VENEZUELAN POETRY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course seeks to further develop and refine the literary and critical skills of the student through the study of Venezuela's most acclaimed poets of the 20th century. The themes developed by these poets relate specifically to socio-political conditions prevailing in that country since the beginning of the century, yet these themes acquire a universal appeal that places these poets among the best in Spanish America.

The students will explore such themes as cultural and economic dependence; the search for the personal and the historical self; the father as source of self-knowledge, among other functions; the quest to arrive at and denude the essence of things; solitude; nothingness; annihilation; reality and illusion; exile; and the city and its relation to the self.

The course will further focus on the poetic analysis of the stylistic features of these poets with a view to understanding and appreciating their bold and imaginative innovations and their consistent concern with language.

**Method of Instruction**

One (1) three-hour seminar per week

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6899**

**COURSE TITLE: URBANIZATION, ECOLOGY AND QUALITY OF LIFE IN SPANISH AMERICAN NARRATIVE**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course provides reading on selected works of major Spanish American novelists concerned with projecting the dilemma of the city in the late 20<sup>th</sup> century and the new millennium through apocalyptic images, a megalopolis plagued by demographic explosion, spiritual misery, ecological degeneration, a culture of violence, and the trauma of globalization and human despair. The programme will explore innovative stylistic elements that characterise these works.

**Method of Instruction**

Seminars and lectures (one 3-hour session per week)

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6999**

**COURSE TITLE: AFRICAN-CARIBBEAN LITERATURE IN SPANISH**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will explore theoretical approaches relevant in the field of Afrocentric studies, which have radically altered Western academy. Students will cover a careful analysis of Afrocentred theories from Fanon's essentially polarized view through Amilcar Cabral's Dialectical Theory of Identification, to the writings of Fernando Ortiz. The students will proceed to a close reading of several texts from biography through testimonials to poetry, short stories, and including two novels.

The readings, which adequately define the multifaceted reality of Latin America, will centre students on the specific language form used, and, in addition, will require that students make an in-depth analysis of the themes that recur, including political thought, religious belief systems, and racial and other social aspects.

**Method of Instruction**

- Lectures
- Seminars
- Oral presentations
- Guest lecturers

**ASSESSMENT**

Coursework	40%
Final examination	60%

**OTHER REQUIRED COURSES**

**YEAR: 1**

**SEMESTER: I & II**

**COURSE CODE: LITS 6699**

**COURSE TITLE: METHODS OF RESEARCH AND LITERARY SCHOLARSHIP**

**NUMBER OF CREDITS: 6**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to help persons undertaking research degrees in the Humanities to develop the basic tools and understanding for graduate research.

**OBJECTIVES**

At the completion of this course, students should be able to:

1. demonstrate an understanding of the nature of research;
2. specify the distinctions between research and other ways of knowing;
3. identify various research paradigms;
4. identify the appropriate areas of application for such paradigms;
5. demonstrate an understanding of the roles of research in academic settings;
6. provide a satisfactory exploration of the Humanities;
7. identify various stages in the research process and their particular characteristics.

**Method of Instruction**

One 2-hour lecture/seminar per week.

**Assessment**

Coursework	100%
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**YEAR: I**

**SEMESTER: I**

**COURSE CODE: LITS 6007**

**COURSE TITLE: MODERN CULTURAL AND CRITICAL THEORY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course examines the major developments in contemporary literary and cultural theory. It will focus on at least five of the following: Modernism, Post-structuralism, Post-colonialism, Post-modernism, Gender theories, New Historicism, Marxism/Neo-Marxism, and Ecocriticism. These will be discussed in relation to their implications for reading culture and their applicability in the discussion of literary texts. The course will also address the current challenge to the 'theory.'

**ASSESSMENT:**

Coursework	100%
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**YEAR: I**

**SEMESTER: II**

**COURSE CODE: LITS 6004**

**COURSE TITLE: CARIBBEAN POETICS**

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course explores selected writings by Caribbean intellectuals, which represent the development of theoretical and critical strategies rooted in the historical, social, and cultural dynamics of the region. Students will be introduced to Caribbean models of post-colonial discourse and their forerunner relationship to post-colonial and post-modernist discourse. The course will focus on related concepts of creolization, hybridity, and syncretism as the central paradigms of Caribbean theories that seek to address the implications of race, language, nation, diaspora, exile, empire, colonial, and post-colonial identities.

**ASSESSMENT:**

Coursework	100%
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MPhil/PhD in Spanish

See General Regulations for all programmes in the Faculty.

# LINGUISTICS - PROGRAMMES

## Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL) and Master in English Language (TESOL)

The Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL) prepares university (Honours) graduates to teach English to speakers of other languages. They are expected to have a degree in a Language or Linguistics, but graduates from other disciplines may be considered. Those with no background in Linguistics will be required to take courses LING 1001, LING 1002 and LING 1005 as prerequisites.

### AIM:

To fully equip participating students with the practical skills and theoretical knowledge for TESOL practice.

### COURSE LISTING:

Candidates must take five semester-long courses and one Teaching Practicum. The following courses constitute the programme:

Course Code	Course Title	Credits
LING 5101	Language Acquisition and Learning: Theory and Practice	4
LING 5102	Structure of the English Language: Issues for TESOL	4
LING 6105	Principles and Approaches in TESOL	4
LING 5103	Curriculum Design and Resources in TESOL	4
LING 5106	Theory & Application of Assessment in TESOL	4
LING 5104	Teaching Practicum (including Reflective Seminar and Research Report Project)	4

### PROGRAMME STATUS

The programme will be offered over one year in 2012/2013.

### CREDITS WEIGHTING

Each course will constitute 4 credits.

### ASSESSMENT

All courses, except the LING 5104 / LING 5106, will have 50% coursework and 50% examination. The two courses will be assessed by 100% coursework. The coursework weighting is necessitated by the very critical practical demands of such a programme. A successful candidate must achieve at least 50% in all courses (and in both coursework and examination components of each course) as well as the Research Report. A candidate achieving over 70% will be awarded the Postgraduate Diploma with Distinction

## Master in English Language (TESOL)

On completion of one year in the programme and with a B+ average, students may upgrade to the Master in English Language (TESOL). They will be asked to add specific prerequisites to bring them on par with students in the MA in English Language, and will add two courses from the English Language programme from the following:

Course Code	Course Title
LING 2101	Language Acquisition
LING 2302	Sociolinguistics
LING 2402	Structure of the English Language

To complete the Master they will add two courses from the MA in English Language as follows:

Course Code	Course Title
LING 6402	World Englishes
LING 6106	The Content of Tertiary Level English Language Courses
LING 6406	The Pronunciation and Spelling of English
LING 6407	Discourse Styles in English

They will also add an 8 credit Research Paper.

## COURSE DESCRIPTIONS

### POSTGRADUATE DIPLOMA IN TESOL

#### SEMESTER: ONE

#### COURSE CODE: LING 5101

#### COURSE TITLE: LANGUAGE ACQUISITION AND LEARNING: THEORY AND PRACTICE

#### NUMBER OF CREDITS: 4

#### PRE-REQUISITES: LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This course prepares students to teach English to speakers of other languages by ensuring that they are fully cognisant with the nature of language as communication, and with a range of information—both theoretical and practical—on how languages are acquired in natural settings as well as learnt in formal classroom settings. They also need to be acquainted with the essential differences between early and later language acquisition processes, and to have some awareness and understanding of psycholinguistic and neurolinguistic information, which explain these processes.

#### SEMESTER: ONE

#### COURSE CODE: LING 5102

#### COURSE TITLE: STRUCTURE OF THE ENGLISH

#### LANGUAGE: ISSUES FOR TESOL

#### NUMBER OF CREDITS: 4

#### PRE-REQUISITES: LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** English language teachers need to have a solid grasp of the structure of the grammar and sound system of modern English. They also need to comprehend its range of usage in relation to other language varieties—both locally and globally—and to come to terms with the notion of International English. In addition, they must be able to equip their students with the same knowledge. This course not only gives them the knowledge base necessary but also discusses approaches to classroom handling of key areas.

**SEMESTER: TWO**

**COURSE CODE: LING 5103**

**COURSE TITLE: CURRICULUM DESIGN AND RESOURCES IN ELT**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 1001, LING 1002, LING 1005**

**COURSE DESCRIPTION:** This course prepares teachers to design curricula appropriate to the goals of their diverse student groups, and to modify existing curricula in concern for the range of needs perceived and existing resource bases. Without such competencies, they will only be able to reproduce what others have created instead of responding creatively themselves to changing needs, constraints, and concerns.

**SEMESTER: TWO**

**COURSE CODE: LING 6105**

**COURSE TITLE: PRINCIPLES AND APPROACHES IN TESOL**

**PRE-REQUISITES: LING 1001, LING 1002, LING 1005**

**COURSE DESCRIPTION:** This course addresses the issue of teacher development, with a focus on helping teachers to reflect on and assess their pedagogical practices and assumptions about teaching and learning. Participants explore methods and approaches in language teaching from the historical 'methods' perspective to the current 'postmethod' perspective. Although this course is intended for those interested in teaching English, the concepts presented are applicable to foreign/second language teaching in general.

**SEMESTER: SUMMER**

**COURSE CODE: LING 5104**

**COURSE TITLE: TEACHING PRACTICUM (TESOL)**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 1001, LING 1002, LING 1005**

**COURSE DESCRIPTION** This semester-long course gives teachers the opportunity to develop, via practical use, the skills, attitudes, and behaviours that are useful in teaching English to speakers of other languages. Without such a programme allowing for real teaching practice, the TESOL programme might remain a theoretical exercise. In addition, it allows for professional development by encouraging individual and group reflection on the teaching/learning exercise.

## MA in English Language

### Overview and Purpose

The purpose of this programme is to equip interested persons with the capacity to critically analyze the structures of the English language at all linguistic levels and to evaluate accurately the changing role of English language varieties in the Caribbean region as well as on a global scale. Students will be able to analyse Caribbean vernacular language varieties and to accurately compare them with standard English. They will be able to design courses to cater to diverse groups of learners whose native varieties may differ from standard English in a range of ways.

### Target Group

The Programme targets secondary and post-secondary teachers of English as well as teacher trainers, programme and course developers and scholars of the English language in all its aspects. It is equally applicable to students throughout the Caribbean region as it is in Trinidad and Tobago.

### Qualifications for Entry

A university degree (a minimum of Lower Second) Class Honours or a qualification adjudged by the university to be equivalent. The disciplinary background of candidates would normally be Literatures in English, Linguistics or Education or any other discipline deemed relevant to this programme.

### DURATION

Normally two years part-time. Will normally be completed in four semesters.

### Course load per Semester: Two

Time limit for completion: Four years

Pre-Requisite Courses

The following courses (or their equivalent) will normally be required of students who do not have any background in Linguistics and will need to be taken in a preliminary year:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3
LING 2101	Language Acquisition	3
LING 2302	Sociolinguistics	3
LING 2402	Structure of the English Language	3

Programme Requirements:

- 8 graduate courses (32 credits).
- 1 Research project: An Action Research assignment to be undertaken in the classroom context (8 credits).

### List of courses:

Course Code	Course Title	Credits
LANG 6000	Advanced Academic English Language Skills	
LING 6103	Principles and Methods of English Language Teaching	
LING 6106	The Content of Tertiary Level English Language Courses	
LING 6302	The Sociolinguistics of West Indian Language and Society	
LING 6401	The Grammar of English (can be taken as an alternative course to LING 5102 for TESOL students)	
LING 6402	World Englishes	
LING 6201	Comparative Caribbean English-lexicon Creole.	
LING 6406	The Pronunciation and Spelling of English (also available to TESOL students)	

Or

LING 6407 Discourse Styles of English  
Students take either LING 6406 or LING 6407

**YEAR I**

**SEMESTER I**

**COURSE CODE: LANG 6000**

**COURSE TITLE: ADVANCED ACADEMIC ENGLISH WRITING SKILLS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION** There are particular English language skills which are necessary for students working at the postgraduate research level. These include specific skills in both speech and writing, which may or may not have been acquired in their undergraduate study. This course seeks to ensure competency in the requisite skills. Advanced Academic English Language Skills will require intense involvement on the part of students in activities which include expository and argumentative writing with focus on research/report writing, interactive/collaborative sessions such as class presentations, peer critiquing/reviewing and group work. Students will also be afforded the opportunity to enhance their linguistic abilities by processing and evaluating texts with varying types of Content and structural organisation. Students will be required to maintain a portfolio in which all work/ assignments will be kept.

**Mode of Delivery: Seminars and Workshops**

Assessment: (100% Course Work)

- Research Paper 25% -approximately 2,000 words.
- Portfolio 15% (collection of writing assignments and class exercises undertaken throughout the semester)
- In Course Test I 15% (summary)
- In Course Test II 20% (Response to or Critique of Academic Text)
- In Course Test III 15% (10-15 minute oral presentation in seminar on research topic)

**YEAR I**

**SEMESTER I**

**COURSE CODE: LING 6404**

**COURSE TITLE: THE GRAMMAR OF ENGLISH:**

**AN EXTRAPOLATORY APPROACH**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2402**

**COURSE DESCRIPTION** Because linguists' contributions to the understanding of the structure of English are often masked within very specialist theoretical frameworks, this course seeks to make their discoveries available to persons interested in the grammar of English for practical utility and application, rather than with a focus on the theoretical constructs within which these discoveries are usually presented. Starting with particular language structures actually occurring within English language data, the course will allow the student to work out the grammatical rules that underpin these structures, at each stage checking these out against the descriptions within the appropriate linguistic texts as well as within traditional prescriptive grammars of English.

**ASSESSMENT:**

- In-course assessments: 4 descriptive and evaluative activities (15% each)
- 1 short Research Paper on a selected feature of English as used in a (named) Caribbean context or as produced by students of a specific foreign language background (5,000 words) (40%)

**YEAR I**

**SEMESTER II**

**COURSE CODE: LING 6406**

**COURSE TITLE: THE PRONUNCIATION AND SPELLING OF ENGLISH**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2402**

**COURSE DESCRIPTION** The interface between pronunciation, inclusive of regional and social class accents, and spelling, requires study, as do the range of intervening factors such as etymology and morphology. There is need for persons involved professionally with English to have a scientific understanding of the principles underpinning phonological systems across dialects of English, the spelling system of English, and the factors which affect the relationship between pronunciation and orthography. The course will examine the phonological features of the major accents of English (working from both actual spoken language data as well as data derived from written sources) and identify and explore the principles underpinning the spelling conventions of English (based on actual spelling usage within texts written in English within international corpora of English).

**ASSESSMENT:**

- 4 practical in-course analytical exercises on features of the pronunciation and spelling of English (15% each)
- 1 Research Paper (40%)

**YEAR I**

**SEMESTER II**

**COURSE CODE: LING 6302**

**COURSE TITLE: THE SOCIOLINGUISTICS OF WEST INDIAN LANGUAGE AND SOCIETY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2302**

**COURSE DESCRIPTION:** Students in this course will learn to describe precisely the nature of the linguistic landscape in the wider Caribbean region, and analyse critically the social, political, economic, environmental and legal issues associated with these languages. They will also learn to evaluate the issues peculiar to minority and indigenous languages, with special reference to the wider Caribbean region and will be able to recognise and evaluate the issues and processes involved in making and implementing policy for vernacular languages. They will analyse critically the various approaches to the study of language situations which have been adopted by linguists over the past five (5) decades, with special reference to attempts to account for and describe variation in non-standard Language varieties. They will identify the possible approaches to research on Caribbean languages, with special reference to variation.

**Mode of Delivery: Seminars**

**Assessment:** 100% Coursework

- Sociolinguistic profile of a particular Caribbean territory (30%);
- Critical analysis of specified sociolinguistic approaches to description of Caribbean territories (40%);
- Preparation of Language policy proposal for a named Caribbean territory (30%)

**YEAR II**

**SEMESTER I**

**COURSE CODE: LANG 6106**

**COURSE TITLE: THE CONTENT OF TERTIARY LEVEL ENGLISH LANGUAGE COURSES**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2101, LING 2302, LING 2402**

**COURSE DESCRIPTION** There has been a worldwide increase in the demand for courses of the English for Academic Purposes type. This has been against a background of 'Use of English' type courses which sought to have students study and understand the wide range of uses and functions to which English is put as well as societal attitudes towards various types of English. Thrown into the mix within the Caribbean has been the relatively recently introduced Caribbean Advanced Proficiency Examinations (CAPE) Communications Studies examination which fuses both traditions. Further complications have been the introduction of Remedial English courses at the tertiary level for those students deemed to need these and the development of a plethora of ESL schools and programmes, largely catering to teenagers and young professionals at a pre or post stage of tertiary education. What should constitute a tertiary level English Language course is, therefore, a subject of some contention, and variable according to the target group and their background and purposes.

**Mode of Delivery: Seminars**

**ASSESSMENT:** 100% Coursework

- One evaluation of an existing tertiary level English Language Course (30%)
- Production of four in-class activities and assessments for tertiary learners (40%)
- Design of a Course for a specified group of tertiary level English Language Learners (30%)

**YEAR II**

**SEMESTER I**

**COURSE CODE: LANG 6103**

**COURSE TITLE: PRINCIPLES AND METHODS IN ENGLISH LANGUAGE TEACHING**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2101, LING 2302, LING 2402**

**COURSE DESCRIPTION** The aim of this course is to have postgraduate students, themselves teachers in many cases, explore theoretical issues relevant to English Language teaching, the principles of selected approaches to the teaching of English and an exploration of methods used to teach English. This will allow them to assess how best to approach the teaching and learning challenges entailed. The course will allow for exploration of concepts such as competence and proficiency and the distinction between cognitive academic language proficiency/literacy related skills and basic interpersonal communication skill. The relevance of grammar instruction and its relationship to the development of writing skills will also be examined, as well as different approaches to the teaching of grammar.

Mode of Delivery: Seminars

**ASSESSMENT:** 100% Coursework

- 3 practical exercises in course planning and materials design for specific purposes in English language teaching in a Caribbean context (20% each)
- 1 Research Paper (5000 words) (40%)

**YEAR II**

**SEMESTER II**

**COURSE CODE: LING 6201**

**COURSE TITLE: COMPARATIVE CARIBBEAN ENGLISH-LEXICON CREOLE**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2101, LING 2302, LING 2402**

**COURSE DESCRIPTION:** In order to teach English effectively at the tertiary level in the Caribbean region, students require a course which gives them the exposure to the nature of Caribbean Creole languages, English-lexicon ones in particular. They need familiarity with their vocabulary and structure, the ways that they differ from the European language from which they have derived much of their vocabulary, and the historical processes linked to the development of these Creole languages. The course aims to have students compare Caribbean English-lexicon Creole languages, based on hands-on use of a range of data sources as well as the key academic works which describe particular languages and linguistic features.

**Mode of Delivery: Seminars; Practical.**

**ASSESSMENT:** 100% coursework

- 1 Short Research Paper: Comparative Analysis of 2 English-lexicon creoles, using some original data (5,000 words) 40%
- 2 in-course assessments 60%

**YEAR II**

**SEMESTER II**

**COURSE CODE: LING 6402**

**COURSE TITLE: WORLD ENGLISHES**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2101, LING 2302, LING 2402**

**COURSE DESCRIPTION:** At this time of globalisation, English has become the dominant international language. There are diverse varieties of it spoken world-wide. Further, variation within even standard varieties of English require study in the light of actual language usage. What constitute the features which make these varieties 'standard' and/or 'internationally acceptable'? What are the features which mark these varieties off as different from each other, e.g. British English from South African English, Indian English from Caribbean Englishes. It is only through answering these kinds of questions that we can truly come to grip with the range and scope of English today.

**Mode of Delivery: Seminars**

**ASSESSMENT:** 100% coursework

- 1 Short Research Paper: Comparative Analysis of 2 varieties, using some original data (5,000 words) 40%
- 2 in-course assessments 60%

## YEAR II

### SEMESTER II

**COURSE CODE: LING 6407**

**COURSE TITLE: DISCOURSE STYLES OF ENGLISH**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: LING 2302, LING 2402**

**COURSE DESCRIPTION:** It is essential for English language scholars to be able to analyse discourse beyond the sentence level and to understand the effect which differences in genre can have on choices of specific linguistic forms in English as well as on the structure of the discourse itself. This course will examine various approaches to analysing discourse and identify the linguistic features of particular discourse modes. It will enable students to analyse a variety of discourse types and distinguish the differences in these discourse types across a range of English language varieties, including most specifically Caribbean varieties.

**Mode of Delivery: Seminars**

#### ASSESSMENT:

- 1 in-course Essay 20%
- 2 in-course analytical exercises 30%
- 1 Research Paper (5000 words) (50%)

## MPhil in Linguistics

### Aim:

To equip candidates with the necessary theoretical knowledge to conduct advanced research into issues of a specific sub-discipline or combination of sub-disciplines within Linguistics, e.g., Sociolinguistics, Creole Linguistics, Theoretical Linguistics, Applied Linguistics.

### COURSE LISTING

All students are required to pursue a core of coursework to expand and strengthen disciplinary knowledge acquired at undergraduate level. This core shall consist of:

Course Code	Course Title	Credits
LING 6005	Development of Theoretical Linguistics	4
LING 6701	Research Methods in Applied Linguistics	4

### PROGRAMME

Each MPhil student is assigned at least one Supervisor and an Advisory Committee.

After completion of this core, students are required to read in their chosen field of study guided by their supervisor and to conduct their research in accordance with agreed upon parameters with their supervisors. Candidates will be expected to show an awareness of the major issues and findings in and be familiar with the most recent positions in the area as they link to earlier-held positions.

MPhil candidates must present two (2) graduate seminar papers in the course of their work towards the degree. They will be required to demonstrate extensive knowledge in their field through these presentations. Ultimately their thesis submission should be 40,000-50,000 words on a topic approved by the examiners.

After the consideration of his/her thesis by the Examiners, the MPhil candidate may be recommended for the award of the degree; or may be required to make minor corrections to the supervisor's satisfaction; or may be required to re-submit the thesis; or may be deemed to have failed outright.

Candidates registered for the MPhil degree may alternatively be permitted to transfer to the PhD at a later date with credit for coursework already done, if their performance is judged to warrant it after a special assessment seminar, and if the transfer is approved by the Department and the Campus Committee for Graduate Studies and Research.

Students may register full- or part-time.

## PhD in Linguistics

### Target Group

Persons who are interested in pursuing research in any of the major sub-disciplines of Linguistics and who satisfy the admission requirements below.

### Admission Requirements

Admission to the PhD programme will be based on the possession of an MPhil degree or its equivalent (e.g., a research-based Master degree in Linguistics). Acceptance to the programme will be determined, in part, by staff deployment and availability.

### COURSE LISTING

All students are required to pursue a core of coursework to expand and strengthen disciplinary knowledge acquired at undergraduate level. This core shall normally consist of:

Course Code	Course Title	Credits
LING 6005	Development of Theoretical Linguistics	4
LING 6701	Research Methods in Applied Linguistics	4

### Programme

Each PhD student is assigned at least one Supervisor and an Advisory Committee. Students may register full- or part-time.

After completion of this core, students are required to read in their chosen field of study guided by their supervisor and to conduct their research in accordance with agreed upon parameters with their supervisors. Candidates will be expected to show an awareness of the major issues and findings in and be familiar with the most recent positions in the area as they link to earlier-held positions.

PhD candidates must present three (3) graduate seminar papers in the course of their work towards the degree. They will be required to demonstrate extensive knowledge in their field through these presentations. Ultimately their thesis submission should be 50,000-80,000 words on a topic approved by the examiners.

Full-time candidates who already have the MPhil or are seeking to upgrade are required to present and defend an upgrade seminar demonstrating that their study is of acceptable scope and quality for the PhD. After upgrade candidates are also expected to produce an additional seminar.

# SCHOOL OF EDUCATION

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## SCHOOL OF EDUCATION - PROGRAMMES

### Postgraduate Diploma in Education

- Pre-Service Diploma in Education
- In-Service Diploma in Education

### Master of Education (MEd)

- Concentration in Curriculum
- Concentration in Youth Guidance
- Science Education
- Health Promotion
- Reading (Not Offered 2012/2013)

Master of Arts in Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)

Master of Philosophy (MPhil) in Education

Doctor of Philosophy (PhD) in Education

## Pre-Service Diploma in Education (Dip.Ed.)

### Programme Summary:

The Pre-Service Diploma in Education (Dip.Ed.) programme is designed to prepare beginning secondary school teachers to perform effectively from the outset, and to see the need to continue developing professionally throughout their teaching careers. It targets persons who have graduated with at least a bachelor's degree and are desirous of becoming secondary school teachers. It also targets university graduates who have been working in other fields, but who wish to become secondary school teachers. The programme caters for professional preparation for teaching in a range of subjects offered in Trinidad and Tobago's national curriculum and also those offered for examination by the Caribbean Examinations Council.

By providing exposure to critical areas of subject and pedagogical knowledge and, at the same time, opportunities for supervised reflective practice in diverse teaching contexts, this programme will develop teachers who demonstrate, and continue to cultivate, professional attributes that all teachers are expected to possess. It has been conceptualised as a full-time programme in response to the experience of the School of Education, and to feedback from graduates of its part-time programme. Because implementation of different components of the programme demands close and ongoing collaboration with schools and policymakers, it is also expected that the programme will facilitate the further development of meaningful relationships among stakeholders in education, and so contribute to a culture change in schools that will result in true educational improvement.

The programme comprises the following seven courses:

### SEMESTER 1

- EDME 5005: Educational Assessment  
EDFA 5211: Fundamental Concepts for the Beginning Teacher  
EDFA 5212: The Educational Milieu  
EDLA 5241: Designing Instruction for Adolescent Learners: The Teaching of English  
EDSC 5271: Designing Instruction for Adolescent Learners: The Teaching of Science  
EDSS 5281: Designing Instruction for Adolescent Learners: The Teaching of Social Sciences  
EDTL 5231: Practice in Education

### SEMESTER 2

- EDRS 5221: Leading Professional Enquiry  
EDFA 5213: Addressing the Needs of the Whole Child  
EDLA 5241: Designing Instruction for Adolescent Learners: The Teaching of English  
EDSC 5271: Designing Instruction for Adolescent Learners: The Teaching of Science  
EDSS 5281: Designing Instruction for Adolescent Learners: The Teaching of Social Sciences  
EDTL 5231: Practice in Education

## PROGRAMME DESCRIPTION

### Philosophy

This pre-service Dip.Ed. programme reflects the belief that avenues for access to education must be provided for all persons. It also reflects the belief that all students should have experiences of formal schooling that will promote their holistic development and academic success. Therefore, all students must be exposed to curricula which they perceive to be relevant, which combine formal knowledge with community knowledge, and which draw on their real-world experiences. The programme thus grounds the formal educational theory to which students will be introduced in participants' knowledge of their subject areas; the knowledge of schools and classrooms that they have constructed from their experiences at different stages of their development; and their social and cultural contexts. The programme's field-based orientation reflects the belief that learners construct professional knowledge and develop a professional identity most effectively when they must deal with challenges that arise within authentic contexts of practice. Finally, this programme conceptualises educators as persons who are expected to make a contribution to the development of the societies in which they practise their profession. Courses within the programme are therefore designed to help participants understand the role and nature of the school in a dynamic society.

### Aims

The programme aims to promote the initial and ongoing professional development of persons who wish to become secondary school teachers.

### Goals

The goals of the programme are that persons who are embarking on careers as secondary school teachers will:

- respond effectively to the challenges of teaching in societal contexts of rapid change;
- willingly and confidently assume their roles and responsibilities in the schools to which they are assigned;
- make professional choices that are informed by clearly defined personal philosophies of education;
- seek to foster the holistic development of all students;
- demonstrate the necessary attitudes, skills, and knowledge to support their professional practice;
- act as change agents in their schools and communities;
- collaborate with others to access, develop, and disseminate information about best educational practice; and
- commit themselves to continuous professional development throughout their teaching careers.

### General Objectives

Participants who have successfully completed this programme will be able to:

- recognise all students' potential to learn;
- respond effectively to the special needs and interests of adolescent learners;
- demonstrate respect for the social and cultural experiences of their students;
- respond flexibly to the challenges of practising in different school and classroom contexts;
- plan and implement instructional activities in their own areas of content specialisation so as to promote the holistic development of students;
- plan instructional activities that are informed by their understanding of sound educational aims and purposes;
- align their curriculum with established curriculum policies and standards;
- use appropriate technologies to support teaching and learning in their content areas;
- establish classroom climates that support students' holistic development;
- use their knowledge of students' previous experiences to promote effective learning;
- plan, carry out, and use research to evaluate and inform their professional practice;
- reflect on their own teaching philosophy and practice, and on ways in which these might be refined;
- critically interrogate dominant educational policies and practices;
- collaborate with others to improve their own practice, and the practice of education in their schools and educational systems;
- assume roles as change agents in their schools;
- participate continuously in programmes and activities designed to improve their professional skills and knowledge;
- present themselves as professionals in their appearance, speech and interactions with stakeholders; and
- demonstrate integrity in their professional choices and interactions.

### Course Assessment

**Assignments – 100 % Coursework**

#### Resources

- multimedia classroom equipment
- camcorders
- audio recorders
- laptops and desktops
- the Internet
- books, newsletters, journals

#### Readings

Campbell, C., McNamara, O., & Gilroy, P. (2004). *Practitioner research and professional development in education*. London, UK: Paul Chapman.

Elliott, J. (1991). *Action research for educational change*. Buckingham, UK: Open University Press.

Carr, W., & Kemmis, S. (1988). *Becoming critical: Education, knowledge, and action research*. London, UK: Routledge Falmer.

#### Structure of the Programme

The pre-service Dip.Ed. programme has been structured to meet these objectives, and to help students to respond effectively within changing contexts of practice.

#### Duration

This full-time programme will be delivered over the course of **one academic year**.

#### Components

The programme comprises the following major components:

1. **Three Foundation courses**, which introduce students to basic concepts, skills, and principles that inform effective educational decision making for the beginning teacher. The courses draw largely on the humanities and the social sciences in providing theoretical and conceptual knowledge relevant to addressing overarching controversies, dilemmas, and issues in education. The courses are:
  - **Fundamental Concepts for the Beginning Teacher** (3 credits)
  - **Addressing the Needs of the Whole Child** (3 credits)
  - **The Educational Milieu** (3 credits)

2. **Three Professional Knowledge courses**, which will help students to construct professional identities, and to develop curricular knowledge, pedagogical knowledge, and pedagogical content knowledge, as well as a capacity for critical thinking, problem solving, and decision making related to the content and implementation of the curriculum, and to their contexts of practice. They orient students towards finding solutions to identified challenges encountered in schools and classrooms. Finally, the courses will promote values clarification by requiring students to respond to dilemmas of everyday practice. The courses are:

- **EDLA 5241: Designing Instruction for Adolescent Learners: The Teaching of English** (6 credits)
- **EDSC 5271: Designing Instruction for Adolescent Learners: The Teaching of Science** (6 credits)
- **EDSS 5281: Designing Instruction for Adolescent Learners: The Teaching of Social Sciences** (6 credits)
- **Educational Assessment** (3 credits)
- **Leading Professional Enquiry** (3 credits)

3. **Practice in Education** (9 credits)

This is a practicum which, by providing practical experiences in diverse classroom contexts, seeks to build students' personal, practical knowledge; to present them with models of professional behaviour; and thus to develop the knowledge, skills, and attributes needed to effectively manage classroom dynamics. The practicum has three phases:

1. Supervised observation of practice
2. Supervised practice, in collaboration with cooperating teachers
3. Supervised, independent practice

The programme has been designed to broaden and refine participants' world views by spiraling and integrating formal and informal knowledge within the curriculum content. It merges elements that draw upon their personal experiences with formal concepts and theories from the disciplines, and further integrates significant opportunities for reflection and critical analysis. The programme is so sequenced that students will revisit and refine their professional skills and their understanding of core concepts as they are presented, with increasingly challenging professional dilemmas at different stages of the programme and in different contexts.

**TOTAL: 30 CREDITS**

**SEMESTER: I**

**YEAR: I**

**COURSE CODE: EDFA 5211**

**COURSE TITLE: FUNDAMENTAL CONCEPTS FOR THE BEGINNING TEACHER**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course introduces participants to fundamental concepts in education, which will help them to understand and reflect on the functions, goals, and purposes of education; the influences that have shaped education and schooling over time; and the world of the adolescent learner. Knowledge of these concepts will also help them to interrogate their own decisions to become teachers. The course places special emphasis on the varieties of contexts and problematic issues in education that teachers face, encouraging the participants to apply this theoretical knowledge in analysing their experiences of schools and the wider education environment.

This theoretical knowledge is developed through an introduction to relevant concepts in the foundation disciplines of education—philosophy of education, psychology of education, sociology of education, and language in education. Both disciplinary and interdisciplinary approaches are used in this course, applying concepts and theories from the foundation disciplines to topical or controversial issues in education. The integration of the foundation disciplines in education is achieved through (a) an issues-based approach to the organisation of the course; (b) tutorials where discussion of issues is encouraged across disciplines; and (c) lectures in the separate disciplines. Assessment focuses on students' ability to synthesise theoretical and conceptual knowledge and apply such knowledge to the school context.

#### **Purpose of the Course/Rationale**

For pre-service teachers, an initial course delivering the foundational concepts in education is essential to an understanding of their work, especially a course that allows them to explore the nature of teaching and learning in the 21<sup>st</sup> century. This course serves to anchor the entire programme for participants. They are introduced to structured and disciplined ways of examining education and schooling (issues with which they have some familiarity). The course therefore seeks to supplant bias, habit, and personal experience as the primary means of understanding issues in education. The intent is to provide beginning teachers with a firm grasp of conceptual tools that they can use to describe and explain educational issues, especially as they confront these issues in a variety of school settings and with a diverse clientele. Course delivery includes opportunities to confront the realities of the schools to which they are assigned with the theories and concepts of the foundation disciplines in education. The general theoretical knowledge gained in this course is a necessary platform for the more specialised and in-depth foundation courses such as *Addressing the Needs of the Whole Child* and *The Educational Milieu*, as well as other courses focusing on different aspects of education. It is therefore the support for the entire programme.

### Content: Issues and Concepts

#### A. Issue #1: *Why become a teacher?*

- Aims of education; ethics and teaching
- Self-concept; traits and dispositions; professional identity
- Teaching as a vocation; metaphors and images of teachers
- Discursive construction of teachers and teaching

#### B. Issue #2: *What are schools for?*

- Conceptions of the "ideal" person; multiculturalism, democracy, and citizenship; the "good school"
- Development needs of adolescents; achievement; under-achievement; gender and achievement; motivation; indiscipline; interventions
- Role in promoting national, economic, human development; socialisation; social integration in a multicultural society; the school's sorting and allocation function
- Language as a tool for the construction of knowledge; the language of secondary education.

#### C. Issue #3: *What are the best ways to teach children?*

- Teaching vs. indoctrination; student-centred philosophies of education vs. traditional models
- Social and emotional learning; empowerment; teaching and learning styles; motivation and learning; differentiated instruction
- The school as an organization: Primary and secondary relationships; school violence and disengagement; role of the hidden curriculum
- Teacher approaches to Creole and interlanguage; Initiate Respond Feedback (IRF) models; Managing face issues [linguistic politeness theory]

#### D. Issue #4 *Are schools fair to children?*

- Equality; equity; social justice; assessment; achievement; ability
- Self-esteem; inclusion – needs of students; multiple intelligences
- Organizational and classroom practices and relationships; achievement related to SES, gender, and ability; inclusive practices
- The Caribbean child's constructed language identity; language socialization; social class and literacy; language as hegemony

### Goals/Aims

Participants will develop a broad understanding of the varieties of contexts and problematic issues in education and schooling by applying relevant concepts from the foundation disciplines in education to their experiences of schools and the educational environment.

### General Objectives

- To provide participants with conceptual tools derived from the foundation disciplines to assist them in understanding educational contexts.
- To provide participants with opportunities to actively use their knowledge of fundamental concepts in education to integrate theory and practice.

### Course Assessment

- 100% coursework
- The assignments offer students the opportunity to examine how theories and concepts from the foundation areas in education can be used as a platform to construct a better understanding of their own development as teachers, as well as of issues in education.
- The method of assessment is through written reports, which blend practical experience (discussions, observations, interviews during the practicum periods) with theoretical knowledge (gleaned through tutorials and lectures).
- Sessions will be scheduled in which tutors will help students to prepare for the assignments, and will give them feedback.
- The first two assignments are submitted and marked and feedback given to students before the third assignment is due.

### Resources

#### Required readings

- American Association of University Women. (1992). *How schools shortchange girls*. Washington, DC: Author.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barrow, C., & Reddock, R. (Eds.). (2001). *Caribbean sociology: Introductory readings*. Kingston, Jamaica: Ian Randle.
- Bennett DeMarrais, K., & LeCompte, M. (1999). *The way schools work*. New York, NY: Longman.
- Craig, D. (1999). *Teaching language and literacy: Policies and procedures for vernacular situations*. Georgetown, Guyana: Education and Development Services.
- Cunningham, F., LaLonde, D., Neelin, D., & Peglar, K. (2003). *Philosophy: The big questions*. Toronto, Canada: Canadian Scholars' Press Inc.
- Delpit, L., & Dowdy, J. K. (Eds.). (2002). *The skin that we speak. Thoughts on language and culture in the classroom*. New York, NY: New Press.
- Eggen, P., & Kauchak, D. (2009). *Educational psychology: Windows on classrooms* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Gee, J. P. (2008). *Social linguistics and literacies. Ideology in discourses* (3<sup>rd</sup> ed.). New York, NY: Routledge. [Chapter 9]
- Goddard, A., & Patterson, L. M. (2000). *Language and gender*. London, UK: Routledge.
- Mulkey, L. (1995). *Seeing and unseeing social structure*. Needham Heights, MA: Allyn & Bacon.
- Muspratt, S., Luke, A., & Freebody, P. (Eds.). (1997). *Constructing critical literacies: Teaching and learning textual practice*. Creskill, NJ: Hampton Press.
- Mustapha, N., & Brunton, R. (Eds.). (2002). *Issues in education in Trinidad and Tobago*. St. Augustine, Trinidad: School of Continuing Studies, UWI.

### Recommended readings

- Banks, J. A., & Banks, C. A. M. (Eds.). (1995). *Handbook of research on multicultural education*. New York, NY: Macmillan.
- Barnes, D., Britton, J., & Torbe, M. (1990). *Language, the learner, and the school* (4<sup>th</sup> ed.). Portsmouth, NH: Heinemann.
- Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Csikszentmihalyi, M. (1991). *Flow: The psychology of optimal experience*. New York, NY: Harper & Row.
- Guttek, G. (1988). *Philosophical and ideological perspectives on education*. Needham Heights, MA: Allyn & Bacon.
- Hamm, C. (1989). *Philosophical issues in education*. London, UK: Routledge-Falmer.
- Haq, M. ul (1995). *Reflections on human development*. New Delhi, India: OUP. [Chapters 1 & 2] Hargreaves, A., & Fullan, M. (Eds.). (1992). *Understanding teacher development*. New York, NY: Teachers College Press.
- Le Page, R. B., & Tabouret-Keller, A. (1985). *Acts of identity: Creole-based approaches to language and ethnicity*. Cambridge, UK: Cambridge University Press.
- Postman, N., & Weingartner, C. (1969). *Teaching as a subversive activity*. New York, NY: Delacorte Press.
- Youssef, V. (1996). Varilingualism: the competence underlying codemixing in Trinidad and Tobago. *Journal of Pidgin & Creole Languages*, 11(1), 1–22.

### Websites

- No Child Left Behind: <http://www.nochildleftbehind.gov/next/overview/index.html>.
- [www.educationforum.co.uk/sociology](http://www.educationforum.co.uk/sociology)
- [www.psychologyinfo.com/education/](http://www.psychologyinfo.com/education/) -
- [www.psychologytoday.com/articles/.../education-class-dismissed](http://www.psychologytoday.com/articles/.../education-class-dismissed)
- <http://wilderdom.com/philosophy/SampleEducationPhilosophies.html>
- [http://www.aqpc.qc.ca/UserFiles/File/pedagogie\\_collegiale/en/15-RRoyA.pdf](http://www.aqpc.qc.ca/UserFiles/File/pedagogie_collegiale/en/15-RRoyA.pdf)
- <http://ezinearticles.com/?Caribbean-Creole-Language&id=2411432>

### SEMESTER: I

### YEAR: I

### COURSE CODE: EDFA 5212

### COURSE TITLE: THE EDUCATIONAL MILIEU

### NUMBER OF CREDITS: 3

### PREREQUISITES: NONE

**COURSE DESCRIPTION:** This course is designed to introduce pre-service secondary level school teachers to the educational environment in which they will have to function as classroom teachers. The course will expose students to the various dimensions of the school environment in Trinidad and Tobago. This reality consists of a macro, a micro, and a meso level and can be seen through various frames: political, legal, institutional, historical, and cultural. The educational milieu will be approached as a complex reality, difficult to deconstruct. It is one that requires interpretation and one that is continually unfolding as a historical flow to be understood. The course will therefore cover the global context shaping education policy today, as well as the macro forces in the society and the micro forces at the level of the individual school. It will cover the institutional, systemic, intellectual and legal, and cultural and technological contexts of the school system. It is multidisciplinary, and will involve research and reflection on the part of teachers. While the delivery of the course will be classroom based, the course content will focus on the reality of the schools of Trinidad and Tobago. Different sessions will address the field experiences which students will be having during the programme, and much discussion and debate will centre on the realities on the ground.

### Purpose of the Course/Rationale

The purpose of this course is to help novice teachers interpret the reality of the educational environment in which they have to function. In this era of globalisation, the world reality has become a very dynamic one. It is impacting on education systems in terms of the kinds of reforms that are being introduced as well as the compact that exists between the various stakeholders—parents, teachers, students, governments. In fact, it is changing the identity of these agencies. An understanding of the processes as well as the realities of change is essential to equip teachers with a contextual frame for interpreting the changes that are being implemented in the education system, and the challenges which they may face as practitioners in the classroom. This course will assist in preparing teachers to be reflective practitioners. It therefore fits in with the overall pre-service programme, which aims at preparing teachers as individuals with flexible outlooks who are capable of the self-improvement required for functioning in a dynamic and diverse school system.

### Goals/Aims

The aim of this course is to induct novice teachers into a critical understanding of the educational environment in which they will have to function as teachers.

### General Objectives

To assist novice teachers in understanding:

- the diverse school environments of Trinidad and Tobago;
- concepts and perspectives of the various stakeholders of the school system;
- the realities of the school system; and
- how to function in a context of rapid change.

### Course Content

#### A. Globalization and the communications revolution as they reshape life on the planet

- Social, economic, and cultural consequences
- Impact on socialisation of the young
- Impact on work, family, nation states, schooling, and identity in the world today

#### B. Macro plans for national development and the implications for schooling

- Examination of educational reform plans in Trinidad and Tobago
- The nature of educational change
- Proposed changes: decentralization, school-based management, school development planning

#### C. The impact of information and communication technologies in reshaping the contexts of schooling

- ICTs as a tool for transforming teaching and learning
- The new e-learner
- ICTs and learning communities
- ICTs and the teacher- pupil relationship

#### D. The reshaping of school contexts by the progress of policies of inclusion

- Gender inclusion
- Poor and marginalised groups
- Male underachievement
- Special education
- Learning styles

#### E. Governance issues in the education system

- Role of the state
- Role of markets
- Role of private schools and denominational boards
- Structure of the school system in Trinidad and Tobago and the Caribbean

#### F. School histories – trajectory of school growth

- Evolution of different schools
- Prestige schools with long histories
- Continuities and discontinuities in school histories
- Looking closely at the new sector schools

#### G. School as a community

- The relationships between stakeholders—parents, alumni, students, teachers, community, government, boards
- Exploring the nature of the compact and the changing role of the teacher

#### H. School as a site of power relations

- Staff rooms as lived spaces
- Politics of school life
- School as an organisation

#### I. School as a community of learners

- School as a site for the professional development of teachers
- Governance at the micro-level of the school, e.g., deans, heads of departments
- Schools as professional cultures

#### J. The legal environment of teachers' work

- Laws governing the rights of the child
- The Education Act
- The changing nature of teachers' work
- The law and the teacher

### Course Assessment

This course will be assessed entirely by coursework. Because of the field-based nature of the programme, the assignments will involve research in the field. By researching an individual school in terms of its culture, ethos, and change over time, participants will contribute to, and apply, the knowledge derived from the different sessions. The presentations will allow participants to share findings about different types of schools in the education system. The assignments shall consist of a school study (80%) and an oral presentation (20%).

### Resources

#### Required readings

- Acker, S. (1999). *The realities of teachers' work*. London, UK: Cassell.
- Abbot, C. (2001). *ICT: Changing education*. New York, NY: Routledge Falmer.
- Forlin, C., & Ming-Gon, J. (Eds). (2008). *Reform, inclusion and teacher education. Towards a new era of special education in the Asia-Pacific region*. New York, NY: Routledge.
- Friedman, T. (2009). *The world is flat*. New York, NY: Picador.
- Ginsburg, M. (Ed.). (1991). *Understanding education reform in global context: Economy, ideology and the state*. New York, NY: Garland.
- Hargreaves, A. (2001). *Changing teachers, changing times*. London, UK: Cassell.
- Ka-ho Mok, J., & Chan, D.K. K. (Eds.). (2002). *Globalization and education. The quest for quality education in Hong Kong*. Hong Kong: Hong Kong University Press
- Smyth, J., Dow, A., Hattam, R., Reid, A., & Shacklock, G. (2000). *Teachers work in a globalizing economy*. New York, NY: Falmer Press.
- Stromquist, N., & Monkman, K. (2000). *Globalization and education. Integration and contestation across cultures*. Lanham, MD: Rowman & Littlefield.

**SEMESTER: II**

**YEAR: I**

**COURSE CODE: EDFA 5213**

**COURSE TITLE: ADDRESSING THE NEEDS OF THE WHOLE CHILD**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The course will build on the foundational theories and concepts of education. Participants will first examine the range of challenges faced by adolescents (educational, psychological, social, and health) and explore the underlying causes. They will then be introduced to the construct of the “whole child,” an approach that promotes the development of children and adolescents who are healthy, safe, engaged, supported, and challenged to achieve their full potential. Such

development ideally occurs in a whole-school context where healthy lifestyle practices are taught and modelled; where learners are intellectually challenged in physically and emotionally safe environments; where learning is supported by caring and qualified adults; and where learners can experience a level of engagement that is conducive to success.

Traditionally in Trinidad and Tobago and, by extension, the English-speaking Caribbean, more focus has been placed on the educational achievement of young persons (external examinations, scholarships) than on other components of their development. Participants themselves are products of this educational approach. A re-focusing on holistic development is particularly important in the societal contexts in which adolescents now live. While they have mastered the new e-technologies, including the social networks, their intrapersonal and social functioning may be impaired, and so too may be their health. The outcome has been that many young persons and adults have not been able to maximise their potential, and contribute as fully adjusted citizens to society. The course therefore places special emphasis on the links between health and general well-being, and the holistic development of children and adolescents.

The course builds naturally on the foundational concepts and theories to which participants would have been exposed in the courses Fundamental Concepts for the Beginning Teacher and The Educational Milieu in Semester 1. It generally supports those courses dealing with specific knowledge such as Educational Assessment, Designing Instruction for the Adolescent Learner, Leading Professional Enquiry and The Practice of Education.

**Purpose of the Course/Rationale**

The intent is to provide participants with (a) the necessary conceptual tools to become knowledgeable about the issues and challenges that impact the child/adolescent in the context of the current educational and societal landscape; and (b) the pedagogical tools to respond adequately to these issues. Upon completion, participants will have a working knowledge of approaches to the development of a range of competencies (academic, social, emotional) that are essential for addressing the needs of the child/adolescent, and should be able to operationalise these within their classrooms and the school community.

**Course Content**

A. Adolescents today: Identifying the issues

- Who are today's young people?
  - Characteristics of new generation
  - Views on authority
  - Emerging youth cultures
- What are some of their challenges?
  - Health (hunger, poor mental health, negative emotions, poor nutrition, insufficient exercise)
  - Education (failure, hostile environments, diminished learning opportunities)
  - Social relationships (marginalisation, violence, dysfunctional families, breakdown of social structures)
- How do we bridge the gaps?
  - Linking the dimensions of health and education

B. Adolescents as resource: Developing their competencies  
Key competencies are needed for young people to be mentally, emotionally, and socially healthy themselves and to be of help to others. In the school context, these competencies (attitudes, knowledge, and skills) facilitate the achievement of learning and affective outcomes.

- Developing personal and emotional competencies
  - Self-concept; self-esteem
  - Emotional intelligence and emotional literacy
  - Accepting and expressing the full range of emotions (including negative emotion)
  - Managing anger
  - Influence of gender
  - Developing social competencies
  - Making relationships (centrality of relationships; empathy; respect, etc.)
  - Listening and responding (active listening; body language, etc.)
  - Becoming more socially competent (making friends; assertiveness; tolerance for differences)
  - Managing conflict (including mediation—use of a third party such as a peer or teacher- as an alternative to violent confrontation)
- Introduction to life skills
  - What are they?
  - Overview of key steps in the relevant life skills

C. Adolescents and school Responding to needs in the classroom

- Responsive curriculum
  - Starting where the young people are
  - Making the curriculum relevant to needs and real-life situations
  - Using empowering classroom methodologies
  - Incorporating life skills (rehearsal and practice for behaviour change)
- Creating a safe learning environment
  - Psychosocial (emotionally safe; conducive to risk taking, etc.)
- Connecting with students
  - Multiple intelligences
  - Inclusiveness
  - Differentiation
  - Gender issues

D. Adolescents in community: Creating a supportive whole-school environment

- A whole-school approach: Facilitating change
  - Simple framework: curriculum, teaching and learning; school organisation, ethos, and environment; and partnerships
  - Teachers as change agents
- Creating a safe and supportive physical environment
  - Some factors that support social, emotional, and academic learning
  - Supportive relationships at all levels
  - Participation (democratic; open communication, etc.)

**Goals/Aims**

The course uses a three-pronged approach that aims to provide participants with the knowledge and skills to:

1. develop and model behaviours that promote and support a whole child/adolescent approach to learning;
2. address the needs of the adolescent learner in a holistic manner; and
3. become change agents in the creation of whole-school environments that challenge and support the needs of all members.

**General Objectives**

In order to achieve the course goals, the participants will:

- acquire the knowledge and tools to assess and promote their own health and well-being;
- use their knowledge and skills to identify and address the intellectual, emotional, and social needs of the adolescent learner; and
- develop skills to promote a whole school approach to address the needs of the entire learning community.

**Assessment**

**Purpose of Assessment**

The assessment tasks are designed with foci on assessment for learning and assessment of learning, and will provide the necessary scaffolding to support the participant in achieving the learning outcomes of the course.

**The assessment methods**

These include a blend of traditional as well as online activities, enabling the participants to use and become familiar with some of the available technologies. These include class presentations using a variety of media, and an electronic portfolio.

**Assignments**

100% coursework. Assignments over the duration of the course will contribute to a cumulative mark.

**Required readings**

- Armstrong, T. (2000). *Multiple intelligences in the classroom* (2<sup>nd</sup>ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice: A reader*. New York, NY: Basic Books.
- Goleman, D. (2006). *Emotional intelligence* (10<sup>th</sup> anniversary ed.). New York, NY: Bantam Books.
- Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York, NY: Bantam Books.
- Page, R. M., & Page, T. S. (2003). *Fostering emotional well-being in the classroom*. Sudbury, MA: Jones and Bartlett Pubs.
- Pasi, R. J. (2001). *Higher expectations: Promoting social emotional learning and academic achievement in your school*. New York, NY: Teachers College Press.
- Weare, K. (2000). *Promoting mental, emotional and social health: A whole school approach*. New York, NY: Routledge.

**Recommended readings**

- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass. (See Chapter 10 How teachers learn and develop)
- Denton, P. (2009). The power of our words. In M. Scherer (Ed.), *Supporting the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 149–155). Alexandria, VA: Association for Supervision and Curriculum Development.
- Levy, S. (2009). The power of audience. In M. Scherer (Ed.), *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 264–276). Alexandria, VA: Association for Supervision and Curriculum Development.
- Noddings, N. (2009). All our students thinking. In M. Scherer (Ed.), *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 91–100). Alexandria, VA: Association for Supervision and Curriculum Development.
- Prensky, M. (2009). Turning on the lights. In M. Scherer (Ed.), *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 210–219). Alexandria, VA: Association for Supervision and Curriculum Development.

- Richardson, W. (2009). Footprints in the digital age. In M. Scherer (Ed.), *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 235–241). Alexandria, VA: Association for Supervision and Curriculum Development.
- Sapon-Shevin, S. (2009). Learning in an inclusive community. In M. Scherer (Ed.), *Supporting the whole child: Reflections on best practices in learning, teaching, and leadership* (pp. 117–127). Alexandria, VA: Association for Supervision and Curriculum Development.
- Swartz, R. J. (2009). Energizing learning. In M. Scherer (Ed.), *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership* (pp.113–123). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2009). The goals of differentiation. In M. Scherer (Ed.), *Supporting the whole child: Reflections on best practices in learning, teaching, and leadership* (pp.3–11). Alexandria, VA: Association for Supervision and Curriculum Development.

#### Other resources

- Central Public Health Unit Network. (2001). *A toolbox for creating healthy places to learn, work and play*. Brisbane, Australia: Author.
- Blank, M., & Berg, A. (2006). *All together now: Sharing responsibility for the whole child*. Report prepared for the Commission on the Whole Child. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hyles, D., & Prevatt, C. (2008). *Life skills workbook for teenagers and adults*. Toronto, ON: Liberation Practice International.

URL: <http://www.wholechildeducation.org/>  
Handouts and web resources will be provided as required.

#### SEMESTER: I AND II

#### YEAR: I

#### COURSE CODE: EDLA 5241

#### COURSE TITLE: DESIGNING INSTRUCTION FOR ADOLESCENT LEARNERS: THE TEACHING OF ENGLISH

#### NUMBER OF CREDITS: 6

#### PREREQUISITES: NONE

**COURSE DESCRIPTION:** This course is designed to take into consideration research into training of English teachers. Specifically, its aims and objectives are drawn from the seminal work on growth of pedagogical content knowledge in in-service English teachers undertaken by Grossman (1990), and what constitutes effective English teaching (Applebee, 1989; Applebee, Langer, Nystrand, & Gamoran, 2003; Carbonaro & Gamoran, 2002; Gamoran & Carbonaro, 2003).

This body of research guides this course in English teacher preparation since it defines what declarative and procedural knowledge trainee teachers need to acquire, as well as what dispositions to teaching English they should have at the end of the period of study. The primary focus of the course is developing trainees' proficiency in representing their formal content knowledge of English (gained through undergraduate and graduate degrees) in ways that are understandable to adolescent learners of English. Moreover, it prepares trainees to represent that content through interesting and enjoyable lessons, to deploy research-based instructional approaches that are responsive to adolescents' language developmental needs, and to infuse teaching-learning events with perceptible love for English, whilst demonstrating a caring attitude towards students.

This is particularly important given the diversity of school cultures into which course participants may eventually be placed, and the challenges they may experience in designing instruction for, and teaching, adolescents. In instructional settings, the latter can range from the highly motivated and self-directed on the one hand to the unmotivated and reluctant on the other. The course equips students with the core competencies required for negotiating these teaching-learning contexts, and guides them to reflect upon their learning in socially collaborative spaces, such as wikis, and personal spaces, such as journals.

#### Purpose of the Course Rationale

This course is intended to develop course participants' skills in designing effective, affective lessons, and choosing appropriate pedagogical strategies for teaching English to adolescents. It seeks to prepare participants for classroom teaching in a wide variety of school contexts that will require and challenge their creativity, and disciplinary knowledge of English.

#### Course Content

There are 5 areas of focus as follows:

*Orientation to curriculum:* this introduces prospective teachers to three core areas of focus that will inform their understanding of their future work. It takes a macro view of the teaching act and situates it within the broad context of the wider curriculum.

- **Principles of Instructional Design**

The focus here is on introductory, core concepts necessary for students to design lessons and units, such as learning outcomes, instructional objectives, instructional stimulus, taxonomies, and learning activities.

- **Integrating Technology in Teaching and Learning**

This will provide students with the analytical skills to deconstruct media products and explore ways in which technologies can be used in teaching and learning. It will sensitize educators to the theoretical and practical issues involved in the integration of computers, audio-visual equipment and other technologies used for instruction and provide training in the design and production of educational materials.

- **Managing diverse classroom environments**

The focus is on preparing students to manage the wide diversity of adolescent learners, learner behaviours, and physical settings they are likely to encounter across a range of school types. Topics to be taught include planning differentiated instruction, using sociometric data, and selecting classroom management strategies.

- **Teaching disciplinary content**

The focus will be on discipline-specific issues and how they may be conceptualised and approached pedagogically.

**Detailed listing of topics**

**Orientation to curriculum**

- The teacher and the teaching act
- Understanding the curriculum
- Curriculum interface.

**Principles of instructional design**

- *Conceptualizing and planning units of instruction*
  - Analyzing adolescent students' instructional needs [e.g. in writing instruction]
  - Defining broad unit purposes
  - Defining constituent lessons for a unit
  - Sequencing lessons in a unit
  - Using instructional taxonomies
  - Setting instructional objectives
    - Planning for affective outcomes
    - Assessing learning
    - Infusing visual and performing arts in the curriculum.
- *Planning lessons*
  - Defining an instructional purpose for a lesson
  - Matching instructional purposes to instructional objectives
  - Selecting stimulus materials
  - Sequencing instructional events within lessons
  - Creating coherence within lessons
  - Choosing assessment strategies.
- *Selecting appropriate pedagogical strategies*
  - Direct instruction, lectures, group work, individual work, experiential learning
  - Choosing pedagogy for differentiated classes
  - Selecting strategies that cater for multiple intelligences and learning styles (e.g. role playing, drama, hot seating, debating)
  - Questioning and listening skills, motivational skills, interpersonal skills.

**Integrating technology in teaching and learning**

- Principles of technology integration
- Policy, pedagogy and practice
- Creating wikis, blogs, podcasts, websites
- Creating webpages and other virtual spaces to facilitate differentiated teaching & learning
- Understanding legal and ethical issues: copyright, plagiarism, access and other legal issues.

**Managing diverse classroom environments**

- Core principles of differentiated instruction: differentiating instruction for variations in student readiness and interests
- Differentiating instruction for variations in students' preferred ways of learning
- Issues in classroom management
- Learner behaviours, student subcultures, gendered behaviours.

**Teaching disciplinary content [English]**

- General orientation to curriculum
- The notion of curriculum
- Where disciplinary knowledge comes from
- Teachers' work, the nature of teaching, the teaching self
- Nature of the linguistic environment
  - Brief historical account
  - Creole language and its impact on SE learning
  - Creole structures
  - Instructional strategies
- Teaching concepts in English (for e.g. irony, symbolism, metaphor, personification, hyperbole, grammatical concepts)
  - Principles of teaching concepts and skills
  - Preparing examples and non-examples
  - Selecting suitable learning activities
  - Selecting appropriate technology tools
- Reading Skills
  - Comprehension instruction strategies (DRTA, KWL, SQ3R, Anticipation guide), inferencing
  - Critical literacy
  - Vocabulary acquisition
- Writing Skills
  - Spelling
  - Diagnosis of student writing
  - Teaching strategies
  - Genres of writing
- Grammar
  - SE and Creole structures
  - Parts of speech
  - Instructional issues and teaching strategies
  - Creative approaches to teaching grammar
- Oracy
  - Listening skills
  - Speaking Standard English – register, code switching
- Literature
  - Narrative techniques/author's intention – point of view, setting, characterization, literary devices
  - Models for teaching literature
  - Challenges in teaching literature
  - Nature of genres
  - Teaching strategies.

### Aims/Goals

The major aims of this course are to develop teachers who can expertly diagnose, plan, and assess instruction for different types of learner in a variety of contexts.

### General objectives

To achieve these aims, course participants will have the opportunity to:

- Demonstrate knowledge of, and a disposition to use, instructional methods appropriate for teaching English in diverse contexts
- Plan lessons that motivate their students to learn about and use language accurately and creatively
- Make appropriate use of technology to meet instructional objectives
- Demonstrate a positive disposition to the instructional and motivational possibilities afforded by educational technology
- Demonstrate knowledge of, and disposition to apply, appropriate learning management, including classroom management, strategies for diverse contexts
- Engage in continuous reflection on pedagogical issues applied to teaching of English.

The tools provided by the MyElearning platform will be a major teaching/learning resource.

### Assessment

Coursework 100%

### Assessment Methods

This course uses both formative and summative assessment methods. Each student will be required to create individual projects (75%) and submit a sample of their reflective journal entries (25%). The projects are designed to assess course participants' understanding and assimilation of core content. Journal entries will offer evidence of course participants' evolving understandings of course content.

### Resources:

- Multimedia classroom equipment
- Access to computer lab
- The Internet
- MyElearning MOODLE course shell

### Recommended texts

Gronlund, N.E., & Brookhart, S.M. (2009). *Gronlund's writing instructional objectives* (8<sup>th</sup> ed.). New Jersey: Pearson.

Nippold, M.A. (1998). *Later language development. The school age and adolescent years.* (2<sup>nd</sup> ed.). Austin, Texas: Pro. Ed.

### Selected Readings

Cheng, Y., & Yeh, H. (2009). From concepts of motivation to its application in instructional design: Reconsidering motivation from an instructional design perspective. *British Journal of Educational Technology*, 40(4), 597-605. doi:10.1111/j.1467-8535.2008.00857.x.

Christenberry, L., Bomer, R., & Smagorinsky, P. (Eds.) (2009). *Handbook of adolescent literacy research*. NY: Guilford Press.

Cosset Lent, R. (2006). *Engaging adolescent learners: A guide for content area teachers*. London: Heinemann.

Craig, D. (2006). *Teaching language and literacy to Caribbean students. From vernacular to Standard English*. Kingston, Jamaica: Ian Randle.

Grant, J., & Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, New Hampshire: Crystal Springs Books.

Green, T.D., Brown, A.H., & Robinson, L.K. (2007). *Making the most of the web in your classroom: A teacher's guide to blogs, podcasts, wikis, pages, and sites*. Thousand Oaks, CA: Corwin Press.

Gregory, G.H. & Chapman, C.M. (Eds.). (2006). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press.

Hinchman, K., & Sheridan-Thomas, H. K. (2008). *Best practices in adolescent literacy instruction*. NY: Guilford Press.

Karten, T.J. (2009). *Inclusion strategies that work for adolescent learners!* Thousand Oaks, CA: Corwin Press.

Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2009). *Teaching strategies: A guide to effective instruction*. (9<sup>th</sup> ed.). Belmont, CA: Wadsworth.

### Additional References

Applebee, A.N. (1989). *The teaching of literature in programs with reputations for excellence in English*. State University of New York, Albany.

Applebee, A. N., Langer, J.A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40(3), 685-730.

Carbonaro, W.J., & Gamoran, A. (2002). The production of achievement inequality in high school English. *American Educational Research Journal*, 39(4), 801-827.

Gamoran, A., & William C. (2002-2003). High school English: A national portrait. *The High School Journal* 86, 1-13.

Grossman, P.L. (1990). A study in contrast: Sources of pedagogical content knowledge for secondary English. *Journal of Teacher Education*, 40 (5), 24-31.

Grossman, P.L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. NY: Teachers College Press. CA: Wadsworth.

**SEMESTER: I AND II**

**YEAR: I**

**COURSE CODE: EDSS 5281**

**COURSE TITLE: DESIGNING INSTRUCTION FOR THE ADOLESCENT LEARNERS – THE TEACHING OF SOCIAL SCIENCES**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course explores the knowledge, skills, attitudes and sensitivities required for the teaching of subject matter content that comprises the disciplines collectively referred to as Social Sciences namely: Geography, History, Social Studies, Caribbean Studies, Sociology, Business Studies and Economics.

**Purpose of the Course/Rationale**

This course is intended to prepare novice teachers for teaching in a wide variety of school contexts which requires students to develop and exercise their creative and innovative ability as subject specialists. Students are equipped by way of suitable learning experiences facilitated by the lecturers and tutors to craft lessons which are interesting, meaningful and enjoyable.

**Course Content**

There are 5 areas of focus as follows:

• **Orientation to curriculum**

This introduces prospective teachers to three core areas of focus that will inform their understanding of their future work. It takes a macro view of the teaching act and situates it within the broad context of the wider curriculum.

• **Principles of Instructional design**

The focus here is on introductory, core concepts necessary for students to design lessons and units, such as learning outcomes, instructional objectives, instructional stimulus, taxonomies, and learning activities.

• **Integrating Technology in Teaching and Learning**

This will provide students with the analytical skills to deconstruct media products and explore ways in which technologies can be used in teaching and learning. It will sensitize educators to the theoretical and practical issues involved in the integration of computers, audio-visual equipment and other technologies used for instruction and provide training in the design and production of educational materials.

• **Managing Diverse Classroom Environments**

The focus is on preparing students to manage the wide diversity of adolescent learners, learner behaviours, and physical settings they are likely to encounter across a range of school types. Topics to be taught include planning differentiated instruction, using sociometric data, and selecting classroom management strategies.

• **Teaching disciplinary content**

The focus will be on discipline-specific issues and how they may be conceptualised and approached pedagogically.

**Detailed listing of topics**

**Orientation to curriculum**

- The teacher and the teaching act
- Understanding the curriculum, and
- Curriculum interface.

**Principles of instructional design**

- *Conceptualizing and planning units of instruction*
  - Analyzing adolescent students' instructional needs
  - Defining broad unit purposes
  - Defining constituent lessons for a unit
  - Sequencing lessons in a unit
  - Using instructional taxonomies
  - Setting instructional objectives
  - Planning for affective outcomes
  - Assessing learning
  - Infusing visual and performing arts in the curriculum.
- *Planning lessons*
  - Defining an instructional purpose for a lesson
  - Matching instructional purposes to instructional objectives
  - Selecting stimulus materials
  - Sequencing instructional events within lessons
  - Creating coherence within lessons
  - Choosing assessment strategies.
- *Selecting appropriate pedagogical strategies*
  - Direct instruction, lectures, group work, individual work, experiential learning
  - Choosing pedagogy for differentiated classes
  - Selecting strategies that cater for multiple intelligences and learning styles (e.g. role playing, drama, hot seating, debating)
  - Questioning and listening skills, motivational skills, interpersonal skills.

**Integrating technology in teaching & learning**

- Principles of technology integration
- Policy, pedagogy and practice
- Creating wikis, blogs, podcasts, websites
- Creating webpages and other virtual spaces to facilitate differentiated teaching and learning
- Understanding legal and ethical issues: copyright, plagiarism, access and other legal issues.

**Managing diverse classroom environments**

- Core principles of differentiated instruction: differentiating instruction for variations in student readiness and interests
- Differentiating instruction for variations in students' preferred ways of learning
- Issues in classroom management
- Learner behaviours, student subcultures, gendered behaviours.

- **Teaching disciplinary content [Social Sciences]**
- General orientation to the curriculum
- The notion of curriculum
- Where disciplinary knowledge comes from
- Teachers' work, the nature of teaching, the teaching self
- Setting the context
  - The nature, purpose and methodology of each of the social science disciplines
  - Exploration of the school syllabi for the subject/ discipline
  - Identifying the scope and sequence of the content
  - Identifying the relevant teaching strategies
  - Identifying the materials and resources necessary for the subject
  - Identifying the assessment strategies recommended
  - Exploring alternative conceptual arrangements for delivery
  - Instructional design for teaching in each of the social science disciplines.

#### Goals/Aims

The major aims of this course are to develop teachers who see teaching as a problem solving activity, and who are committed to helping students to learn. The necessary focus for teachers will be on learners' needs and interests, the nature of their subject discipline, and the variety of contexts and resource constraints with which they will have to function. The expected outcome is for teachers to be able to diagnose, design and assess instruction in all divisions of Social Sciences.

To achieve these aims, students will have the opportunity to:

- Demonstrate knowledge of the important concepts which make up their social science discipline
- Indicate familiarity with concepts from other social science disciplines on which their particular subject area is dependent
- Develop social studies programmes by integrating concepts from the social sciences
- Show that they are conversant with methods used by scholars or experts in the subject area
- Design instruction in keeping with general aims in education which the schools seek to attain
- Demonstrate a range of basic competencies and skills such as writing instructional objectives, lesson planning, unit planning, questioning skills, and general planning skills
- Choose a variety of appropriate learning experiences and materials for use by students to study the content
- Acquire and use diverse teaching strategies in order to achieve his/her objectives
- Devise and use various methods or techniques of assessment and evaluation
- Select different instructional approaches suited to diverse contexts and learners
- Make decisions about the appropriate use of technology to meet instructional objectives
- Demonstrate the habit of reflecting on their teaching with a view to self-improvement.

The tools provided by the MyElearning platform will be a major teaching/learning resource.

#### Assessment

Coursework (100%)

##### Assessment methods

This course uses both formative and summative assessment methods. Each student will be required to create individual projects (75%) and submit a sample of their reflective journal entries (25%).

#### Resources

- Multimedia classroom equipment
- Computer lab
- The Internet
- MyElearning MOODLE course shell

#### Recommended Readings

Cheng, Y., & Yeh, H. (2009). From concepts of motivation to its application in instructional design: Reconsidering motivation from an instructional design perspective. *British Journal of Educational Technology*, 40(4), 597-605. doi:10.1111/j.1467-8535.2008.00857.x.

Cossett Lent, R. (2006). *Engaging adolescent learners: A guide for content-area teachers*. London, UK: Heinemann.

Forsten, C., Grant, J., & Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, H: Crystal Springs Books.

Green, T. D., Brown, A. H., & Robinson, L. K. (2007). *Making the most of the Web in your classroom: A teacher's guide to blogs, podcasts, wikis, pages, and sites*. Thousand Oaks, CA: Corwin Press.

Gregory, G. H., & Chapman, C. M. (Eds.). (2006). *Differentiated instructional strategies: One size doesn't fit all* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Karten, T. J. (2009). *Inclusion strategies that work for adolescent learners!* Thousand Oaks, CA: Corwin Press.

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2009). *Teaching strategies: A guide to effective instruction* (9th ed.). Belmont, CA: Wadsworth. 44

#### General Objectives

##### History

Arnold, J. (2000). *History: A very short introduction*. Oxford: Oxford University Press.

Campbell, C. (1992). *Colony and Nation. A short history of education in Trinidad & Tobago 1834-1846*. Kingston, Jamaica: Ian Randle Publishers.

Carr, E.H. (1961). *What is History?* Harmondsworth, UK: Penguin Books.

Collingwood, R.G. (1956). *The idea of history*. Oxford: Oxford University Press.

Donavan, S. & Bransford, J. (2005). (Eds.). *How students learn history in the classroom*. Washington, D.C.: National Academy of Sciences.

Fines, J. (1983). *Teaching history*. Edinburgh, UK: Holmes McDougall.

Fischer, D. H. (1970). *Historians' Fallacies: Toward a logic of historical thought*. New York: Harper Perennial.

Giese, J. (1996). Studying and teaching history. In Social Science Education Consortium. *Teaching the social sciences and history in secondary schools: A methods book* (pp.342-389). Long Grove, Illinois: Waveland press.

Jenkins, K. (1995). *On 'What is history': from Carr and Elton to Rorty and White*. London: Routledge.  
 Munslow, A. (2006). *Deconstructing history*. Second edition. London: Routledge.  
 Phillips, I. (2008). *Teaching history: developing as a reflective secondary teacher*. Los Angeles: SAGE.  
 Portal, Q.C. (Ed.). (1987). *The history curriculum for teachers*. London: Falmer Press.

• **Social Studies**

Bragaw, D. (1996). The social studies: the civic process. In Social Science Education Consortium. *Teaching the social sciences and history in secondary schools: A methods book* (pp.10-36). Long Grove, Illinois: Waveland Press.  
 Collins, P. (2004). (Ed.). *Caribbean civilization: Course material*. Barbados: U.W.I. (Distance Education Centre).  
 Griffith, A., & Barth, J. (2006). *Social studies curriculum and methods for the Caribbean*. Jamaica: U.W.I. Press.  
 Honychurch, L. (2006). *The Caribbean people 3*. (3<sup>rd</sup>ed.). Cheltenham: Nelson Thornes.  
 Mohammed, J., & Keller, C. (2004). The Social studies for a postmodern age. *Caribbean Curriculum*, 11, 57-69.  
 Mohammed, J., & Keller, C. (2009). The problem of generating a genuine social studies. *Caribbean Curriculum*, 16(1), 57-70.  
 Singleton, L. (1996). Teaching strategies. In Social Science Education Consortium. *Teaching the social sciences and history in secondary schools: A methods book* (pp.342-389). Long Grove, Illinois: Waveland Press.  
 Singleton, L. (1996). Using instructional materials. In Social Science Education Consortium. *Teaching the social sciences and history in secondary schools: A methods book* (pp. 390-407). Long Grove, Illinois: Waveland Press.  
 Singleton, L. (1996). Classroom assessment. In Social Science Education Consortium. *Teaching the social sciences and history in secondary schools: A methods book* (pp. 408 - 433). Long Grove, Illinois: Waveland Press.  
 Senesh, L. (1966). Organizing a curriculum around social science concepts. In I. Morrissett (Ed.), *Concepts and Structure in the new social science curricula* (pp. 21-38). New York: Holt, Rinehart and Winston.  
 Sunal, C.S., & Haas, M.E. (2008). *Social studies for the elementary and middle grades: A constructivist approach*. (3<sup>rd</sup> ed.). Boston: Pearson.  
 Winch, P. (2008). *The idea of a social science and its relation to philosophy*. London: Routledge.

• **Caribbean Studies**

Mohammed, J. (2007). *CAPE Caribbean Studies: An interdisciplinary approach*. Oxford: MacMillan Caribbean.  
 Hillman, R., & D'Agostino, T. (Eds.). (2003). *Understanding the contemporary Caribbean*. Kingston, Jamaica: Ian Randle.  
 Barrow, C. (Ed.). (1998). *Caribbean portraits: Essays on gender ideologies and identities*. Kingston, Jamaica: Ian Randle.  
 Moran, J. (2001). *Interdisciplinarity: The new critical idiom*. London: Routledge.  
 Weingart, P., & Stehr, N. (Eds.). (2000). *Practising interdisciplinary*. Toronto: University of Toronto Press.  
 Jacobs, H.H. (Ed.). (2004). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: Association for Supervision & Curriculum.

• **Sociology**

Mc Kinney, C., & Heyl, B. (2009). *Sociology through active learning: Student exercises*. Thousand Oaks, CA: Sage.  
 Fowler, L. (2006). *Introduction to sociology group activities workbook*. Florence, KY: Wadsworth Publishing.  
 Greenwood, N. (2011). *First contact: Teaching and learning in introductory sociology*. Lanham, MD: Rowland and Littlefield Publishers.

• **Geography**

Arends, R.I. (2004). *Learning to teach*. (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.  
 Fien, J., Gerber, R., & Wilson, P. (Eds.). (1989). *The geography teacher's guide to the classroom*. The Macmillan Co. of Australia.  
 Graves, N.J., (1982). *New UNESCO source book for geography teaching*. Essex, UK: Longman, The UNESCO Press.  
 Morgan, J.M., & Lambert, D. (2005). *Geography: Teaching school subjects 11-19*. Oxon, UK: Routledge.  
 Sibley, S. (2003). *Teaching and assessing skills in geography*. Cambridge, UK: Cambridge University Press. (Endnotes)

# Regulations Governing the In-Service Diploma in Education Programme

## 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.

## 2. Duration

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

## 3. 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, discussions - work groups  
Presentations - group and individual  
Demonstration lessons, micro teaching  
Engagement through audio and video resources, 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.

## 4. 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 a 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.

## 5. Credits

Candidates are required to pass examinations and coursework as follows:

Courses:	20 Credits
Practicum:	10 Credits
TOTAL	30 Credits

## 6. Assessment

Assessment will take place throughout the programme. Student performance will be assessed by a variety of means, which 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.

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.

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.

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/EDFA 5210): 2 (ED 522/EDRS 5220): 3 (ED 524/529 – EDLA 5240-EDEA 5290) is applied to compute the grade for the Theory of Education.

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+

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.

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.

**7. Course Assignments - Preparation**

- (i) All written assignments for formal assessment must be typed on plain quarto, one side only, with double-spacing throughout.
- (ii) All assignments must be prepared according to the APA format (see section on presentation of written work)
- (iii) All written assignments must be submitted within the covers supplied by the Department.
- (iv) An electronic (CD) copy of all assignments (except portfolio) must be attached to all assignments.

**8. Course Assignments - Submission**

A schedule of dates for the submission of formal assignments is provided at the commencement of the programme.

**9. Coursework Assignments - Grading**

Formal assignments and teaching practice will be graded according to the following scale:

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.

**10. 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.

## In-Service Postgraduate Diploma in Education Programme

**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 sensitizes and orients teachers to the fundamentals of their profession. The primary concern is with developing a professional approach characterized 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.

**Objectives of the Programme**

1. To encourage teachers to give the greatest attention to past and present practices and future possibilities in the teaching of their subjects.
2. To encourage teachers to read and think about various problems related to the history and practice of education generally, and their own subjects in particular.
3. To encourage teachers to think of education as a process involving delicate relationships among teachers and students.
4. To lead teachers to consider the professional implications of the nature of their occupation and to strive for continued professional growth.

### COURSE LISTING

#### Postgraduate Diploma in Education

Semester 1

Course Code	Course Title	Credits
EDFA 5210	Foundations of Education	5
EDRS 5220	Project in the Theory of Education	5
EDAR 6030	Project in Visual and Performing Arts	5
EDTL 5230	The Practice of Education	10
	Curriculum Process (choose 1 of the following):	
EDLA 5240	Teaching of English	10
EDML 5250	The Teaching of Modern Languages	10
EDMA 5260	The Teaching of Mathematics	10
EDSC 5270	The Teaching of Science	10
EDSS 5280	The Teaching of Social Studies	10
EDEA 5290	Specialty in Educational Administration	10
EDTI 5200	The Teaching of Information Technology	10
EDAR 5310	Teaching of Visual and Performing Arts	10

## COURSE DESCRIPTIONS

### Postgraduate Diploma in Education

**SEMESTER:**

**COURSE CODE: EDFA 5210**

**COURSE TITLE: FOUNDATIONS OF EDUCATION**

**NUMBER OF CREDITS: 5**

**COURSE DESCRIPTION:** This course consists of five components Philosophy of Education, Psychology of Education, Sociology of Education, Language in Education, and Health and Family Life Education.

#### Syllabus

##### A. Philosophy of Education

###### *Rationale*

This unit is intended to provide students with a wider perspective on education and the serious questions of principle that are involved in it.

#### OBJECTIVES

The discussion of philosophical questions will:

1. illustrate how philosophizing about teaching and education has practical importance in reading and in larger decisions about education;
2. develop in teachers a flexible and analytical way of thinking of issues and problems in teaching;
3. help teachers to analyze questions in education with comprehensiveness and penetration;
4. 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

1. Introduction  
Philosophy and decision-making: selection of decisions, justification of decisions.
2. What is to be taught?
  - Principles of utility, autonomy, rationality, and truth
  - Whatever will most benefit each pupil
  - Whatever will most benefit most people
  - Whatever will best sustain a legitimate state
  - Whatever will most increase the most beneficial human knowledge
3. 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

4. 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
5. Conclusion  
Review - the political philosophy of schooling.

#### *Reference*

Barrow, R., & Woods, R. (1988). An introduction to philosophy of education (3<sup>rd</sup> ed.). London: Routledge.

##### 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:

1. understand the processes of growth and development of the children they teach;
2. understand the nature of the learning process, cognitive and behavioural approaches to learning, and general principles;
3. understand the nature of school learning and of the development of concepts and complex thinking skills;
4. understand how social and affective factors influence school learning;
5. develop insight into the dynamics of the class group and its influence on behaviour;
6. understand the principles of classroom management and develop their classroom management skills;
7. understand the implications of social-psychological perspectives for school organization and climate.

#### CONTENT

1. 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

2. 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
3. Managing the Learning Environment
  - Role of the teacher: Classroom manager, authority figure, socializing 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.

#### REFERENCES

- Eggen, P., & Kauchak, D. (2004). *Educational psychology: Windows on classrooms* (6th ed.) Upper Saddle Rivers, NJ: Prentice Hall.
- Gage, N. L., & Berlinger, D. C. (1992). *Psychology for teachers* (5th ed.). Boston, MA: 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:

1. the relationship between the school and the society in which it operates;
2. the influence of the family on educational achievement;
3. the effects of peer groups on the development of the individual;
4. The ways in which the school as a social organization 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., socialization, 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 that 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.

#### REFERENCES

- Freire, P. (1994). *Pedagogy of hope*. New York: Continuum Pub. Co.
- Mulkey, L. M. (1993). *Sociology of education: Theoretical and empirical investigations*. New York: Holt, Rinehart & Winston.
- 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, language 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 as a means of learning.

#### OBJECTIVES

Teachers will:

1. understand the role of language in schools and classrooms for both teaching and learning;
2. be conscious of the linguistic processes by which students meet the urgent demands for practical mastery of language in the various curriculum areas;
3. be introduced to appropriate strategies and resources to help students meet the urgent demands for practical mastery of language in the various curriculum areas;
4. develop the skills to evaluate students' language abilities and devise ways of extending them;

5. 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 and 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

#### REFERENCES

- Barnes, D. (1992). *From communication to curriculum*. New York: Penguin.
- Corson, D. (1990). *Language policy across the curriculum*. Clevedon, UK: Multilingual Matters.
- Craig, D. (1980). Language, society and education in the West Indies. *Caribbean Journal of Education*, 7(1), 1-17.
- Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. New York: Harcourt Brace.
- Narinesingh, R., & Watts, M. (1992). Literacy in education: A dual exploration of reading and writing. In O. Kuboni (Ed.), *Literacy in the Modern World: Proceedings of the Symposium* (pp. 29-44). St. Augustine, Trinidad: Faculty of Education, UWI.
- Roberts, P. (1988). *West Indians and their language*. London: CUP.
- Solomon, D. (1993). *The speech of Trinidad: A reference grammar*. St. Augustine, Trinidad: School of Continuing Studies, UWI.
- Wells, I., & Nicholls, J. (Eds.). (1985). *Language and learning: An interactional perspective*. London: Falmer Press.

#### E. Health And Family Life Education (HFLE)

##### Rationale

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 DipEd programme an understanding of these issues and develop the ability to provide instructional experiences for their students, which would enable them to make appropriate lifestyle choices and to form satisfying interpersonal relationships.

##### OBJECTIVES

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 that may affect adolescents and the actions that 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 socialization 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 that 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.

## ASSESSMENT

A Foundation Areas essay of 3,000 words.

## REFERENCES

- Barrow, C. (1996). *Family in the Caribbean: Themes and perspectives*. Kingston, Jamaica: Ian Randle.
- Birch, D. A. (1994). *Examining ethical issues in health education: activities for professional preparation*. *Journal of Health Education*, 25(2), 121-123.
- Brock, G. (1993). *Ethical guidelines for the practice of family life education*. *Family Relations*, 42(2), 124-127.
- Bruce, J., Lloyd, C.B., & Lennard, A. (1995). *Families in Focus. New perspectives on mothers, fathers and children*. New York: Population Council.
- Dipchand, N. (1986). *Family life education: From theory to practice*. Unpublished DipEd dissertation, The University of the West Indies, St. Augustine.
- Ford, D. (1990). *The need for the implementation of the family life education programme in secondary schools in Trinidad & Tobago*. Unpublished DipEd dissertation, The University of the West Indies, St. Augustine.
- Leonard, D., & Hood-Williams, J. (1988). *Families*. London: Macmillan Education.
- Robertson, E. (1987). *Caribbean family life: A practical guide*. Cambridge: CUP.

Trinidad and Tobago. Ministry of Education. (1988). Primary school syllabus: *Social studies and family life education*. Port of Spain, Trinidad: Government Printery.

UNICEF. (1995). *Strategy for strengthening health and family life education in CARICOM member states*. Bridgetown, Barbados: UNICEF Caribbean Area Office.

UNICEF. (1997). *Situation analysis of children and their families: Trinidad & Tobago*. Bridgetown, Barbados: UNICEF Caribbean Area Office.

Zeidenstein, S., & Moore, K. (Eds.). (1996). *Learning about sexuality: A practical beginning*. New York: Population Council.

## COURSE DESCRIPTIONS

### SEMESTER:

**COURSE CODE: EDRS 5220**

**COURSE TITLE: PROJECT IN THE THEORY OF EDUCATION**

**NUMBER OF CREDITS: 5**

**COURSE DESCRIPTION:** This course is intended to contribute to the professional development of teachers by sensitizing 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) – 100%

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.

### SEMESTER:

**COURSE CODE: EDAR 6030**

**COURSE TITLE: PROJECT IN VISUAL AND PERFORMING ARTS**

**NUMBER OF CREDITS: 5**

**COURSE DESCRIPTION:** The project is intended to further the development of artistic skills and experiences as fundamental to the all-round effective functioning.

### ASSESSMENT

The Project in Visual and Performing Arts Is composed of two components:

- The Integrated Arts Project 70%
- The Arts Elective 30%

**SEMESTER:**

**COURSE CODE: EDTL 5230**

**COURSE TITLE: THE PRACTICE OF EDUCATION**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** 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.

**Syllabus**

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 students 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**

1. Stage I - Pre-Operational  
Diagnostic Competence - Awareness of the Nature and Needs of Students
  - Ability to analyze 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 organize 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

2. Stage II - Operational  
Teaching Competence

**C. 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
- recognize and manage non-attending behaviour
- make lessons relevant to students' intellectual, emotional, social, and other concerns
- exercise effective class management strategies

**D. 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

**E. 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 organize material for effective presentation and reception (main points, supporting material, illustrations, summary)

**F. 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

**G. 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 generalizations

#### H. 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

3. Stage III - Post-Operational (See Stage I and II under B. Lesson Presentation Skills) 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.

#### REFERENCES

- EGGEN, P., & KAUCHAK, D. (2004). *Educational psychology: Windows on classrooms* (6th ed.). Upper Saddle Rivers, NJ: Prentice Hall.
- COOPER, J. N. (Ed.). (2003). *Classroom teaching skills* (7th ed.). Boston, MA: Houghton Mifflin.

### CURRICULUM PROCESS COURSES

#### EDLA5240-EDAR 5310

**COURSE DESCRIPTION:** 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 to 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 that would provide effective and efficient instruction, as well as those that promote learning in the particular curriculum area.

#### ASSESSMENT

A Curriculum Study (5,000 words) – 100%

#### SYLLABUS

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:

1. consider issues related to the assessment of learning and learner characteristics;
2. develop competence in designing and selecting test items and constructing tests for the measurement of learning;
3. become familiar with a variety of alternative assessment strategies for assessing learning;
4. become acquainted with basic statistical techniques for the analysis and interpretation of test scores;
5. develop skills in the collection, analysis, and interpretation of a variety of non-test data for the assessment of learning and learner characteristics.

#### CONTENT

- Traditional and alternative purposes of assessment of learning and the problems of assessing the varieties of learning outcomes and learner characteristics
- Techniques of assessment
  - i. development of test items of various types
  - ii. test construction
  - iii. performance and product assessment (group and individual), the use of alternative data sources, e.g., portfolios, student interviews, observations, attitude measures, etc.
- Statistical and other techniques for analysis and interpretation of data

#### 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 emphasize 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:

1. become familiar with the essentials of educational research;
2. acquire the skills required to conduct classroom and school-based research.

### 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:

1. explore basic concepts of educational technology;
2. evaluate the attributes of print and electronic media for classroom use;
3. consider the role of media in student construction of meaning from both verbal and visual information;
4. be sensitised to learner characteristics that affect media selection and use;
5. design and develop media resources for use in classroom settings;
6. develop competence in using equipment with resources prepared for instruction.

#### CONTENT

- The nature of instructional media
- Media and communication
- Media and literacy
- The overhead projector
- Charts and posters
- Slides and photographs
- Videos
- 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 that enhance personal development.

#### OBJECTIVES

Teachers will have an opportunity to

1. develop their creative resources;
2. explore new areas of interest;
3. become sensitized to factors that affect personal well-being;
4. understand how personal development impacts on professional practice.

#### CONTENT

Students will select from such areas as:

- Art and Craft
- Cooking
- Counselling
- Dance
- Gardening Skills
- Music
- Photography
- Public Speaking
- Technology in Teaching
- Yoga

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

1. Innovative learning situations by using material from the curriculum.
2. Innovative learning situations from extra-curricular material.
3. Stimulate and develop students' creative resources.
4. 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.

**SEMESTER:**

**COURSE CODE: ED 5240**

**COURSE TITLE: TEACHING OF ENGLISH**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** 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 specialized 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 and Tobago.

Syllabus

**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 and 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 and 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 satisfaction, 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; 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 being used
- Identifying causes for non-attainment of objectives
- Revising objectives and/or content and implementation of the curriculum

**REFERENCES**

- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2<sup>nd</sup> ed.). White Plains, NY: Longman.
- Callahan, J. F., & Clark, L. H. (1992). *Teaching in the middle and secondary schools: Planning for competence* (4th ed.). New York: Macmillan.
- Harmer, J. (2001). *The practice of English language teaching* (3<sup>rd</sup> ed.). Harlow, UK: Longman,
- Hornby, A. S. *Oxford advanced learners' dictionary*. Oxford: OUP:
- McKenna, M., & Robinson, R. (2005). *Teaching through text: Reading and writing in content areas*. Boston, MA: Allyn & Bacon,
- Purves, A., Rogers, T., & Soter, A. (1995). *How porcupines make love III: Readers, texts, cultures in the response-based literature classroom*. White Plains, NY: Longman.
- Sheridan, D. (2001). *Teaching secondary English* (2<sup>nd</sup> ed.). New York: Longman.

**SEMESTER:**

**COURSE CODE: EDML 5250**

**COURSE TITLE: THE TEACHING OF MODERN LANGUAGES**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

**OBJECTIVES**

Teachers will:

1. demonstrate understanding of their own attitudes, motivations, strengths, and weaknesses as well as those of the students;
2. demonstrate knowledge of language teaching and learning theories, and approaches to language teaching relevant to a Caribbean context;
3. develop competence in planning a course or syllabus, units, and lessons in accordance with stated objectives;
4. develop competence in implementing and evaluating the teaching process.

**CONTENT**

- An examination of language: Its nature, structure and functions, its place in education and intellectual growth, and the psychology of language learning
- 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
- 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
- Curriculum, syllabus, and unit planning: The principles and strategies of planning for instruction will be examined. Alternative approaches to syllabus design and strategies of implementation will be discussed
- 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.

**REFERENCES**

- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). White Plains, NY: Longman.*
- Omaggio-Hadley, A. (2001). Teaching language in context: Proficiency-oriented instruction (3rd ed.). Boston, MA: Heinle and Heinle.*
- Wringe, C. (1989). The effective teaching of modern languages. London: Longman.*

**SEMESTER:**

**COURSE CODE: EDMA 5260**

**COURSE TITLE: THE TEACHING OF MATHEMATICS**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

**OBJECTIVES**

Teachers will:

1. investigate various approaches to the teaching of mathematics;
2. analyze issues and theories related to the learning of mathematics;
3. explore and develop skills for managing instruction in mathematics;
4. broaden competencies in the content of the school mathematics curriculum.

**CONTENT**

- The nature and purpose of mathematics:
  - What is mathematics?
  - Why do we teach mathematics?
  - Mathematical literacy
- Problems associated with mathematics education in the school system - Primary and secondary
- Psychological bases for mathematics instruction
- Language in mathematics education
- Instructional objectives in mathematics
- Programme, unit, and lesson planning
- Resources for learning mathematics
- Developing concepts, algorithmic thinking, and problem-solving skills
- Types of mathematics lessons
- Problem-solving
- Evaluation techniques:
  - Objective/essay type
  - Attitude appraisal
  - Diagnostic and remedial
  - External examinations
- Recording achievement
- Relating mathematics to other subjects in the curriculum
- 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, homework, etc.
  - Calculators in the classroom
  - Computer applications in mathematics

**REFERENCES**

- Bentley, C., & Malvern, D. (1983). Guides to assessment in education. London: Macmillan.*
- Brissenden, T. H. F. (1980). Mathematics teaching: Theory in practice. London: Harper & Row.*

**SEMESTER:**

**COURSE CODE: EDSC 5270**

**COURSE TITLE: THE TEACHING OF SCIENCE**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

**OBJECTIVES**

Teachers will:

1. apply understandings about science as a discipline; specifically, teachers will be given the opportunity to acquire insights about:
  - (i) the distinction between science and other 'ways of knowing'
  - (ii) 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
  - (iii) 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 and Tobago.
  - (iv) the rigorous management and use of the laboratory and its resources.
2. 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
3. develop and manifest favourable attitudes to:
  - The learners' science, technology, and science teaching self-development.

**CONTENT**

- Nature of science and scientific inquiry
- Nature of technology and its relationship to science
- Science education as part of general education
- Science and technology in context
- Environmental issues
- Psychology for teaching and learning in science education
- Teaching strategies and techniques for science education
- Planning for teaching and learning in science education
- Laboratory and classroom management
- Feedback and assessment: Purposes and strategies
- Evaluation of materials and resources
- Communication in science education

**REFERENCES**

- Kempa, R. (1986). assessment in science. Cambridge, MA: CUP. (Cambridge Science Education Series)*
- Sands, M. K., & Hull, R. (1985). Teaching science. A teaching skills workbook. London: Macmillan.*

**SEMESTER:**

**COURSE CODE: EDSS 5280**

**COURSE TITLE: THE TEACHING OF SOCIAL STUDIES**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

**OBJECTIVES**

Teachers will:

1. demonstrate knowledge of the important concepts which make up their social science discipline;
2. indicate familiarity with concepts from other social science disciplines on which his particular subject area is dependent;
3. develop social studies programmes by integrating concepts from the social sciences;
4. show that they are conversant with methods used by scholars or experts in the subject area;
5. state general aims in education which the schools seek to attain;
6. 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
7. state behaviourally, at the instructional level, some cognitive and affective objectives which will help to achieve the general course or subject objectives;
8. select and organise along the lines of continuity, sequence, and integration, suitable content which pupils should study to achieve the instructional objectives;
9. choose a variety of appropriate learning experiences and materials for use by students to study the content;
10. acquire and use diverse teaching strategies in order to achieve their Objectives;
11. devise and use various methods or techniques of evaluation.

**CONTENT**

- The nature, purpose, and methodology of each of the social science disciplines
- Planning for learning and teaching
- Implementing learning-teaching processes and outcomes including:
  - i. Observation by the teacher of individuals, small groups, and classes in many situations
  - ii. Library work
  - iii. Conference or interviews with students
  - iv. Self-evaluation by students
  - v. Logs and diaries kept by individuals
  - vi. Teacher-made tests
  - vii. Standardised tests
  - viii. Observation of creative work by students
  - ix. Sociometric methods such as role-playing
  - x. Talk with parents
  - xi. Checklists
  - xii. Essays

## REFERENCES

(Geography)

Fien, J.; Gerber, R.; & Wilson, P. (Eds.). (1989). *The geography teacher's guide to the classroom* (2<sup>nd</sup> ed.). Melbourne, Australia: Macmillan.

Graves, N. J. (Ed.). (1982). *New Unesco source book for geography teaching*. London: Longman.

(Business Studies)

Swanson, R. M., Ross, K. E., & Hanson, R. D. (1984). *Accounting: Learning and instruction*. Cincinnati, Ohio: South-Western.

(Economics)

Dufour, B. (Ed.) (1982). *New movements in the social sciences and humanities*. London: Maurice, Temple Smith.

Whitehead, D. (Ed.). (1996). *Economics education: A second handbook for economics teachers*. London: Heinemann.

(History)

Campbell, C. (1992). *Colony and nation: A short history of education in Trinidad and Tobago 1834-1986*. Kingston, Jamaica: Ian Randle.

Carr, E. H. (1987). *What is history?* (2<sup>nd</sup> ed.). London: Penguin.

Fines, J. (1983). *Teaching history*. Edinburgh: Holmes McDougall

Portal, C. (Ed.). (1987). *The history curriculum for teachers*. London: Falmer.

## SEMESTER:

**COURSE CODE: EDEA 5290**

**COURSE TITLE: SPECIALTY IN EDUCATIONAL ADMINISTRATION**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

### OBJECTIVES

Teachers will

1. understand the basic principles and concepts of organisational and administration theory;
2. understand the social and educational contexts in which their schools and departments operate;
3. relate the theory in (1) above to the total educational system and its subsystems in (2) above;
4. apply knowledge and skills learnt to their administrative functions and to organisation building generally;
5. 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 PRO?
- 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 organization and administration theory.

**REFERENCES**

- Gorton, R. A., & Schneider, G. T. (Eds.). (1995). *Encyclopedia of school administration and supervision* (2nd ed.). White Plains, NY: Longman.
- Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7th ed.). New York: McGraw-Hill.

**SEMESTER:**

**COURSE CODE: EDIT 5200**

**COURSE TITLE: THE TECHNOLOGY OF INFORMATION TECHNOLOGY**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** This course in the Diploma Education Programme is intended to provide teachers with skills, knowledge and competencies required to effectively teach IT in Secondary Schools.

**SEMESTER:**

**COURSE CODE: EDAR 5310**

**COURSE TITLE: TEACHING OF VISUAL AND PERFORMING ARTS**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:**

## Regulations Governing the M.Ed. Programme

### 1. Attendance

The University regulations state:

Any candidate who has been absent from the University for a prolonged period during the teaching of a particular course for any reason other than illness or whose attendance at prescribed lectures, classes, practical classes, tutorials, or clinical instructions has been unsatisfactory or who has failed to submit essays or other exercises set by his/her teachers, may be debarred by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examinations. The procedures to be used shall be prescribed in Faculty Regulations.

The School of Education requires a 75% attendance. Participants in the programme are required to be regular in their attendance at classes. Students who attend less than 75% of the sessions for any course may be debarred from submitting assignments and writing the examination.

### 2. Course Assignments - Preparation

- All written assignments for formal assessment should be typed on plain quarto, one side only, with double-spacing throughout.
- All assignments must be prepared according to the APA format (refer to the American Psychological Association Style manual, 5<sup>th</sup>. Ed.)

### 3. Course Assignments - Submission

- The lecturer concerned will set the submission date for course assignments in consultation with students.
- All assignments must be submitted by the deadline date.
- In cases of extreme emergency, the lecturer concerned can give a short extension.
- Students must submit assignments to the postgraduate secretary. Students must sign the record book and complete receipt slips (in duplicate) when submitting an assignment. The date of submission must also be stated.
- If an assignment is not submitted by the due date, the maximum mark it can receive when submitted is the lowest passing mark, that is, 50%.
- All assignments should be submitted before the date of the final examination.
- If a student does not submit the course assignment before the examination, such a student would be debarred from writing the examination.
- All assignments should be the student's own original work.
- Where course assignments are weighted at 100% of final examination mark, submission dates are considered to be examination dates, and failure to submit will be equivalent to missing an examination.

#### 4. Coursework Assignments - Grading

Each assignment is marked by two examiners. The university's grading scheme for work at the postgraduate level is as follows:

Mark	Letter Grade	Interpretation
70% – 100%	A	Excellent
60% - 69%	B+	Very Good
50% - 59%	B	Pass
0 – 49%	F	Fail – to repeat course or component of course failed.

#### 5. Conduct and Grading of the Research Project

At the beginning of the second year of the MEd programme, each student will be asked to submit the title of the research project that he/she would like to undertake. Each student will then be assigned to a staff member with expertise in the particular area. The staff member will act as the student's supervisor for the research project. Students are responsible for making regular contact with their supervisors to ensure that they receive adequate supervision in the research process.

The grading scheme for the research project is identical to the grading scheme for course assignments. Each research project report is marked by the relevant supervisor and one other staff member.

#### 6. Assessment

Students in the Master programme must pass each component of each course, in order to be given a passing grade for the course.

Course work must be submitted before the day of the final examination, or students will not be allowed to write the examination, except in cases where permission has been requested and granted to do so.

#### 7. Ethical Considerations

Students are expected to engage in fair practices while sitting examinations and when preparing course assignments. The relevant university regulation is cited below:

*Cheating is any attempt to benefit oneself or another by deceit or fraud. This includes any representation of the work of another person or persons without acknowledgement. Plagiarism is a form of cheating. Plagiarism is the unauthorized and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form. Plagiarism includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing (e.g. MLA; Chicago; ACS; AIP; ICMJE etc.) used in this University. Since any piece of work submitted by a student must be that student's own work, all forms of cheating including plagiarism are forbidden.*

#### 8. Delivery

Some courses will be delivered via blended mode.

## Master of Education (M.Ed.) – Concentration in Youth Guidance

### Aims & Objectives

The aim of this concentration 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 mainstream classroom teacher to support students in facing various challenges of everyday life, as well as identifying and realizing their fullest potential.

### Programme Structure

Students enrolled in the MEd programme are required to complete eight semester courses (or the equivalent) and a research project. The courses are each worth 4 credits. The research project report, EDRS 6900 (ED690), should not exceed 15,000 words and is worth 10 credits. Students are also expected to attend Graduate Research Seminars and to present their research proposal in one of these seminars. The programme runs for two years on a part-time basis.

For the concentration in Youth Guidance, the eight (8) courses to be completed are as follows:

- Three compulsory core courses for programmes:

Course Code	Course Title
EDFA 6207	Education and the Development of Social Competencies
EDRS 6208	Fundamentals of Educational Research I
EDRS 6210	Fundamentals of Educational Research II

- Four compulsory courses in the area of Youth Guidance:

Course Code	Course Title
EDPS 6209	Youth Development
EDGC 6211	Health and Family Life Education
EDGC 6212	Diagnosis and Counselling – First Steps
EDGC 6214	Career Development

- One elective course:

EDSE 6213	Introduction to Special Education
OR	

Any other course approved by the School.

## COURSE LISTING

### MEd - Concentration in Youth Guidance

Year 1		
Semester 1		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDPS 6209	Youth Development	4

Year 1		
Semester 2		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRS 6210	Fundamentals of Educational Research II	4
EDGC 6211	Health and Family Life Education	4
EDSE 6213	Introduction to Special Education	4
EDGC 6214	Career Development	4

Year 2		
Semester 1		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDGC 6212	Diagnosis and Counselling First Steps	4
EDRS 6203	Graduate Research Seminars	4
EDRS 6900	Research Project	10

Year 2		
Semester 2		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRS 6203	Graduate Research Seminars	4
EDRS 6900	Research Project	10

## M.Ed. - 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 providing students with opportunities to develop critical competences in curriculum theorising, planning, implementation and enactment. Students will also 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 programme.

The programme consists of the following:

- Three compulsory core courses for MEd programmes (as already outlined):

<b>Course Code</b>	<b>Course Title</b>
EDFA 6207	Education and the Development of Social Competencies
EDRS 6208	Fundamentals of Educational Research I
EDRS 6210	Fundamentals of Educational Research II

- Four compulsory courses in the area of Curriculum

<b>Course Code</b>	<b>Course Title</b>
EDCU 6309	Curriculum Theory as Process
EDCU 6310	Curriculum Policy and Planning
EDCU 6311	Curriculum Implementation and Adaptation
EDCU 6312	Curriculum Enactment and Communication

- One elective course chosen by the student with the approval of the School of Education

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRS 6900	A Research Project	

## COURSE LISTING

### MEd - Concentration in Curriculum

Year		
Semester		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
*EDRS 6203	Graduate Research Seminars	4
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4
EDCU 6309	Curriculum Theory as Process	4
EDCU 6310	Curriculum Policy and Planning	4
EDCU 6311	Curriculum Implementation and Adaptation	4
EDCU 6312	Curriculum Enactment and Communication	4
EDRS 6900	Research Project	10

*\*EDRS 6203 - Compulsory 75% attendance and Pass/Fail*

## COURSE DESCRIPTIONS

### MEd - Concentration in Youth Guidance & MEd - Concentration in Curriculum

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDFA 6207**

**COURSE TITLE: EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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, characterize, and analyze 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 will be assessed through coursework (40%) and a final written examination (60%).

#### REFERENCES

- (Philosophy)
- Crick, B. (2000). *Essays on citizenship*. London: Continuum.
- Delanty, G. (2000). *Citizenship in a global age*. Buckingham, UK: OUP.
- Fullinwider, R. (Ed.). (1996). *Public education in a multicultural society*. Cambridge, UK: CUP.
- Habermas, J. (1985). *The philosophical discourse of modernity*. Cambridge, UK: Polity.
- Krausz, M. (Ed.). (1989). *Relativism*. Notre Dame, IN: Notre Dame University Press.
- Rawls, J. (1993). *Political liberalism*. New York: Columbia University Press.
- Stapleton, J. (Ed.). (1995). *Group rights*. Bristol, UK: Thoemmes.
- Tamir, Y. (Ed.). (1995). *Democratic education in a multicultural state*. Oxford: Blackwell.
- Waldron, J. (Ed.). (1984). *Theories of rights*. Oxford: OUP.
- Waldron, J. (1993). *Liberal rights*. Cambridge, UK: CUP.
- (Sociology)
- Apple, M., & Beane, J. (Eds.). (1995). *Democratic schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barrow, C., & Reddock, R. (Eds.). (2001). *Caribbean sociology: Introductory readings*. Kingston, Jamaica: Ian Randle.
- Haq, M. ul (1999). *Reflections on human development* (expanded ed.). New York: OUP.
- Lewin, K. (1993). *Education and development: The issues and the evidence*. London: Overseas Development Administration
- Liotard, J. (1992). *Postmodernism explained*. Minneapolis, MN: University of Minnesota Press.
- Taylor, S. (Ed.). (1999). *Sociology: Issues and debates*. London: Macmillan.
- Young, M. (1998). *The curriculum of the future: From the 'new sociology of education' to a critical theory of learning*. London: Falmer.

(Psychology)

Ackerman, P. L., Kyllonen, P. C., & Roberts, R. D. (Eds.). (1998). *Learning and individual differences: Process, trait and content determinants*. Washington, DC: APA.

Anderson, J. R. (2000). *Cognitive psychology and its implications* (5<sup>th</sup> ed.). New York: Worth Publications.

Edgen, P., & Kauchak, D. (2004). *Educational psychology: Windows on classrooms* (6th ed.). Upper Saddle Rivers, NJ: Prentice Hall.

Garbarino, J., Stott, F. M., & Faculty of the Erikson Institute. (1992). *What children can tell us*. San Francisco, CA: Jossey Bass.

Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York: Basic Books.

Linn, R., & Miller, M. (2005). *Measurement and ASSESSMENT in teaching* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Teele, S. (2000). *Rainbows of intelligence: Exploring how students learn*. Thousand Oaks, CA: Corwin Press.

Thomas, R. (2000). *Comparing theories of child development* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6208**

**COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH I**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** There are two compulsory courses in research methodology. These provide a general introduction to the philosophical foundations and methodological strategies of research in education. They explore the nature of educational research and the origins and uses of different research methodologies. Specifically, the courses focus on educational research informed by the empirical-analytical and naturalistic traditions.

A prominent feature of these courses will be small-group, interactive sessions designed to assist students in the identification and formulation of research problems and issues. A guiding principle is that education is an applied discipline and that educational research must be driven by a need to improve education in certain justifiable ways. Thus, the courses will treat with both the technical side of research as well as its ideological dimensions.

**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 utilisation
- 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 will be assessed through coursework (40%) and a final examination (60%).

**REFERENCES**

Best, J., & Khan, J. (1998). *Research in education*. Boston, MA: Allyn & Bacon.

Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational research: An introduction* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Cohen, L., & Holliday, M. (1984). *Statistics for social scientists*. London: Harper and Row.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5<sup>th</sup> ed.). London: Routledge.

Gorard, S. (2001). *Quantitative methods in educational research*. London: Continuum.

Keeves, J., & Lakomski, G. (Eds.). (1999). *Issues in educational research*. Amsterdam: Pergamon.

Linn, R. (1990). *Quantitative methods*. New York: Macmillan.

Pring, R. (2000). *Philosophy of educational research*. London: Continuum.

Wellington, J. (2000). *Educational research*. London: Continuum.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDPS 6209**

**COURSE TITLE: YOUTH DEVELOPMENT**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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 will be assessed through coursework (40%) and a final examination (60%).

**REFERENCES**

- Cole, M., & Cole, S. R. (1989). *The development of children*. New York: Scientific American.
- Garbarino, J., Stott, F. M., & Faculty of the Erikson Institute. (1992). *What children can tell us*. San Francisco, CA: Jossey Bass.
- Gullota, T. P., Markstrom, C. A., & Adams, G. R. (1999). *The adolescent experience* (4<sup>th</sup> ed.). San Diego, CA: Academic Press.
- Gurian, M. (2001). *Boys and girls learn differently*. New York: Jossey-Bass.
- Reese, H. W. & Kail, R. (Eds.). (2001). *Advances in child development and behavior*. New York: Academic Press.
- Santrock, J. W. (1995). *Life-span development* (5<sup>th</sup> ed.). Madison, WI: Brown & Benchmark.
- Teele, S. (2000). *Rainbows of intelligence: Exploring how students learn*. Thousand Oaks, CA: Corwin Press.
- Thomas, R. (2000). *Comparing theories of child development* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- PAHO/WHO, CAREC, and other regional documents on youth and development.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6210**

**COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH II**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** There are two compulsory courses in research methodology. These provide a general introduction to the philosophical foundations and methodological strategies of research in education. They explore the nature of educational research and the origins and uses of different research methodologies. Specifically, the courses focus on educational research informed by the empirical-analytical and naturalistic traditions.

A prominent feature of these courses will be small-group, interactive sessions designed to assist students in the identification and formulation of research problems and issues. A guiding principle is that education is an applied discipline and that educational research must be driven by a need to improve education in certain justifiable ways. Thus, the courses will treat with both the technical side of research as well as its ideological dimensions.

**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 will be assessed through coursework (40%) and a final examination (60%).

### REFERENCES

- Belox, M., & Haggerson, N. (Eds.). (1982). *Naturalistic research paradigms*. Merrut, India: Anu Books.
- Boyatzis, R. (1998). *Transforming qualitative information*. Thousand Oaks, CA: Sage.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Cresswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: A handbook for researching online*. Thousand Oaks, CA: Sage.
- Swann, J., & Pratt, J. (Eds.). (1999). *Improving education: Realist approaches to method and research*. London: Continuum.
- Walford, G. (2001). *Doing qualitative educational research*. London: Cassell.

### YEAR:

### SEMESTER:

**COURSE CODE: EDGC 6211**

**COURSE TITLE: HEALTH AND FAMILY LIFE EDUCATION (HFLE)**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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 will 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 emphasized.

### REFERENCES

- Clark, R. M. (1983). *Family life and school achievement: Why poor black children succeed or fail*. Chicago, IL: University of Chicago Press.
- Dalin, P., & Rust, V. D. (1996). *Towards schooling for the twenty first-century*. London: Cassell.
- Hoffman, L., Paris, S., Hall, E., & Schell, R. (1994). *Development psychology today*. New York: McGraw Hill.
- Natriello, G., McDill, E. L., & Pallas, A. M. (1990). *Schooling disadvantaged children: Racing against catastrophe*. New York: Teachers College Press
- Soler, J., Craft, A., & Burgess, H. (Eds.). (2001). *Teaching development: Exploring our own practice*. London: Paul Chapman.
- Sprinthall, N. A., Sprinthall, R. C., & Oja, S. N. (1998). *Educational psychology: A development approach* (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.
- Taylor, I. (1997). *Developing learning in professional education: Partnerships for practice*. Buckingham, UK: SRHE and Open University Press.
- CARICOM documents on HFLE.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDGC 6212**

**COURSE TITLE: DIAGNOSIS AND COUNSELLING:**

**FIRST STEPS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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 classroom 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 will be assessed through coursework (40%) and a final examination (60%).

**REFERENCES**

- Corey, G. (2001). *Theory and practice of counselling and psychotherapy* (6<sup>th</sup> ed.). Pacific Grove, CA: Wadsworth/Thomson Learning.
- Corey, G., Corey, M. S., & Callahan, P. (2003). *Issues and ethics in the helping professions* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- Erchul, W.P., & Martens, B.K. (2002). *School consultation: Conceptual and empirical bases of practice* (2<sup>nd</sup> ed.). New York: Kluwer Academic/Plenum Publishers.
- Gilhooley, J. (2000). *Using peer mediation in classrooms and schools: Strategies for teachers, counselors and administrators*. Thousand Oaks, CA: Corwin Press.
- Goldstein, S., & Mather, N. (1998). *Overcoming underachieving: An action guide to helping your child succeed in school*. New York: Jossey-Bass.
- King, G. (1999). *Counseling skills for teachers*. Thousand Oaks, CA: Corwin Press.
- Nelson-Jones, R. (2000). *Introduction to counseling skills: Text and activities*. London: Sage.
- Teele, S. (2000). *Rainbows of intelligence: Exploring how students learn*. Thousand Oaks, CA: Corwin Press.
- Thompson, C. L., & Rudolph, L. B. (2004). *Counseling children* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- UNESCO. (1982). *UNESCO Yearbook on Peace and Conflict Studies*. Paris: Author.
- Weil, P. (1990). *The art of living in peace: Towards a new peace consciousness*. Paris: Unesco.
- Ziv, A. (1977). *Counselling the intellectually gifted child*. Toronto, Canada: Guidance Centre, Faculty of Education, University of Toronto.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDSE 6213**

**COURSE TITLE: INTRODUCTION TO SPECIAL EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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
- Individualized education plans for exceptional children
- Use of media and technology in teaching exceptional children

### ASSESSMENT

This course will be assessed through coursework (40%) and a final examination (60%).

### REFERENCES

- Amos, R., Bellamy, R., Blakeney, R., Conrad, D., Holdich, B., & Tomlinson, S. (1986). *Change in special education: A collaborative effort.* (S.l.: s.n.)
- Bafi-Yebova, V. (1995). *Special education assessment.* Ottawa, Canada: Author.
- Blanco, R. (1995). The integration of students with special needs in Latin America and the Caribbean. *Prospects, 25*(2), 219-228.
- Brook, C., & Griffin, R. (Eds.). (2000). *International perspectives on special educational needs.* Suffolk, UK: John Catt.
- Kirk, S. A., Gallagher, J. J., & Anastasiow, N. J. (2003). *Educating exceptional children* (10<sup>th</sup> ed.). Boston, MA: Houghton Mifflin.
- Meijer, C. J. W., Pijou, S. J., & Hegarty, S. (Eds.). (1994). *New perspectives on special education: A six-country study of integration.* London: Routledge.
- Schloss, P. J., Smith, M. A., & Schloss, C. N. (199). *Instructional methods for adolescents with learning and behavior problems* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Sher, E. (1998). *Extraordinary play with ordinary things.* Holbrook, MA: Adams Media Corp.
- Trinidad and Tobago. Government. (1994). *Policy on persons with disabilities.* Port of Spain, Trinidad: Ministry of Social Development.
- Trinidad and Tobago. Parliamentary Advisory Committee on Special Education. Instrument Development Sub-Committee. (1997). *A handbook for the initial identification of children with special needs in the Trinidad and Tobago school system.* Port of Spain, Trinidad: Government Printery.
- Wong, B. (1998). *Learning about learning disabilities* (2<sup>nd</sup> ed.). San Diego, CA: Academic Press.

### YEAR:

### SEMESTER:

**COURSE CODE: EDGC 6214**

**COURSE TITLE: CAREER DEVELOPMENT**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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 and 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 primary school
- Career guidance in the secondary school

### ASSESSMENT

This course will be assessed through coursework (40%) and a final examination (60%).

### REFERENCES

- Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to counseling and guidance.* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the life span: Systematic approaches* (5th ed.). New York: HarperCollins.
- Howard, A. (Ed.). (1995). *The changing nature of work.* San Francisco, CA: Jossey-Bass.
- Vroom, V. H. (1994). *Work and motivation.* New York: Jossey-Bass.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6203**

**COURSE TITLE: GRADUATE RESEARCH SEMINARS**

**NUMBER OF CREDITS: PASS/FAIL**

**COURSE DESCRIPTION:** Each Master student is required to present the proposal for his/her research project to fellow students and academic staff members at a Graduate Research Seminar. The student is provided with feedback by way of questions and comments. The intention is to provide a forum in which the student could articulate his/her plans for research and also receive suggestions and comments about such plans.

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6900**

**COURSE TITLE: RESEARCH PROJECT**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** To be eligible for the award of the MEd, students will be required to complete a research project. Preparation for this project is provided in the research methodology courses (EDRS 6208 and EDRS 6210). Each student must also present his/her research plan in the Graduate Research Seminar series (EDRS 6203).

The research project will test the ability of programme participants to:

1. conceptualise a research issue or problem;
2. develop a clearly stated, detailed proposal and plan of procedures and techniques through which the research activity is to be implemented;
3. implement an aspect, some aspects, or all aspects of the proposal plan.

In other words, while students may choose to implement the entire plan, they may also decide, in consultation with their supervisors/advisors, on the in-depth operationalization of one or more aspects of the detailed research plan. For example, the student may choose to focus on the preparation of an extended or full-blown literature survey and theoretical assessment of the major and significant issues bearing on the central problem of the research. He/she may buttress this with an annotated bibliography and deploy it all as clinching evidence to support the appropriateness of the chosen research design.

All decisions about the final focus of the research activity must be approved by the student's supervisor/advising committee.

**ASSESSMENT**

Each student must produce a research project report, which should not exceed 15,000 words.

Mark Scheme for MEd Research Project

- Background as i) setting and ii) intellectual ancestry 10 marks
- Conceptualization/statement of the problem 10 marks
- Purpose, research questions, and expected outcomes 10 marks
- Literature review 10 marks
- Methodology 20 marks
- Data collection, presentation of findings, and data analysis 40 marks
- Conclusion 10 marks

Extended Literature Review Option

- Background as i) setting and ii) intellectual ancestry 10 marks
- Conceptualization/statement of the problem 10 marks
- Purpose, research questions, and expected outcomes 10 marks
- Methodology 20 marks
- Extended literature review 50 marks
- Conclusion 10 marks

N.B. Marks allocated add up to 110, and will be converted to a percentage.

The research project should be about 65 pages in length (approximately 15,000 words) and students are asked to submit three [3 copies] hardbound. Deadline date for submission is June 30<sup>th</sup> of the academic year.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDCU 6309**

**COURSE TITLE: CURRICULUM THEORY AS PROCESS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Curriculum practitioners need to make decisions that are informed not only by policy decisions and personal experiences, but also by shared understandings of curriculum, and of theories that 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 will be assessed through coursework (40%) and a final examination (60%).

#### **YEAR:**

#### **SEMESTER:**

**COURSE CODE: EDCU 6310**

**COURSE TITLE: CURRICULUM POLICY AND PLANNING**

**NUMBER OF CREDITS: 4**

#### **COURSE DESCRIPTION:**

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 that 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;
2. determine how policy will shape decisions they make in developing and adapting curricula;
3. utilise various theories and models of curriculum development and design to plan curricula for identified contexts;
4. identify issues that 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 will be assessed through coursework (40%) and a final examination (60%).

#### **YEAR:**

#### **SEMESTER:**

**COURSE CODE: EDCU 6311**

**COURSE TITLE: CURRICULUM IMPLEMENTATION AND ADAPTATION**

**NUMBER OF CREDITS: 4**

#### **COURSE DESCRIPTION:**

Overview

This course introduces practitioners at all levels of the system to the theory and practice that 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 that 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, organizational structures, and plans for staff development
  - Developing strategies to disseminate information about proposed curriculum changes • characterizing 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 will be assessed through coursework (40%) and a final examination (60%).

#### YEAR:

#### SEMESTER:

**COURSE CODE: EDCU 6312**

**COURSE TITLE: CURRICULUM ENACTMENT AND COMMUNICATION**

**NUMBER OF CREDITS: 4**

#### COURSE DESCRIPTION:

##### 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 recognize 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 will be assessed through coursework (40%) and a final examination (60%).

## Master of Education (M.Ed.) in Reading

(NOT OFFERED 2012/2013)

### INTRODUCTION

The Master of Education (M Ed) in Reading has been developed by the School of Education (SOE) on behalf of the Ministry of Education in Trinidad and Tobago (MOE) to provide a programme of instruction for school teachers aimed at producing ninety (90) Reading Specialists who will lead in school-based efforts to improve adolescent performance in reading. More specifically, it aims to:

- expand the professional development of teachers who are involved in the teaching of reading in secondary schools;
- connect higher-order learning outcomes with meaningful classroom experiences;
- facilitate the development of a Reading programme for implementation in secondary schools in Trinidad and Tobago; and
- effectively enhance the Delivery of the SEMP curriculum in Trinidad and Tobago.

The knowledge, skills and attitudes to be developed include:

- Knowledge about the foundations of reading, including: word and text structure in English; contrasts between home / network language and school language; different writing genres; different kinds of adolescent readers; theories about reading; and approaches to, and strategies for, reading instruction.
- Skills in the diagnosis, remediation, and assessment of adolescent reading problems.
- Skills in research in general and reading research in particular.
- Skills in the development and delivery of school-based reading programmes.
- Skills in the mentoring of teachers who are not specialists in reading for the instruction of adolescents.
- Skills in knowledge management, i.e. capturing, customizing, and using knowledge to develop a community of discourse around reading programmes.
- A professional attitude to reading problems/issues in general, but those of adolescents in particular.

On successful completion of the Programme, participants will have competencies in the following broad areas: reading instruction, reading diagnosis and assessment, preparation and analysis of reading materials, supervision and leadership in reading, and research, among others.

Ultimately, the purpose is to make the nation's secondary students proficient readers so that they will be able to function effectively and efficiently in the world of work and their personal lives, as well as enhance the nation's ability to hold its own competitively in an increasingly competency-based global marketplace.

The Programme is designed with the understanding that practitioners trained to deliver and/or mentor other teachers in

delivering reading instruction in the Caribbean should, as a basic requirement, possess an intimate understanding of the linguistic milieu that characterizes the region and of the implications of such a context for language arts education. Practitioners should, in addition, have an understanding of salient perspectives on the education of Creole-speaking students and of reading assessment and instructional strategies suited to such a population. A basic requirement of teacher trainers, then, is a commitment to equipping teachers with the awareness, skills, strategies and tools necessary to build reading competence in the target language in an environment in which the structural integrity of the Creole is maintained, and its impact on reading acquisition taken into account in instructional decision making.

The courses *Theoretical Foundations of Reading Instruction* and *Reading Diagnosis, Intervention and assessment* in particular will be presented in such a way as to constantly relate theories, processes, and models of reading and writing to the active Creole and Creole-influenced speech and writing of students in Trinidad and Tobago in particular and in the English-speaking Caribbean in general. For example, in the lectures and workshops of *Theoretical Foundations of Reading Instruction*, emphasis will be placed on both how the students acquire their Creole and Creole-influenced phonology, morphology, syntax, and pragmatics, and how these systems are composed. In the process, differences between the students' active language and academic Standard English will be explicitly explored, and participants in the course will examine the pedagogical implications. In *Reading Diagnosis, Intervention and assessment*, they will develop and execute plans for addressing identified problems while bearing the aforementioned in mind.

### PROFILE OF THE M ED IN READING GRADUATE

A graduate from the Programme will be a reading/literacy specialist equipped with knowledge, skills, techniques, strategies, and approaches in its various components, and regulated by an attitude of professionalism. He/She will be able to:

- Lead school efforts and initiatives in reading/literacy in the following areas:
  - instruction
  - diagnosis and assessment
  - teaching in content areas
  - application and development of ICTs
  - supervision and leadership
  - establishment and monitoring of programmes
  - research
- Contribute critically to the production of proficient readers in the educational system.
- Mentor colleagues on staff to improve their pedagogy in the identification, classification, and solution of reading/literacy problems and issues in schools.
- Confidently articulate scholarly information on reading/literacy to various publics, including Ministry of Education policy planners and other officials.
- Develop policy recommendations and proposals for both individual schools and the wider system of education.

## DELIVERY MODES AND SUPPORT

### Delivery Modes

A blended delivery approach will be used, with strategies such as face-to-face lectures, asynchronous lectures via podcasts and webcasts, workshops, tutorials, face-to-face and web-based discussion fora, class presentations, journals, electronic portfolios, and so on. Online work will be conducted via the Learning Management System, *Moodle*. Support for this type of work will be supplied by the lecturer in Information and Communications Technology at the SOE, aided by an e-tutor and teaching assistants.

### Support

The three computer labs and the smart classrooms at the SOE will be used for the delivery of the various aspects of the Programme.

The SOE library will carry the materials needed for the Programme. Extensive use will be made of online databases.

### Programme Outline

The Programme will consist of ten (10) compulsory courses, named as follows:

Course Code	Course Title	Credits
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4
EDRS 6900	Research Project/Practicum	10
EDRS 6203	Graduate Research Seminars Compulsory 75% attendance	
EDRL 6001	Theoretical Foundations of Reading Instruction	4
EDRL 6002	Reading Diagnosis, Intervention and Assessment	4
EDRL 6003	Teaching Reading in the Content Areas	4
EDRL 6004	Information and Communication Technology (ICT) for Reading	4
EDRL 6005	Setting up School-based Reading Programmes	4
EDRL 6006	Supervision and Leadership in Reading	4

There are no electives in this Programme. To be awarded the M Ed in Reading, therefore, a participant must have achieved 42 credits.

## THE COURSES IN RESEARCH METHODOLOGY

### Overview

There are two compulsory courses in research methodology. These provide a general introduction to the philosophical foundations and methodological strategies of research in education. They explore the nature of educational research and the origins and uses of different research methodologies. Specifically, the courses focus on educational research informed by the empirical-analytical and naturalistic traditions.

A prominent feature of these courses will be small group, interactive sessions designed to assist students in the identification and formulation of research problems and issues. A guiding principle is that education is an applied discipline and that educational research must be driven by a need to improve education in certain justifiable ways. Thus, the courses will treat with both the technical side of research as well as its ideological dimensions.

### YEAR:

### SEMESTER:

### COURSE CODE: EDRS 6208

### COURSE TITLE: FUNDAMENTAL OF EDUCATIONAL RESEARCH 1

### NUMBER OF CREDITS: 4

### 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 analyze 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 will be assessed through coursework (40%) and a final examination (60%).

### Resources

- Best, J., & Khan, J. (1998). *Research in education*. Boston: Allyn & Bacon.
- Borg, W., & Gall, M. (1996). *Educational research – an introduction*. NY: Longmans.
- Cohen, L. (1984). *Statistics for social scientists*. London: Harper and Row.
- Cohen, L., & Manion, L. (2000). *Research methods in education*. London: Routledge.
- Gorard, S. (2001). *Quantitative methods in education research*. London: Continuum.
- Keeves, J., & Lakomski, G. (Eds.). (1999). *Issues in educational research*. Amsterdam: Pergamon.
- Linn, R. (1990). *Quantitative methods*. NY: Macmillan.
- Pring, R. (2000). *Philosophy of educational research*. London: Continuum.
- Wellington, J. (2000). *Educational research*. London: Continuum.

### YEAR:

### SEMESTER:

**COURSE CODE: EDRS 6210**

**COURSE TITLE: FUNDAMENTAL OF EDUCATIONAL RESEARCH II**

**NUMBER OF CREDITS: 4**

### 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  
analyze qualitative data
5. 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 will be assessed through coursework (40%) and a final examination (60%).

### Resources

- Belox, M., & Haggerson, N. (Eds.). (1982). *Naturalistic research paradigms*. Merrut: Anu Books.
- Cresswell, J. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, CA: Sage.
- Boyatzis, R. (1998). *Transforming qualitative information*. Thousand Oaks, CA: Sage
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: a handbook for researching on line*. Thousand Oaks, CA: Sage.
- Swann, J., & Pratt, J. (1999). *Improving education – realist approaches to method and research*. London: Continuum.
- Walford, G. (2001). *Doing qualitative educational research*. London: Cassell.

### THE OTHER COURSES

The remaining six courses are described below. They each carry their particular resources, but they all share the following ones:

### Professional Booklets

International Reading Association. (2006). *Standards for reading professionals*. Newark, DE: IRA. Available from: <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx>

International Reading Association. (2005). *Standards for middle and high school literacy coaches*. Retrieved February 2, 2009 from [http://www.reading.org/downloads/resources/597coaching\\_standards.pdf](http://www.reading.org/downloads/resources/597coaching_standards.pdf)

International Reading Association. (1996). *Standards for English language arts*. Retrieved February 2, 2009 from [http://reading.org/Libraries/Reports\\_and\\_Standards/bk889.sflb.ashx](http://reading.org/Libraries/Reports_and_Standards/bk889.sflb.ashx)

International Reading Association. (1994). *Standards for the assessment of reading and writing*. Retrieved February 2, 2009 from [http://reading.org/Libraries/Reports\\_and\\_Standards/bk674.sflb.ashx](http://reading.org/Libraries/Reports_and_Standards/bk674.sflb.ashx).

### Journals

All the following journals and newsletters (available via Ebscohost through The University's website):

- Journal of Adolescent and Adult Literacy
- Reading Research Quarterly
- Reading Today
- The Reading Teacher
- Reading Improvement

### The following free online journal:

Reading in a Foreign Language (<http://nflrc.hawaii.edu/rfl/>)

### Websites

International Reading Association ([www.reading.org](http://www.reading.org))  
Middle Web (<http://www.middleweb.com>)  
NRP Report, 2000 ([http://www.nichd.nih.gov/publications/nrp/upload/smallbook\\_pdf.pdf](http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf))  
NELP Report on Early Reading, 2008 (<http://www.nifl.gov/nifl/NELP/NELPreport.html>)  
Adolescent Literacy Research (<http://www.learningpt.org/pdfs/literacy/tenYears.pdf>)  
John Nemes' Website

### YEAR:

### SEMESTER:

**COURSE CODE: EDRL6001**

**COURSE TITLE: THEORETICAL FOUNDATIONS OF READING INSTRUCTION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Theoretical Foundations of Reading Instruction*, is essentially about the psychological, sociological and linguistic foundations of reading and writing acquisition processes and how these link with instructional models, theories, and best practices. It is also about varied critical instructional approaches and materials, as well as ways of creating in-school and out-of-school environments in which struggling readers can thrive. It presents **CONTENT** through a melding of interactive lectures, vignette-driven tutorials, professional dialogue, hands-on workshop activities, and independent scrutiny of seminal research. Its purpose is to equip participants with the foundational knowledge and insights necessary to make informed instructional choices and to create environments in which struggling adolescent readers can grow in their love and appreciation of reading as a life skill and worthwhile pastime.

The course addresses Standards 1, 2 and 4 of the International Reading Association (IRA) Standards for Reading Professionals (2003).

### Content

Content is comprised of Lectures and Theory-to-practice workshops.

### Lectures

The following topics will be addressed:

- Dimensions of the reading concept
- Language models and reading acquisition processes
- Lexical development and stage models
- Models of the Reading and Writing Processes
- Reading instruction models and models of writing instruction.

### Theory-to-practice workshops

The following topics will be addressed:

- Building knowledge of Standard English and Creole orthography
- Vocabulary instruction
- Comprehension instruction
- Fluency
- The reading-writing connection

### General Objectives

In order to achieve the course goal, the participants will:

- relate theories of language acquisition/learning to reading acquisition processes
- explore the psychological, sociological, and linguistic roots of reading and writing development, and models that have attempted to capture these
- develop a profile of the competent reader
- identify factors that contribute to individual differences in reading acquisition processes
- explore influential studies on the teaching and learning of reading and summarise their principles, approaches, and strategies
- develop concepts of learning environments that would improve the reading of struggling adolescents
- select appropriate learning materials and instructional approaches and activities by reference to the literature on acquirers'/learners' development/progression in language in general and reading in particular.

### Course Assessment

Coursework will be worth 40% and will comprise

1. A discussion forum (on aspects of reading instruction or the reading process) (10%)
2. Two article reviews (10%)
3. In-class assessment addressing the basic tenets of theories and models (20%)

The final examination will be of 3 hours' duration and be worth 60% of the total marks. The questions will address links between theory and best practice and the contributions to the development of best practices in particular areas of reading.

### Resources

#### Books

- Calkins, L. M. (2000). *The art of teaching reading*. New York, NY: Allyn & Bacon.
- Gunning, T. G. (2001). *Building Words: A resource manual for teaching word analysis and spelling strategies*. Boston: Allyn & Bacon.
- McCormack, R.L., & Paratore, J.R. (2003). *After early intervention, then what? Teaching struggling readers in grades 3 and beyond*. Newark, DE: International Reading Association.
- Nero, S.J. (2006). *Dialects, Englishes and Creoles and education*. Lawrence Erlbaum Associates, Inc.: Mahwah, NJ.
- Pearson, P. D.; Barr, R., Kamil, M. L. & Mosenthal, P. B. (Eds.). *Handbook of Reading Research*. White Plains, NY: Longman.
- Pollard, V. (2007). *From Jamaican Creole to Standard English*. University of the West Indies Press: Kingston, Jamaica.
- Rudell, R.B., & Unrau, N.J. (2004). *Theoretical model and processes of reading. (5<sup>th</sup> Ed.)*. Newark, DE: International Reading Association.
- Tierney, R.J. & Readence, J.E. (Eds.). (2005). *Reading strategies and practices: A compendium (6<sup>th</sup> Ed.)*. Boston: Allyn & Bacon.
- Tompkins, G.E. (2004). *Literacy for the 21<sup>st</sup> century: Teaching reading and writing in grades 4 to 8*. Columbus, OH: Pearson/Merrill Prentice Hall.
- Tracy, D. H. & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models*. New York, NY: Guilford Press. (Online)

### Articles

- Athey, I. J. (1971). Language models and reading. *Reading Research Quarterly*, 7(1), 16-110.
- Bryan, B. (2002). Making language visible: Language Awareness in a Creole-s Speaking environment. *Pace Newsletter*. Retrieved from <http://www.hawaii.edu/satocenter/pace/13-conferences.htm>
- Craig, D.R. (2001). Teaching language and literacy in vernacular situations: Participantevaluation of an in-service teachers' workshop. *Journal of Education and Development in the Caribbean*, 5(1). Retrieved from <http://www.hawaii.edu/satocenter/pace/12-article.htm>
- Folkes, K.C. (1993). Issues of assessment and identification of Anglo-phone Caribbean students in a migratory environment. ED 367 170. Retrieved from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/51/0e.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/51/0e.pdf)
- Freebody, P., Luke, A. & Gilbert, P. (1991). Reading positions and practices in the classroom. *Curriculum Inquiry*, 21(4), 435-457.
- Geyer, J.J. (1972). Comprehensive and partial models related to the reading process. *Reading Research Quarterly*, 7(4), 541-587.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148-164.
- Nero, S.J. (2006). Language, identity, and education of Caribbean English Speakers. *World Englishes*, 25(3/4), 501-511.
- Nero, S.J. (1996). ESL or ESD? Teaching English to Caribbean English Speakers. Paper presented at The Teachers of English to Speakers of Other Languages Convention, March 30, 1996, Chicago, IL. ED 394 345.
- Shanahan, T. , & Neuman, S. B. (1997). Literacy research that makes a difference. *Reading Research Quarterly*, 32(2), 202-210.
- Simmonds-McDonald, H. (2004). Trends in teaching standard varieties to Creole and vernacular speakers. *Annual Review of Applied Linguistics*, 24, 187-208.
- Simmons-MacDonald, H. and Robertson, I. Exploring the Boundaries of Caribbean Creole Languages. UWI Press, 2006.
- Simonsen, S. (1991). Transfer of learning between reading and writing: Models and implications. *Review of Research in Education*, 8(2), 2-6.
- Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-355.
- Williams, J. P. (1971). A review of several models and theories of reading acquisition. Paper presented at the meeting of the American Educational Research Association, New York, N.Y., February 4 -7, 1971.
- Winford, D. (1997). Re-examining Caribbean English Creole Continua. *Word Englishes*, 16(2), 233-279.

### YEAR:

### SEMESTER:

**COURSE CODE: EDRL 6002**

**COURSE TITLE: READING DIAGNOSIS, INTERVENTION AND ASSESSMENT**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Reading Diagnosis, Intervention and assessment*, is essentially about the guiding perspectives/principles of, and perspectives on, the diagnosis, intervention, and, monitoring of reading, and of procedures and tools for prosecuting these processes. Topics such as the following will be explored: perspectives on reading difficulties, models of reading in diagnostic procedures, targeting instructional plans and intervention, and issues in reading assessment. The purpose of the course is to equip students with the knowledge, tools, techniques, insights, and attitude necessary to effectively and efficiently gauge students' reading developmental status and needs, to design differentiated instructional plans to cater to identified needs, and to monitor progress toward the acquisition of appropriate levels of competence.

### CONTENT

Content is divided into two broad components: Background to assessment and Learner dimensions.

Background to assessment will be delivered via lectures, which will address the following major topics:

- Perspectives on reading difficulties
- Factors involved in reading difficulties
- Models of reading in reading diagnostic procedures
- Screening and progress monitoring: Tools and techniques
- Reading diagnosis – principles, processes and tools
- Targeted instructional plans and Intervention
- Issues in reading assessment.

Learner dimensions will be delivered via workshops, which will address the following major topics:

Learner dimensions (Workshops 1 – VI)

Workshop I Attitude, Motivation, Interest, Experiences

Workshop II Holistic Assessment; Assessment in Creole Contexts

Workshop III Reading Concepts, Phonological Awareness, Word Recognition;

Workshop IV Comprehension, Fluency, and Vocabulary

Workshop V Spelling and Writing

Workshop VI Reflection and Progress Monitoring.

### General Objectives

In order to achieve the course goal, the participants will:-

- identify and readily apply a variety of reading Assessment tools and practices in gauging individual instructional needs across the critical areas of reading
- place students along a developmental continuum based on proficiencies and difficulties revealed by such tools and practices, and monitor movement along this continuum
- use assessment data to develop summary reading profiles, as well as to plan, evaluate, and revise reading instruction
- devise differentiated instructional plans and select instructional materials and strategies that honor students' interests, abilities and backgrounds
- effectively communicate Assessment and growth data to relevant parties (students, parents, professional peers and school leader)
- pursue an approach to reading assessment that aligns with sound research principles.

### Course Assessment

- The course will be assessed entirely on coursework, which will take the form of a Learner Dimensions Case Study (85%) and Journal (15%).
- By the beginning of the 2<sup>nd</sup> session, each participant would have located an adolescent who has failed to acquire age-appropriate reading competencies, who is enrolled in a secondary institution, and whose reading challenges they intend to identify and address. She/He is expected to present a written 'portrait' of that student by the 4<sup>th</sup> week of the session.
- Participants should identify and set aside three one-hour sessions per week during which they will work with their adolescent to identify and address challenges. Initiation of **ASSESSMENT** and instruction will coincide with the beginning of introduction to instruments in the 4<sup>th</sup> week and will continue throughout the rest of the course. Participants are required to keep a reflective journal on their intervention.

### Resources

#### Books

- Barr, R., Blachowicz, C.L.Z., & Wogman-Sadow, M. (1995). *Reading diagnosis for teachers. An instructional approach* (3<sup>rd</sup> Ed.). White Plain, NY: Longman.
- Brice-Heath, S. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York, N.Y.: Cambridge University Press.
- Clay, M. M. (2001). *Change over time in children's literacy development*. Heinemann.
- Gunning, T.G. (2006). *Assessing and correcting reading and writing difficulties*. Boston: Allyn and Bacon.

#### Articles

- Bormuth, J.R. (1974). Reading literacy: Its definition and assessment. *Reading Research Quarterly*, 9(1), 7-66.
- Curtis, M.E., & Glaser, R. (1983). Reading theory and the assessment of reading achievement. *Journal of Educational Measurement*, 20(2), 133-147.
- Folkes, K.C. (1993). Issues of assessment and identification of Anglo-phone Caribbean students in a migratory environment. ED 367 170. Retrieved from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/51/0e.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/51/0e.pdf)
- Freebody, P., Luke, A., Gilbert, P. (1991). Reading positions and practices in the classroom. *Curriculum Inquiry*, 21(4), 435-457.
- Fuchs, L.S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence. *The School Psychology Review*, 28(4), 659-671.
- Hill, C., & Parry, K. (1992). The test at the gate: Models of literacy in reading assessment. *TESOL Quarterly*, 26(3), 433-461.
- Invernizzi, M.A., Landrum, T.J., Howell, J.L., & Warley, H.P. (2005). Toward the peaceful co-existence of test developers, policymakers, and teachers in an era of accountability. *The Reading Teacher*, 58(7), 610-618.
- Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly*, 31(3), 268-289.
- McKenna, M.C., & Walpole, S. (2005). How well does assessment inform our reading Instruction? *The Reading Teacher*, 59(1), 84-86.
- McEneaney, J.E., Lose, M.K., Schwartz, R.M. (2006). A transactional perspective on reading difficulties and response to intervention. *Reading Research Quarterly*, 41(1), 117-128.
- Simmonds-McDonald, H. (2004). Trends in teaching standard varieties to Creole and vernacular speakers. *Annual Review of Applied Linguistics*, 24, 187-208.
- Stiggins, R. J. (1999). Barriers to effective student assessments. *The Education Digest*, 64(6), 25-29.
- Slavin, R.E. (1987). Mastery learning reconsidered. *Review of Educational Research*, 57(2) 175-213.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.
- Valencia, S.W., & Buly, M. R. (2004). Behind the test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520-531.
- Valencia, S. & Pearson, P.D. (1986). New models of reading assessment. *Reading Education*, 71.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRL 6003**

**COURSE TITLE: TEACHING READING IN THE CONTENT AREAS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Teaching Reading in the content Areas*, is essentially about models and strategies for delivering reading instruction to students at the secondary level. It is also about ways of judging the match between students, texts and contexts, as well as about methods of guiding content area teachers toward fostering environments in which both struggling and non-struggling adolescent readers can thrive. It is delivered partly through lectures supported by online delivery components and partly through workshops supported by online delivery components. Its purpose is to equip participants with the knowledge and skills necessary for using diagnostic information in planning and implementing instructional strategies, assessing the outcome, and providing feedback to students to facilitate the improvement of content-area reading competence.

Prior to taking this course, participants must complete two (Semester 1) courses in reading: *Theoretical Foundations of Reading* and *Reading Diagnosis, Intervention, and assessment*, both of which provide the content basis for the application of the technologies in the current course.

**CONTENT**

Content is comprised of content-area reading foundations and Strategy workshops.

Foundations

The following topics will be addressed:

Background to content area reading instruction

Key abilities in dimensions of content area reading ability; factors accounting for differences in ability

Assessment in content area reading

Instructional models

Strategy workshops

The following topics will be addressed:

- Global planning; frames and units
- Pre-reading strategies – activating prior knowledge; interest and motivation; active reading
- Pre-reading strategies – word identification; meaning vocabulary
- Guided strategies during reading – comprehension (text organization; visual summaries/graphic organizers); meta-comprehension; active reading strategies (questioning and answering strategies); metacognition (monitoring and fix-up strategies)
- Group interactions and text – jigsaw; reciprocal teaching
- Post-reading strategies – reinforcing and extending
- Study strategies – fostering independence
- Developing curriculum-based assessments (CBAMS).

**General Objectives**

In order to achieve the course goal, the participants will:

1. formulate a sound rationale for weaving reading instruction into content area teaching/learning.

2. readily apply useful instructional models, strategies, and tools for developing and fortifying reading skills while fostering the development of content area reading expertise.
3. apply a variety of instructional configurations in delivering reading instruction.
4. use appropriate research-based tools to determine students' content area reading level and to determine appropriacy of content area reading materials for specific groups.
5. provide appropriate professional development and support for content area teachers.
6. locate or devise tools for monitoring content area teachers' level of implementation of reading strategies and practices in the regular classroom.

**Course Assessment**

Coursework will be worth 40% and will comprise

- A discussion forum (on aspects of reading instruction or the reading process) (5%)
- Displays of creations that support different aspects of reading development (10%)
- Three article reviews (15%)
- Group presentations on a unit of 5 lessons in a content area. (10%).

The final examination will be of 3 hours' duration and be worth 60% of the total marks. The questions will address links between theory and best practice and will also address contributions to the development of best practices in particular areas of reading.

**Resources**

Biancarosa, G., & Snow, C. E. (2006). *Reading next A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.

Dobbs, O. (2003). Using reading strategies to reduce failure rate in the content area. ED479208. Retrieved from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/47/3b.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/47/3b.pdf)

Mckenna & Robinson. (2009). *Teaching through text: Reading and writing in the content Areas*. Allyn & Bacon:

Moats, L.C. (2001). When older students can't read. *Educational Leadership*, 58(6), 36-40.

Moore, D.W., Readence, J.E., & Rickelman, R.J.. (2003). An historical exploration of content area reading instruction. *Reading Research Quarterly*, 18( 4), 419-438.

Neufeld, P. (2005). Comprehension instruction in content area classes. *The Reading Teacher*, 59(4), 302-312.

Vacca, R.T., & Vacca, J.L. (2007). *content area reading: Literacy and learning across the curriculum*. Allyn & Bacon:

Tierney, R.J., & Readence, J.E. (2004). *Reading strategies and practices: A compendium* (6th ed.)

The Wilson Company (2002). Reading and writing in the content area. *Educational Leadership*, 60(3).

Tompkins, G. A. (2010). *Literacy for the 21st century: Teaching reading and writing in grades 4 through 8*. Allyn & Bacon:

Troia, G. A. (2006). Meaningful assessment of content-area literacy for youth with and without Disabilities, 31(69). Retrieved December 17, 2008 from <http://aei.sagepub.com/cgi/content/abstract/31/2/69>. *Journals*

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRL 6004**

**COURSE TITLE: INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FOR READING**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Information and Communication Technology (ICT) for Reading*, is essentially about the selection and use of a variety of technologies to support reading instruction and assessment. Such technologies include word processors, reading software, blogs, podcasts, and e-books. They will be explored through various strategies, including interactive lectures, professional dialogue, hands-on laboratory activities, and demonstrations. The purpose of the course is to equip students with the technical and pedagogical background needed to integrate technology that they can then apply and extend as they undertake the other courses in the Programme and assume their role as reading professionals.

The course addresses Standards 2, 3, and 4 of the International Reading Association (IRA) Standards for Reading Professionals (2003).

Prior to taking this course, participants must complete two (Semester 1) courses in reading: *Theoretical Foundations of Reading* and *Reading Diagnosis, Intervention, and assessment*, both of which provide the content basis for the application of the technologies in the current course.

**Content**

The course will address the following topics:

- Integrating technology in the reading curriculum
- Using technology to support reading instruction
- Using technology to support assessment and profiling of students
- Using technology to capture information about students, teachers and schools
- Using technology for knowledge management
- Communicating about reading through technology.

**General Objectives**

In order to achieve the course goal, the participants will:

- Select, plan, and demonstrate the use of ICTs in reading instructional practices
- Review, use, and interpret data from technology-based reading assessments
- Review and select technology-based information on a variety of cultural and linguistic situations for application to their own
- Use ICTs to support their own research as well as collaborative research with others.

**Course Assessment**

The participants will be assessed on 100% coursework as outlined below:

**Assessment 1 – Electronic Portfolio – 60%**

In order to determine whether or not the course objectives are met, the participants will each submit an electronic portfolio with seven (7) lesson plans that demonstrate the integration of: word processors, concept mapping software, reading software, the internet, ebooks, blogs, podcasts, and wikis. The lesson plans need to be developed using sound instructional design principles and should follow the template provided.

**Assessment 2 – Web 2.0 in Reading Instruction Paper – 20%**

There is a dearth of research on how Web 2.0 technologies (blogs, wikis, and podcasts) can be used to support reading instruction. Although many authors have described their potential, it is often in broad terms that may not be useful to Reading Specialists. In order to fill this gap, each participant will write a thought-paper exploring how a Web 2.0 technology can be used to support one of the key reading components (decoding, morphology, fluency, vocabulary, or text comprehension) or reading development (reading assessment, writing, or motivation). The paper should take account of the foundational areas and provide detailed examples of instructional strategies.

**Assessment 3 – Reading Specialist Blog – 20%**

In order to get the participants accustomed to their responsibilities, over the course of the semester they will post their reflections and insights, as well as any news, research, and instructional strategies sent from listservs and RSS feeds, to their own Reading Specialist Blog.

**Resources**

myeLearning (Moodle) – Learning Management System

International Society for Technology in Education – <http://www.iste.org/>

International Reading Association (2002). Integrating literacy and technology in the curriculum: A position statement of the International Reading Association. Retrieved February 22, 2009 from: <http://www.reading.org/General/AboutIRA/PositionStatements/TechnologyPosition.aspx>

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRL 6005**

**COURSE TITLE: SETTING UP SCHOOL-BASED READING PROGRAMMES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Setting up School-based Reading Programmes*, is, as its name suggests, essentially about the establishment of reading programmes in the schools of Trinidad and Tobago, using conditions in the latter as a critical basis in addition to insights gleaned from relevant research in other jurisdictions. It will explore topics such as reviewing reading programmes; targeting and profiling students; differentiating instruction; formulating a school-based reading policy; evaluating, selecting, and designing instructional materials; communicating with parents/guardians; and mentoring non-specialist teachers. These topics will be addressed through various strategies, including interactive lectures, demonstration workshops, online discussion forums, webcasts, podcasts, and individual and group presentations. The course aims to equip the participants with the knowledge, skills, and attitude necessary for establishing and overseeing reading programmes.

Prior to taking this course, participants must complete the following four (4) courses: *Theoretical Foundations of Reading Instruction, Reading Diagnosis, Intervention, and assessment, ICT for Reading, and Teaching Reading in the content Areas*, all of which are Year 1 courses that provide the content basis for exploration of the foci mentioned above.

**CONTENT**

Content is divided into Foundations and Practice. Under Foundations, the following four units will be addressed:

- The nature of school-based reading programmes
- Reading policies and programme perspectives
- Reading programme models (secondary education)
- Specification for Designing Reading Programmes.

Under Practice, the following unit will be addressed:  
Evaluating reading programmes.

**General Objectives**

In order to achieve these goals, the participants will:

- Examine intervention reading programmes and identify their effective features.
- Identify common issues and challenges in setting up school-based reading programmes.
- Explore various philosophies that have guided reading programme policies and link particular perspectives to reading programme types.
- Compare various models of reading programme development.
- Devise a reading policy for their school using a research-based perspective.
- Explore specifications/standards for designing reading programmes and use them to design a programme for their school.
- Evaluate reading programmes for suitability to local situations.

**Course Assessment**

The assessment for this course comprises coursework only (100%), broken down as follows: programme planning (60%) and programme evaluation (40%).

**Resources**

- Allington, R. L. (2006). Critical factors in designing an effective reading intervention for struggling readers. In C. Cummins (ed.), *Understanding and implementing Reading First initiatives: The changing role of administrators*, pp. 127-138. Retrieved April 22, 2009, from <http://teachersread.net/pdf/ImplementRFCH.pdf>.
- Anderson, L.A., Benson, E.P. (1960). Setting up a reading clinic. *Peabody Journal of Education*, 37(5), 274-280.
- Cuevas, P., Schumm, J.S., Mits-Cash, M., & Pilonieta, P. (2006). Reading clinics in the U.S.: A national survey of present practice. *Journal of Reading Education*, 31(2), 5-12.
- Duncan-Owens, D. (2009). Scripted reading programs: Fishing for success. *Principal*, 88(3), 26-29.
- Dunston, P.J. (2007). Instructional practices, struggling readers, and a university-based reading clinic. *Journal of Adolescent and Adult Literacy*, 50(5), 328-36.
- Early, M. J. (1969). What does research in reading reveal about successful reading? programs? *The English Journal*, 58(4), 534-547.
- Grissom, L.V. (1961). Characteristics of successful reading improvement programs. *The English Journal*, 50(7), 461-474.
- Hill, D. R. (1997). Setting up an extensive reading programme: Practical tips. *The Language Teacher Online*. Retrieved from <http://www.jalt-spublications.org/tlt/files/97/may/hill.html>.
- Hoffman, J.V., & Rutherford, W.L. (1984). Effective reading programs: A critical review of outlier studies. *Reading Research Quarterly*, 20(1), 79-92.
- Jensen, D.A., & Tuten, J.A. (2007). From reading clinic to reading community. *Reading Horizons Journal*, 47(4), 295-313.
- Jensen, D.A., & Tuten, J.A. (2008). Re-visioning the reading clinic experience: Tutoring at the edge of one's comfort zone. *Journal of Reading Education*, 34(1), 25-32.
- Johns, J.L. (1992). From traditional reading clinics to wellness centers. Eric Document ED349 544, CS011 034.
- Just Read Florida. (n.d.). Reading programme specifications. Retrieved April 22, 2009 from [http://www.justreadflorida.com/docs/reading\\_program.pdf](http://www.justreadflorida.com/docs/reading_program.pdf).
- Kame'enui, E. J., & Simmons, D. C. (2000). Planning and evaluation tool for effective school wide reading programs. Institute for the Development of Educational Achievement.
- NCATE. (1955). Reading clinics: How they operate and what they accomplish: Panel discussion No. 8. *College Composition and Communication*, 6(3), 174-176.
- Schacter, J. (n.d.) Reading programs that work. Retrieved April 22, 2009 from <http://www.mff.org/pubs/ME279.pdf>.
- Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290 – 322.
- Walmsley, S.A. (1981). On the purpose and Content of secondary reading programs: An educational ideological perspective. *Curriculum Inquiry*, 11(1), 73-93.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRL 6006**

**COURSE TITLE: SUPERVISION AND LEADERSHIP IN READING**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Supervision and leadership in reading*, is essentially about producing leaders in the field of reading instruction. It has two principal foci: 1) supervision of school staff responsible for implementing national and school-based reading policies, and 2) provision of context-appropriate leadership in issues related to reading for school communities. These foci will be elaborated through exploration of major issues such as below-grade-level reading performance, reading motivation, and reader identity, as well as theories and approaches to reading leadership, especially as they relate to motivating staff who may not view themselves as reading teachers. The exploration will be effected mainly through face-to-face lectures, e-tutoring, webcasts, podcasts, and individual and group presentations. The course aims to prepare the participants to assume leadership and supervisory roles in schools with respect to the teaching of reading.

Prior to taking this course, participants must complete the following four (4) courses: *Theoretical Foundations of Reading, Reading Diagnosis, Intervention, and Assessment*, ICT for Reading, and Teaching Reading in the content Areas, all of which are Year 1 courses that provide the content basis for exploration of the foci mentioned above.

**CONTENT**

The following units will be covered:

- Motivating content area teachers to be teachers of reading.
- Creating reading cultures in schools.
- Mentoring non-specialist reading teachers.
- Initiating and supervising study circles.
- Using ICT to disseminate research on best practices.
- Developing and monitoring reading programme accountability systems.

**General Objectives**

In order to achieve the goal, the participants will:

- Plan and coordinate school-wide reading projects for constant improvement of reading in the content areas;
- Monitor classroom reading instruction for the purpose of gathering data and providing feedback for refinement and improvement of practice;
- Conduct on-site training seminars to empower fellow-teachers in the integration of reading instruction into their specific content areas.
- Organise creative and effective reading environments.

**Course Assessment**

The assessment comprises coursework and a final examination.

Coursework (40%) will comprise

- (a) A school-based research project (20%)
- (b) A digital portfolio (20%).

The final examination will be of 3 hours' duration and be worth 60% of the total marks.

**Resources**

*Textbooks*

- Guth, D. N., Pettengill, S.S. (2005). *Leading a successful reading program: Administrators and reading specialists working together to make it happen*. Urbana, IL: International Reading Association. ISBN 13 978-0-87207-579-5
- Irvin, J.L., Meltzer, J., Mickler, M.J., Phillips, M., & Dean, N. (2009). *Meeting the challenge of adolescent literacy: practical ideas for literacy leaders*. Urbana, IL: International Reading Association. ISBN 978-0-87207-689-1

*Readings*

*Supervision and Leadership*

- Alger, C. L. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. *Journal of Adolescent and Adult Literacy*, 50, 620-630.
- Baker, M.I. (2002). Reading resistance in middle school: What can be done. *Journal of Adolescent & Adult Literacy*. 45 (5), 364-366.
- Cavazos-Kottke, S. (2005, November). Tuned out but turned on: boys' (dis)engaged reading in and out of school. *Journal of Adolescent & Adult Literacy*, 49(3), 180-184.
- Clay, M. M. (1991). *Becoming literate: the construction of inner control*. Portsmouth, N.H.: Heinemann, 1991
- Dole, J. A. (2004). The changing role of the reading specialist in school reform. *The Reading Teacher*, 57, 462-470.
- Fisher, D. & Ivey, C. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent and Adult Literacy*, 50, 180-189.
- Humphrey, J. W., Lipsitz, J., McGovern, J. T., & Wasser, J.D. (2005). *Reading matters: Supporting the development of young adolescent readers*. Phi Delta Kappan, Digital.
- Knowles, E.; Smith, M. (1997). *The reading connection: Bringing parents, teachers, and librarians together*. Englewood: Colo. Libraries Unlimited. (Available electronically through U.W.I. subscribed netlibrary.com).
- Lenters, K. (2006). Resistance, struggle, and the adolescent reader. *Journal of Adolescent and Adult Literacy*, 50, 138-146.
- Lesley, M. (2005). Looking for critical literacy with post baccalaureate content area literacy students. *Journal of Adolescent and Adult Literacy*, 48, 320-333.
- Snow, C. E., & Verhoeven, L. T. (2001). *Literacy and motivation: Reading engagement in individuals and groups*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6203**

**COURSE TITLE: GRADUATE RESEARCH SEMINARS**

**NUMBER OF CREDITS: PASS/FAIL**

Each Master student is required to present the proposal for his/her research project to fellow students and academic staff members at a Graduate Research Seminar. The student is provided with feedback by way of questions and comments. The intention is to provide a forum in which the student could articulate his/her plans for research and also receive suggestions and comments about such plans.

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6900**

**COURSE TITLE: RESEARCH PROJECT**

**NUMBER OF CREDITS: 10**

To be eligible for the award of the M Ed, all students will be required to complete a Research Project. The paper is the culmination of the Quantitative and Qualitative Research Methods courses and Graduate Research Seminar sequence (EDRS 6208; EDRS 6210; EDRS 6203).

The Research Project will test the ability of Programme participants to:-

- conceptualise a research issue or problem;
- develop a clearly stated, detailed proposal and plan of procedures and techniques through which the research activity is to be implemented and
- implement an aspect, some aspects or all aspects of the proposed plan.

In other words, while students may choose to implement the entire project, they may also decide, in consultation with their supervisors/advisors, on the in-depth operationalisation of *one or more aspects* of the detailed research plan. For example, the student may choose to focus on the preparation of an extended or full-blown literature survey and theoretical assessment of the major and significant issues bearing on the central problem of the research. He/she may buttress this with an annotated bibliography and deploy it all as clinching evidence to support the appropriateness of the chosen research design.

All decisions about the final focus of the research activity must be approved by the students' supervisor/advising committee. The Research Project Report should not exceed 15,000 words.

**Presentation Format**

The following are the core aspects of the Research Project.

- Background as setting and intellectual ancestry.
- Conceptualisation/Statement of the problem.
- Purpose, research questions, and expected outcomes.
- Literature review.
- Methodology.
- Data analysis and outcomes.

The candidate will be required to either conduct research in respect of the research questions OR provide a detailed, extended literature review in lieu of field research.

In respect of the option of operationalising the research questions, the format and marking scheme will be as follows:-

- |  |        |
|--|--------|
| • Background as (i) setting and (ii) intellectual ancestry     | 10 mks |
| • Conceptualisation / Statement of the problem                 | 10 mks |
| • Purpose, research questions, and expected outcomes           | 10 mks |
| • Literature review  | 10 mks |
| • Methodology  | 20 mks |
| • Data collection, presentation of findings, and data analysis | 40 mks |
| • Conclusion   | 10 mks |

In respect of the option of the extended literature review, the format and marking scheme will be as follows:-

- |  |        |
|--|--------|
| • Background as (i) setting and (ii) intellectual ancestry | 10 mks |
| • Conceptualisation / Statement of the problem             | 10 mks |
| • Purpose, research questions, and expected outcomes       | 10 mks |
| • Methodology  | 20 mks |
| • Extended literature review                               | 50 mks |
| • Conclusion   | 10 mks |

Marks allocated add up to 110 and will be converted to a percentage.

The research project should be about 65 pages in length (approximately 15,000 words) and students are asked to submit three [3 copies] hardbound. Deadline date for submission is June 30<sup>th</sup> of the academic year.

## Master in Education (Health Promotion)

### OBJECTIVES OF THE MASTER IN EDUCATION (HEALTH PROMOTION)

- To develop a sound knowledge base and a strong sense of intellectual inquiry for working with people of all ages on issues relating to health promotion, and health and human relationships in the Caribbean
- To develop strong practical skills to address issues relating to health and human relationships in a variety of settings (individual, group, family, classroom, and population-level policy and programme development)
- To develop monitoring, evaluation, and research competencies that can be confidently applied in professional and academic settings and in the field
- To work within an ethical framework that emphasizes human rights, social justice, and equity to promote good citizenship and social responsibility, and which values diversity in the Caribbean

### TARGET AUDIENCE OF THE MASTER IN EDUCATION (HEALTH PROMOTION)

The principal target audience will consist of people working in health promotion and health education; with adults and/or children; in the formal and informal education sectors; from health and educational sectors; and from the three main UWI countries as well as the countries of the Open Campus. Participants will include:

- Professionals in the formal school sector, curriculum developers, teacher trainers, teachers, and educational administrators
- Health and family life educators
- Tertiary sector staff, particularly in a train-the-trainer relationship, for example, with staff of teachers' colleges
- Workers in the non-formal education sector whose role includes health promotion
- Counselling, guidance, and social workers
- Nurse educators
- Creative arts and communication workers
- Youth workers and officers from the Ministry of Youth
- Workplace health and safety programmes
- Designated health promotion workers
- Health and education sector administrators, policy makers, planners, and implementers

### Summary of programme structure

The programme is designed to maximize access to the programme by professionals working in health promotion/health education field; and to maximize access to the programme by professionals who are based elsewhere in the Caribbean, particularly in the Open Campus countries. In order to achieve these outcomes, the programme will:

- be run part-time over two years to allow health and education professionals to continue their duties at their home base while undertaking advanced training;
- be delivered using a combination of intensive face-to-face teaching and distance modalities;

- the face-to-face components will be delivered in residential school blocks in Trinidad during the Summer school and pre-Christmas periods;
- the distance components will be possible from the person's home base, and include activities such as professional development fieldwork, coursework assignments, and projects.

### 5.1 Summary of programme Content

The programme is divided into 7 courses, all of which are compulsory and are listed below:

#### YEAR 1

##### Course Code      Course Listing

HEPR 6001	The Health and Human Relationships Knowledge Base
HEPR 6002	Risk in the Context of Modern Social Lives
HEPR 6003	Strategies, Skills, and Interventions for Promoting Health
EDRS 6208	Fundamentals of Educational Research I
EDRS 6210	Fundamentals of Educational Research II
HEPR 6005	Professional Development Electives and Fieldwork

#### YEAR 2

##### Course Code      Course Listing

EDRS 6900	Research Project
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The main objective of year 1 is to establish a solid knowledge base in the relationships between health, behaviour and social life, and to begin the exploration of the complex issue of health promotion. This will be achieved primarily through HEPR 6001, HEPR 6002 and part of HEPR 6003. These courses are primarily designed to equip participants with the foundation knowledge and skills necessary to inform the design of meaningful health promotion interventions. The programme will be delivered in such a way as to foster the simultaneous development of suitable attitudes for working with sensitive issues.

There is a strong emphasis on sexual health in this initial year because: (1) there is an urgent need to strengthen the Caribbean response to the HIV/AIDS epidemic; (2) sexual health has been the most difficult element of HFLE to implement in the Caribbean to date; and (3) of the complexities of this area, mastery of sexual health promotion will result in solid skills for working in other areas of health promotion. Year 1 will also include the research courses, EDRS 6208 and part of EDRS 6210, which will expose participants to the empirical-analytical and naturalistic traditions of education research, and HEPR 6005. HEPR 6005 requires participants to undertake a 40-hour attachment to a health promotion institution.

Because of way that the programme is organized, HEPR 6003 will run over the two years of the programme. Year 1 will focus primarily on the theoretical frameworks, including theories, models, principles and strategies; while Year 2 will focus on the application of the principles/theories, and evaluation of interventions through on-site visits. EDRS 6210 will be completed in Year 2, and the Research Project, EDRS 6900 will also be undertaken in Year 2.

## COURSE DESCRIPTIONS

### 6.1 HEPR 6001 - The Health and Human Relationships Knowledge Base (4 credits)

#### Course Overview

#### Part 1: Nature and nurture – the social construction of health

Just as the literature review is the indispensable basis for sound research, a sound evidence-base is an essential foundation for any discipline. In the case of programmes to work with controversial and highly stigmatized conditions (such as HIV and Sexually Transmitted Infections STIs) and for working with marginalized populations, starting with a sound knowledge base is obligatory. This unit, like the entire Master degree programme, is based on the premise that all knowledge is socially constructed and that it is never possible to separate nurture from nature without creating a false binary. This course will therefore cover both. Recognizing that knowledge is socially constructed lays the groundwork for reflexive evaluation of the students' own values and attitudes, which will be encouraged throughout the course.

#### Part 2: Sexual and reproductive health

Within this unit there will be a special focus on sexual and reproductive health. This sub-theme builds on the earlier material in the unit and develops it to a much greater level of detail. The basis for this theme is to explore sensitive and taboo issues of sexuality, gender, and health more deeply. There are several reasons for highlighting sexual health in this course: (1) there is an urgent need to strengthen the Caribbean response to the AIDS epidemic; (2) sexual health has been the most difficult element of HFLE to implement in the Caribbean to date; and (3) because of the complexities of this area, strong skills in sexual health promotion will be extremely useful in other areas of health promotion.

#### OBJECTIVES

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

- Demonstrate an understanding of the need for a reflective awareness of the dignity of the person, and how this value impacts on public policy and on an individual's choice and action
- Demonstrate an understanding of the concept of health
- Critically examine the determinants of health
- Demonstrate an understanding of the colonial and post-colonial basis for health
- Discuss the social contexts/social construction of health (including sexual health) in the Caribbean
- Discuss gender issues in relation to health
- Demonstrate an understanding of the milestones of human development from embryology through to ageing
- Relate lifestyle practices to chronic non-communicable diseases and HIV/AIDs in the Caribbean
- Apply basic biomedical knowledge to inform the development of health promotion interventions.
- Demonstrate skills in framing biomedical explanations to suit particular social and cultural contexts
- Demonstrate a reflexive awareness of stigma, marginalization, and discrimination, as they impact on the health and rights of individuals

#### CONTENT

- Human dignity
- Perspectives on the construct of health
- The nature/nurture debate
- Determinants of physical, social, and mental health
- Social construction of health in the Caribbean
- Gender and health
- Biomedical knowledge base – application and critique
- Chronic non-communicable diseases and lifestyle practices
- Stigma theory, marginalization, prejudice, discrimination, and human rights
- Human development & the 7 ages: embryology, childhood, puberty, early adulthood, ageing
- Introduction to public health
- Introduction to sexual health
  - Sexuality and health in Caribbean society
  - STIs / HIV/AIDS
  - People with HIV
  - Infertility and contraception, pregnancy, and parenthood
  - Sexual function and dysfunction
- Major competencies to be developed
- Gain new perspectives on the relationship between nature and nurture
- A spirit of enquiry into the relationship between social contexts and health
- Reflexive and critical thinking in relation to social justice and health
- A biomedical knowledge-base to underpin future health promotion work, including sexual health promotion.
- Communication skills for discussing sexual health in a meaningful and accurate way
- A practical and grounded understanding of the relationships between stigma, marginalization, and health and how these might affect health promotion

#### ASSESSMENT:

Coursework Assignment	40%
Examination	60%

#### Required reading

- Chevannes, B. (2001). *Learning to be a man: Culture, socialization and gender identity in five Caribbean communities*. Mona: UWI Press. (ISBN: 976 640 092 X)
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Simone & Schuster. (ISBN: 06710622447)
- Kelly, M. J., & Bain, B. (2005). *Education and HIV/AIDS in the Caribbean*. Kingston: Ian Randle.
- Mac an Ghaill Mairtin (1994). *The making of men: Masculinities, sexualities and schooling*. Buckingham: Open University Press. (ISBN: 0-355-15781-5)
- Reddock, R. ed. (2004). *Interrogating Caribbean Masculinities: Theoretical and empirical analyses*. Kingston: University of the West Indies Press. (ISBN: 062117110523)
- Weeks, J. (1985). *Sexuality and its discontents*. London: Routledge. (ISBN: 0-415-04503-7)

Recommended reading

- Bailey, W., Branche, C., McGarrity, G., Stuart, S. (1998). *Family and the quality of gender relations in the Caribbean*. Mona: Institute for Social and Economic Research. (ISBN: 9764000568)
- Chevannes, B. (1999). *What we sow and what we reap: problems in the cultivation of male identity in Jamaica*. Kingston: Grace Kennedy Foundation. (ISBN: 9768041129).
- Cooper, S. W., Kellogg, N. D., Giardino, A. P. (2006). *Child sexual exploitation quick reference: for health care, social service, and law enforcement professionals*. G. W. Medical Publishing. (ISBN: 187806021X)
- Feldman, S. S., Rosenthal, D. A. eds. (2002). *Talking sexuality: parent-adolescent communication. New directions for child and adolescent development*. San Francisco: Jossey-Bass. (ISBN: 0787963259)
- Halstead, J., Halstead M., & Reiss, M. J. (2002). *Sex education: Principles, policy and practice*. London: Routledge-Falmer. (ISBN: 0415232562)
- Holmes, K. K., Sparling, P. F., Mardh P.A., Lemon, S. M., Stamm W. E., Piot P., Wasserheit J. N. eds. (2006) *Sexually transmitted diseases*. McGraw-Hill (ISBN: 007029688X)
- Leo-Rhynie, E., Bailey, B., Barrow, C. eds. (1997). *Gender: A Caribbean multi-disciplinary perspective*. Kingston: Ian Randle.
- Libby, R. (2006) *The naked truth about sex: A guide to intelligent sexual choices for teenagers and twentysomethings*. California: Freedom Press. (ISBN: 1893910385)
- McAnulty, R. D., Burnette, M. M. (2003). *Exploring human sexuality: Making healthy decisions* (2nd ed.). Boston: Allyn & Bacon. (ISBN: 020538059X)
- Measor, L. (2000). *Young people's views on sex education: Education, attitudes and behaviour*. London: Routledge-Falmer. (ISBN: 0750708948)
- Mohammed, P., Shepherd, C. (2002). *Gender in Caribbean development*. Mona, Jamaica: University of the West Indies Press. (ISBN: 9768125551)
- Newburn, T., Stanko, E. A. eds. (1994). *Just boys doing business? Men, masculinities & crime*. London: Routledge. (ISBN: 0415903201)
- Spong, J. S. (1990). *Living in sin? A bishop rethinks human sexuality*. San Francisco: Harper & Row. (ISBN: 0 06 067505 5)
- Thorne, B. (1993). *Gender play: Girls and boys in school*. Buckingham: Open University Press. (ISBN: 0 355 19123 1)

Websites

[www.who.org](http://www.who.org)  
[www.unaids.org](http://www.unaids.org)  
[www.caricom.org](http://www.caricom.org)  
[www.unesco.org](http://www.unesco.org)  
[www.unfpa.org](http://www.unfpa.org)  
[www.unicef.org](http://www.unicef.org)  
[www.undp.org](http://www.undp.org)  
[www.nlm.gov](http://www.nlm.gov)  
[www.cdc.gov](http://www.cdc.gov)

Journals

Social Science and Medicine  
The Lancet  
The New England Journal of Medicine  
Morbidity and Mortality Weekly Report

**6.2 HEPR 6002 - Risk in the Context of Modern Social Lives (4 credits)**

**Course Overview**

Human behaviours are embedded in social relations and cultural forms. In early health promotion programmes, too little attention was paid to the role this 'embeddedness' plays in entrenching risk and generating resistance to protective change. The present course is built on assumptions that knowledge is socially constructed and that behaviours (safe and otherwise) are socially embedded. In order to deepen participants' understanding of the influence of embeddedness, this course will focus on the role of relationships, relationship dynamics and networks in health promotion. The focus will also be on analysing, and understanding risk as it relates to these relationships and networks, and on the impact of these risks on health and well-being.

**OBJECTIVES**

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

- Demonstrate a clear understanding of social and cultural influences on behaviour and resistance to change
- Demonstrate understanding and insight into how cultural and social embeddedness can assist in transforming behaviour on a sustainable basis
- Demonstrate an understanding of the relationship between social systems and the promotion and entrenchment of dangerous and unhealthy patterns and practices
- Analyse and critique the social networks that health promotion workers will need to mobilize and work closely with
- Use knowledge of social diversity to work with, and advocate for, people from diverse backgrounds
- Critically analyse health issues in their social context using the concept of 'risk' as an analytical tool
- Critically analyse health issues in a framework of human rights and social justice, and to design health promotion strategies accordingly

**CONTENT**

- Adolescence, school-ground cultures, peer groups, and gangs
- Relationships in diverse cultures
- Strengthening families and family life
- Gender and power in relationships
- Gender and violence
- Sexual and gender diversity
- Ageing
- Disability
- Mass media and communication
- What is risk?
- Stigmatized conditions, marginalized populations, and unpopular issues
- Networks and socially embedded risks
- Protective networks, the potential of parents, teachers, & peers
- Bullying, violence, harassment, and hate crimes
- Domestic violence and sexual assault
- High-risk settings and special populations – understanding drug use, gay men and women, sex workers, and so on
  - Drugs, alcohol, tobacco
  - Mental health and suicide
- Poverty and power

Major competencies to be developed

- Critical thinking about social relationships and networks
- Practical skills for working with social networks
- Sensitization to human rights, social justice, and advocacy for marginalized populations
- Reflexive and critical insights into the candidate's own vantage point and how it might be biased (albeit inadvertently)
- Ability to analyse impacts on people's health and well-being using the lenses of risk, marginalization, power dynamics and gender
- A capacity to use a risk assessment to plan interventions for improving community health
- Capacity to analyse the causes and social and health impacts of bullying, harassment, violence, sexual assault, and hate crimes
- Insights and skills to work effectively with marginalized and diverse populations, and to advocate for and with them
- Insights and skills to work effectively with key health issues that are traditionally marginalized (such as mental health and sexual health), and to advocate for improved services and social justice in relation to them
- Understand the health implications of other key practices that impact on public health (such as smoking, drugs, alcohol)

#### ASSESSMENT

Coursework Assignment 100%

#### Required Reading

- Farmer, P. (2001) *Infections and Inequalities: The Modern Plagues* (Updated Edition). University of California Press. (ISBN: 0520229134)
- Irvine, J. M. (1994). *Sexual cultures and the construction of adolescent identities* (Health, Society, and Policy Series). Temple University Press. (ISBN: 1566391369)
- Klein, A., Day, M., Harriott, A. (2004). *Caribbean drugs from criminalization to harm reduction*. Kingston: Ian Randle Publishing. (ISBN: 976 637 194 6)
- Lupton, D. (1999). *Risk*. Routledge. (ISBN: 0415183340)
- Rew, L. (2004). *Adolescent health: A multidisciplinary approach to theory, research, and intervention*. Sage. (ISBN: 0761929118)

#### Recommended Reading

- Berkman, L. F., Kawachi, I. (2000). *Social epidemiology*. Oxford: Oxford University Press. (ISBN: 0195083318)
- Rundle, A., Carvalho, M., Robinson, M. (2002). *Cultural competence in health care: a practical guide*. Jossey-Bass. (ISBN: 078796221X)
- Turner, B. (2004). *The New Medical Sociology: Social Forms of Health and Illness*. WW Norton. (ISBN: 0393975053)

#### 6.3 HEPR 6003 - Strategies, Skills, and Interventions for Promoting Health (8 credits)

##### Course Overview

This course introduces students to the concept and operationalization of Health Promotion as a new approach to addressing the determinants of health. The course is aimed at enhancing participants' understanding, analysis and theoretical application of the behaviour change models and theories that have influenced the development of Health Promotion. Participants should gain an understanding of the development of Health Promotion in relation to changing health patterns; and their role in the operationalization of the strategies of the Caribbean Charter for Health Promotion in addressing identified health issues impacting on individuals, families and communities. Participants will also have the opportunity to critically examine and evaluate the impact of, and potential for sustainability, of health promotion interventions through on-site visits.

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

- Critically examine the determinants of health and their potential impact on health and quality of life
- Critically examine the development of Health Promotion in the Caribbean within historical, economic and theoretical contexts
- Apply Health Behaviour Change and Health Promotion models and theories when addressing health issues of individuals, families and communities.
- Assess health beliefs and health behaviours
- Utilize the Health Promotion approach in different settings – Healthy Communities, Healthy Schools, Healthy Workplaces
- Demonstrate an understanding of the steps involved in developing macro-level responses including policy, strategy, and large scale campaigns
- Utilize methods for advocacy, lobbying, community consultation, and creation of supportive public opinion to ensure programme viability and sustainability
- Develop, Implement and evaluate Health Promotion interventions to address a current health issue
- Work confidently from a social justice and human rights framework with issues that attract stigma, prejudice, and discrimination

##### CONTENT

1. Operational definitions and operationalization of the following concepts:
  - a. Health behaviour
  - b. Health education
  - c. Health protection
  - d. Health Promotion
2. The determinants of health
  - a. Physical (biological)
  - b. Social
  - c. Environmental

3. Health Promotion in the Caribbean
  - a. Historical, economic and theoretical contexts
  - b. Strategies of the Caribbean Charter on Health Promotion
  - c. Ethical, social justice, cultural, and human rights issues
4. Models and theories used in Health Promotion (Interpersonal, Intrapersonal and Community) – Explanation and critique
  - a. The Health Belief Model
  - b. Social Cognitive Theory
  - c. The Trans-theoretical Model
  - d. Social Learning Theory
  - e. Precede/Proceed Model
  - f. The theory of reasoned action and planned behaviour
  - g. Diffusion of innovation theory
  - h. Community Organization Model
5. Health Communication and Advocacy
  - a. Provider/client relations
  - b. Social and community health issues
  - c. Media issues
  - d. Agenda setting and advocacy for healthy public policy
6. Principles of Social Marketing & the SMART (Social Marketing Assessment and Response Tool) Model
7. Assessing health beliefs and health behaviours
  - a. Life-stress review
  - b. Spiritual health Assessment
  - c. Social support systems review
  - d. Lifestyle Assessment
8. Steps in
  - i. Planning a Health Promotion Programme
  - j. Implementing a Health Promotion Programme
  - k. Evaluating a Health Promotion Programme
9. The Settings Approach in Health Promotion
  - l. School
  - m. Workplace
  - n. Community
  - o. Health Services
10. Resource Mobilisation in Health Promotion
11. Development of a Health Promotion Plan
 

Major competencies to be developed

  - A sound theoretical base in health promotion, health communication, prevention, and behaviour change
  - Enhanced skills in application of key principles and issues for health promotion.
  - A repertoire of pedagogical approaches to health promotion development
  - Enhanced skills to develop health promotion policies, strategies, and interventions at community, institutional, and governmental levels
  - Critical and creative thinking (e.g. in social marketing strategies)
  - Practical skills for forming synergistic partnerships to strengthen health promotion strategies
  - Enhanced skills for managing social prejudices and taboos, so that they don't impede important health promotion activities
  - Insights into the political and ideological dimensions of health
  - Ability to formulate advocacy and lobbying strategies
  - Enhanced capacity to understand and manage human behaviours and social interactions
  - Enhanced confidence, comfort, and competency to deal with sexual and gender diversity
  - Enhanced skills to infuse health promotion within humanistic, human rights, and social justice principles
  - The ability to evaluate health promotion at an institutional level
  - The ability to plan and implement health promotion strategies at a local institutional level

**ASSESSMENT**

Project that involves developing a health promotion plan to address a contemporary health issue 40%

Examination 60%

**Required reading**

- DiClemente, R. J., Crosby, R. A., Kegler, M. C. (2002) *Emerging theories in health promotion practice and research: strategies for improving public health*. Jossey-Bass. (ISBN: 0787955663).
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing. (ISBN: 0826412769)
- Glanz, K., Rimer, B. K., Viswanath, K. Eds. (2008). *Health behaviour and health education: theory, research, and practice* (4<sup>th</sup> edition). Jossey-Bass. (ISBN: 9780787996147)
- Maibach, E., Parrott, R. L. (1995). *Designing health messages: approaches from communication theory and public health practice*. Sage. (ISBN: 0803953984)
- McKenzie, J. F., Neiger, B. Smeltzer, J. L. (2004). *Planning, implementing, and evaluating health promotion programs: a primer* (4<sup>th</sup> Ed.). Benjamin Cummings. (ISBN: 0805360107).
- Naidoo, J. (2000). *Health Promotion: Foundations for practice* (2<sup>nd</sup> Ed.). New York: Baillière Tindall. (ISBN: 0 621 171105 2 3)
- Nutbeam, D., Harris, E. (2004). *Theory in a nutshell: A practical guide to health promotion theories* (2<sup>nd</sup> Ed.). McGraw-Hill. (ISBN: 0074713329).

### Recommended Reading

#### Books

- Barker, T. E., Roger, E. M., & Sopory, P. (1992). *Designing health communication campaigns: What works?* CA: Sage. (ISBN: 0803943326)
- Simpson, A., & Heap, B. (2002). *Process drama: A way of changing attitudes*. Stockholm: Save the Children, Sweden. (ISBN: 9173210579)
- Downie, R. S., Tannahill, C., & Tannahill, A. (1996). *Health promotion: models and values*. (2nd Ed.) NY: Oxford University Press. (ISBN: 0192625918)
- Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health, illness, and the social body: A critical sociology* (4th Ed.). NJ: Prentice Hall. (ISBN: 013098230X)
- Glanz, K., Rimer, B. K., & Lewis, F. M. (Eds.). (2002). *Health behaviour and health education: Theory, research, and practice* (3<sup>rd</sup> Ed.). San Francisco: Jossey-Bass. (ISBN: 0787957151)
- Morgan, O. (Ed.). (2005). *Health issues in the Caribbean*. Jamaica: Ian Randle. (ISBN: 9766372136)
- Weare, K. (2000). *Promoting mental, emotional & social health: A whole school approach*. London: Routledge. (ISBN: 0415168759)
- World Bank. (2003). *Caribbean youth development: Issues and policy directions*. Washington, DC: World Bank. (ISBN: NA)
- World Health Organization (1997). *Promoting health through schools*. WHO Technical Report Series, 870. Geneva: WHO. (ISBN: 9241208708)
- World Health Organization (2001). *Evaluation in health promotion: Principles and perspectives*. WHO Regional Publications European Series, no. 92. Denmark: WHO. (ISBN: 9289013591)

#### Journals

Journal of Adolescent Health  
American Journal of Public Health  
Journal of School Health

#### Databases

Sociological abstracts (sociofile) (NISC)  
AIDSearch (MEDLINE AIDS/HIV Subset, AIDSTRIALS & AIDSDRUGS) FREE (NISC)  
Child Abuse, Child Welfare & Adoption (NISC)  
Gender Studies Database (NISC)

#### Websites

[www.who.org](http://www.who.org)  
[www.unaids.org](http://www.unaids.org)  
[www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html](http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html)  
[www.who.int/healthpromotion/conferences/6gchp/bangkok\\_charter/en/index.html](http://www.who.int/healthpromotion/conferences/6gchp/bangkok_charter/en/index.html)  
[www.who.int/healthpromotion/en/](http://www.who.int/healthpromotion/en/)  
[www.caricom.org](http://www.caricom.org)  
[www.unesco.org](http://www.unesco.org)  
[www.unfpa.org](http://www.unfpa.org)  
[www.unicef.org](http://www.unicef.org)  
[www.undp.org](http://www.undp.org)  
[www.nlm.gov](http://www.nlm.gov)  
[www.cdc.gov](http://www.cdc.gov)  
[www.social-research.org](http://www.social-research.org)

### 6.4 Fundamentals of Educational Research 1 and 11

#### Overview of Courses

The two educational research courses provide a general introduction to the philosophical foundations and methodological strategies of research in education. They explore the nature of educational research and the origins and uses of different research methodologies. Specifically, the courses focus on educational research informed by the empirical-analytical and naturalistic traditions.

A prominent feature of these courses will be small group, interactive sessions designed to assist students in the identification and formulation of research problems and issues. A guiding principle is that education is an applied discipline and that educational research must be driven by a need to improve education in certain justifiable ways. Thus, the courses will treat with both the technical side of research as well as its ideological dimensions.

EDRS 6208 - Fundamentals of Educational Research I  
(4 credits)

#### OBJECTIVES

Participants 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 analyze 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%).

### REFERENCES

- Best, J., & Khan, J. (1998). *Research in education*. Boston: Allyn & Bacon.
- Borg, W., & Gall, M. (1996). *Educational research – an introduction*. NY: Longmans.
- Cohen, L. (1984). *Statistics for social scientists*. London: Harper and Row.
- Cohen, L., & Manion, L. (2000). *Research methods in education*. London: Routledge.
- Gorard, S. (2001). *Quantitative methods in education research*. London: Continuum.
- Keeves, J., & Lakomski, G. (Eds.). (1999). *Issues in educational research*. Amsterdam: Pergamon.
- Linn, R. (1990). *Quantitative methods*. NY: Macmillan.
- Pring, R. (2000). *Philosophy of educational research*. London: Continuum.
- Wellington, J. (2000). *Educational research*. London: Continuum.

### EDRS 6210 - FUNDAMENTALS OF EDUCATIONAL RESEARCH II (4 CREDITS)

PRE-REQUISITE: FUNDAMENTALS OF EDUCATIONAL RESEARCH I

### OBJECTIVES

Participants 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) analyze 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%).

### Required Readings

- Belox, M., & Haggerson, N. (Eds.). (1982). *Naturalistic research paradigms*. Merrut: Anu Books.
- Cresswell, J. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, CA: Sage.
- Boyatzis, R. (1998). *Transforming qualitative information*. Thousand Oaks, CA: Sage
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: a handbook for researching on line*. Thousand Oaks, CA: Sage.
- Swann, J., & Pratt, J. (1999). *Improving education – realist approaches to method and research*. London: Continuum.
- Walford, G. (2001). *Doing qualitative educational research*. London: Cassell.

### 6.1 HEPR 6005 - Professional Development Electives and Field work (6 credits)

#### Course Overview

Academic skills benefit from exposure to real world practices. Moreover, professional disciplines benefit from exposure to the practice of other professions. This course aims to expose participants to the problems of health promotion in applied settings, especially as they relate to the application of the strategies of the Caribbean Charter for Health Promotion. It also aims to encourage cross-fertilization of ideas by exposing participants to the everyday activities of disciplines other than their own. The practical aspects of the course will take place outside of formal teaching blocks and most activities can be undertaken at the participant's home base, although a wider perspective will be encouraged. The course requires a compulsory 40-hour attachment to a health promoting institution.

### OBJECTIVES

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

- Demonstrate an understanding of the importance of widened professional experience, and exposure to alternative approaches
- Undertake a critical examination of the activities of other disciplines whose work is relevant to health promotion
- Adapt best practices of other disciplines to improve personal and professional practice where applicable
- Undertake critical reflection on personal practice and professional growth

### CONTENT

Participants will choose elective professional development assignments from the following fields:

- Sexual health
- Family planning/reproductive health
- HFLE
- Advertising and media
- Nutrition and related areas
- Physical activity and exercise
- Environment
- Occupational Health and Safety
- Drugs and alcohol
- In-school or other institutional monitoring frame with a health promotion perspective

Alternative fieldwork proposals will be considered by the unit coordinator. All fieldwork must have prior approval of the unit coordinator.

Major competencies to be developed

- Skills in the observation and evaluation of professional practice
- Capacity for critical evaluation of personal knowledge and practice
- Positive attitudes to seeking alternative models and paradigms of practice
- Capacity to seek innovation and improvement, and to adapt and apply it to personal practice

**ASSESSMENT** -100% coursework as follows:

Oral presentation of field report	20%
Submission of a fieldwork report consisting of field notes/ journal, analysis of the observations, analysis of the professional development benefits for the participant	80%

Recommended reading

Bolton, G. (2005). *Reflective practice: Writing and professional development* (2nd edition) London: Sage. (ISBN: 1412908124)

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks: Sage, Corwin Press. (ISBN: 0761975616)

### 6.6 EDRS 6900 - Research Project (10 credits)

Course Overview

The field of health and human relationships in education in the Caribbean has many aspects that are largely unexplored. The importance of deepening research in this field has become increasingly apparent in view of the relentless expansion of the HIV epidemic, and the increase in chronic diseases. For students gaining academic and research competencies, the research component of the M.Ed. (Health Promotion) degree will add substantially to the Caribbean evidence-base.

Participants will be expected to participate in graduate research seminars. These seminars are zero-rated, but attendance is compulsory, and each participant will be expected to present his/her research proposal in one of the seminars.

### OBJECTIVES

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

- Conceptualize, plan, execute, analyze, and write up a research project which makes a significant original contribution to the literature.

### CONTENT

- Background as setting and intellectual ancestry
- Conceptualisation/Statement of the problem
- Purpose, research questions, and expected outcomes
- Literature review
- Methodology
- Data collection, presentation of findings and data analysis
- Conclusion

Major competencies to be developed

- Research design, planning, execution, analysis, and write-up.

### ASSESSMENT

Seminar Presentation (Compulsory) - Zero rated  
Research Project Report (15,000 words) - 100%

POSTGRADUATE REGULATIONS & SYLLABUSES 2012 - 2013  
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**SCHEDULE**

(TOTAL: 300 hours)

1<sup>st</sup> Residential Block            Year 1  
(135 hrs – 20 working days)

<b>Course Code</b>	<b>Activity</b>	<b>Hours</b>
HEPR 6001		36
HEPR 6002		36
EDRS 6208		36
HEPR 6003		20
HEPR 6005		4
Library Research Skills		3

**Interim Activities**

**September**

HEPR 6001      Assignment Due

**October**

HEPR 6002      Assignment Due  
HEPR 6005      Identify site, negotiate attachment &  
prepare proposal

**November**

EDRS 6208      Assignment Due  
HEPR 6005      Submit Proposal  
2nd Residential Block            Year 1  
(30 hrs – 5 working days)

<b>Course Code</b>	<b>Activity</b>	<b>Hours</b>
EDRS 6208	Examination	
HEPR 6001	Examination	
EDRS 6210	-	20
HEPR 6005	Meet with Supervisors/ Revise proposals/Library	10
	1st Residential Block Year (120 hours - 20 working days)	2

<b>Course Code</b>	<b>Activity</b>	<b>Hours</b>
HEPR 6003		36
HEPR 6003	(Field Visits)	24
EDRS 6210	-	20
HEPR 6005	Oral Reports	10
	Presentation/feedback Research	20
EDRS 6900	Proposals (concurrent sessions)	
	Library	10
	Meet with Supervisors	Flexible
HEPR 6005	Submit written Report	

**Interim Activities**

**September**

EDRS 6210      Assignment Due

**October**

HEPR 6003      Project Assignment Due  
EDRS 6900      Begin implementation of Research Project  
Final Residential Block            Year 2  
(15 hours - 5 working days)

<b>Course Code</b>	<b>Activity</b>	<b>Hours</b>
HEPR 6003	Examination	
HEPR 6210	Examination	
EDRS 6900	Meet with Supervisors revise Research Project	Flexible
	Tutorials (re-submissions)	10
	Library	5

**Remaining Time**

EDRS 6900      Complete Write-up of  
Research Project                      Due June

A minimum of 36 hours is allotted for face-to-face contact for each of the taught 4-credit courses, and at least 72 hours for the taught 8 credit course. In addition, there would be a minimum of 9 and 18 hours respectively of add-on time through on-line learning/discussion forums, and peer teaching through group work.

## Master of Education (M.Ed.) in Educational Leadership (SEMP) (NOT OFFERED 2012/2013)

The MEd programme in Educational Leadership is a two-year programme for principals, vice-principals, heads of departments, deans, and other leaders in the secondary school system. It is sponsored by SEMPCU the Co-ordinating Unit for the Secondary Education Modernization Programme. Participants are released from their schools for two days to attend classes at the School of Education and for site visits to schools. All courses deal with the competencies that leaders and managers of schools need to develop and acquire in a context of continued and ongoing educational reform. The entire programme is built around the Practicum components, which emphasize the importance of being able to translate theoretical constructs into the lived world of the school. As a result, the Practicum (a 3-part course) is the focus of the programme.

### COURSE LISTING

#### MEd in Educational Leadership

##### Year 1

##### Semester I

Course Code	Course Title	Credits
EDEA 6111	Core Values of SEMP	4
EDEA 6112	Organization and Administration Theories	4
EDEA 6113	Organization Development	4
EDEA 6114	Practicum I	2
EDRS 6116	Action Research	4
EDEA 6117	Management of Educational Systems & Programmes I	4

##### Year 1

##### Semester I & II

Course Code	Course Title	Credits
EDEA 6115	Educational Leadership	8

##### Year 2

##### Semester I

Course Code	Course Title	Credits
EDEA 6119	Practicum II	4
EDEA 6120	Management of Educational Systems & Programmes II	4
EDME 6121	Evaluation of Educational Systems	4

##### Year 2

##### Semester I & II

Course Code	Course Title	Credits
EDEA 6122	Practicum III	6

### COURSE DESCRIPTIONS MEd In Educational Leadership

#### YEAR:

#### SEMESTER:

#### COURSE CODE: EDEA 6111

#### COURSE TITLE: CORE VALUES OF THE SEMP

#### NUMBER OF CREDITS: 4

#### COURSE DESCRIPTION:

##### Overview

Educators must develop strong convictions about what they do. This is so because education is one of those human activities that are not dictated by any physical sciences, mathematical structures of logic, nor means/ends linear rationality. Education is informed by and caters to problems that are not easily analyzable; human problems of learning, striving, and thinking by persons who differ marginally and sometimes vastly from each other; its 'understandings' and practices are easy prey to many stakeholders who feel free to enter or leave the activities as and when they see fit.

Given the nature and environment of education, the actions of educators must be informed by deep philosophical and theoretical underpinnings. Any other basis for action whims, fancies, guesswork will yield poor quality results from efforts to implement anything. This course will provide the inputs to further, or develop, the type of commitment to the task of providing the leadership in the education necessary for human and social development. The country is in need of educational administrators who will enhance its modernization effort from an unshakeable position. Leaders are essential for the task of providing education for national unity in the context of the environmental challenges and threats of trade liberalization and globalization.

#### OBJECTIVES

Students will:

1. analyze the history of educational reforms in Trinidad and Tobago;
2. discriminate among the forms of education for different purposes;
3. acquire skills of critical analysis with respect to the nature and purposes of education;
4. apply their understandings to the designs of education necessary for human and societal development for modernization;
5. examine forms or models of thought and theories that influence organizational and administrative action.

### CONTENT

- The philosophical, psychological, and sociological bases of administration, leadership, development, and values of diversity and equity
- The nature, forms, and purposes of education an overview of the history of educational reforms in Trinidad and Tobago; the SEMP reforms
- Models of thought or theories about organization and administration
- Educational Reform professionalization, professionalism, delinking, decentralization, school-based management and the SEMP reforms
- Rights, freedoms, and values that affect the educational processes
- Value bases for the ethics of administration and decision-making
- Culture in and/or organizations

### Methods of Delivery

Lectures

Discussions (small and large groups)

Case analysis

Assigned readings

Problem-solving inquiry and reports

### ASSESSMENT

Assessment will be based on two assignments that will apply the understandings from the course. The assignments will be chosen from current and relevant situations that exist in the local system of education or in the schools:

- A case analysis – 40%  
The paper is due by end of the first third of the semester period in which the course is done  
Word Limit – 2,500
- A report of a problem solving, diagnostic, needs assessment inquiry related to the practicum – 60%  
Due by the semester/course period  
Word Limit – 3,500

### REFERENCES

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- Strike, K., Haller, E. J., & Soltis J. (2005). *The ethics of school administration* (3<sup>rd</sup> ed.). New York: Teachers College Press.
- Tarrant, J. (1989). *Education and democracy*. UK: Evesbury Gower Publishing.

### YEAR:

### SEMESTER:

**COURSE CODE: EDEA 6112**

**COURSE TITLE: ORGANIZATION AND ADMINISTRATION THEORY**

**NUMBER OF CREDITS: 4**

### COURSE DESCRIPTION:

#### Overview

This course targets educational administrators and senior teachers who have declared their commitment to assume their new roles in transporting Trinidad and Tobago into the global environment, which is characterized by high rates of obsolescence, uncertainty, and indeterminism. In order for Trinidad and Tobago to occupy its leadership position among the more developed economies in the region and, indeed, among technological societies, it is imperative that the intelligentsia inherent in its social and cultural capital be brought into action, through professional development and training. If economic development of Trinidad and Tobago is to be pursued with rigour and efficiency, educational administrators must play significant roles in the formulation of educational policies, which need to be carefully and indigenously crafted to direct and support educational strategies at all levels of the system.

No longer will administrators in our educational system operate from a position of limited knowledge, skills, and competencies derived from a perspective of passive observers of the system. Deliberate and continuous efforts at developing state-of-the-art practice, strategies, and personal theories must be a prerequisite for increasing efficiency and effectiveness both at the macro and micro levels of the system. It is therefore envisaged that participants in this course will develop these competencies in a learning environment of active engagement/interaction, simulations, and role-play, while immersed in relevant and current literature in the field of organization and administration theories and reflective practice.

### OBJECTIVES

Students will:

1. demonstrate a new understanding of the role of all stakeholders in education in general but Trinidad and Tobago in particular;
2. survey guiding sets of values, ideologies, and philosophies that will undergird the practice of the new administrator;
3. diagnose and analyse the global environment in more creative ways to ensure greater adaptability and relevance of the educational enterprise;
4. capture and contextualise essential elements/principles embedded in traditional and contemporary organisational and administration theories;
5. reconceptualise traditional organisational designs to meet the needs of a transformed educational experience;
6. provide the critical mass necessary for redefining the instructional technologies of the teacher and student of the future;
7. constructively engage colleagues in devising new and meaningful menus of motivational and technological strategies for all levels of the educational system.

### CONTENT

This course is divided into five modules. Each module provides student-administrators with different but complementary experiences, combined in specific ways to allow for creativity, collaboration, and individuation. The content of each module will be analyzed and reinterpreted to address the special circumstances and imperatives of school improvement and empowerment of administrators, teachers, and other school personnel. The modules are described in the following section.

Module 1 - The Prismatic Construct - emphasis on surfacing key antecedent factors that will provide the critical mass in determining administrators' ideological and philosophical bases key to the restructuring process; educational ethics dimensions of ethics, the nature of values, moral dilemmas, multiculturalism, bases of ethics (e.g., revelation, utilitarianism, existentialism, naturalism). Moral responsibility of administrators.

Module 2 - The emergence of organizational and administration thought classical/traditional, human relations, behavioural, systems, socio-technical, contingency theories; Organizational designs the basic elements or dimensions of organizational design including classical, systems, contingency and other contemporary approaches to organizational design; Organizational structures in schools formal and informal structures.

Module 3 - Job design historical development of job design strategies; job specialization, enlargement, rotation, enrichment, redesign of the job characteristics, with special application to education; The relationship between job design and organization design in the context of school administration; Key administrative functions.

Module 4 - Socialization and professional development strategies, orientation programmes, organizational and individual needs assessment strategies, staff development approaches (on-the-job or off-the-job); Climate and culture of schools, levels of culture (shared norms, shared values, tacit assumptions); School climate healthy and unhealthy, custodial, humanist, open, close engaged, disengaged implication for school improvement; Culture-changing strategies.

Module 5 - Organizational conflict nature of conflict, sources of conflict, effects of organizational conflicts, the dynamic of organizational conflict, different views of conflict (contingency, process, structural, open systems), diagnosing conflict resolution strategies; Organizational self-renewal and development use of force field analysis, OSN Model; Motivation the extrinsic-intrinsic debate, content, process, and reinforcement theories.

### Methods of Delivery

The delivery of this course will focus on creating a cadre of administrators who will view schools as learning organizations, characterized by dynamism and continuous search for meaning, relevance, and excellence. A wide range of instructional methodologies will be employed lectures, group discussions, oral presentations, individual projects, case studies, and simulations with the specific intent of allowing for intense interaction as well as opportunities for individual scholarship.

### ASSESSMENT

Students will be assessed on the basis of written papers. All papers will test students' understandings of, and abilities to apply, organizational and administration theories and concepts to the realities of the educational system in general, and their schools in particular.

Each module will be tested by the production of a paper of 2,500 words, which will become due no later than two weeks after the end of the particular module. The four best marks will be selected to constitute 40% of the final mark.

The final assignment will assess each student's understandings of organizational and administration theories and concepts in an effort to remediate/resolve an organizational problem/issue in his/her school. The final assignment of 5,000 words will constitute 60% of the final mark.

## REFERENCES

- Anthony, W. P., Kacmar, K. M., & Perrewe, P. L. (2002). *Human resource management: A strategic approach* (4th ed.). Fort Worth, TX: Harcourt College Publishers.
- Davies, B., & Ellison, L. (Eds.). (1997). *School leadership for the 21<sup>st</sup> century: A competency and knowledge approach*. London: Routledge.
- French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior: Utilizing human resource* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Howard, E., Howell, B., & Brainard, E. (1987). *Handbook for conducting school climate improvement projects*. Blomington, IN: Phi Delta Kappa Educational Foundation.
- Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7<sup>th</sup> ed.). New York: McGraw-Hill.
- Kimbrough, R. B., & Nunnery, M. Y. (1992). *Educational administration: An introduction* (4th ed.). New York: Macmillan.
- Kimbrough, R. B., & Burkett, C. W. (1990). *The principalship: Concepts and practices*. Englewood Cliffs, NJ: Prentice Hall.
- Owens, R. G. (1999). *Organizational behavior in education* (6<sup>th</sup> ed.). London: Allyn & Bacon.
- Szilagyi, A. D., & Wallace, M. (1990). *Organizational behavior and performance* (5th ed.). Glenview, IL: Scott Foresman.

## YEAR:

## SEMESTER:

## COURSE CODE: EDEA 6113

## COURSE TITLE: ORGANIZATION DEVELOPMENT

## NUMBER OF CREDITS: 4

## COURSE DESCRIPTION:

### Overview

The local educational system and its subsystems seem to be mired in colonial and traditional paradigms. Although there have been incremental changes over the years, the basic culture of education maintains the status quo that existed even prior to independence. Nevertheless, our recurrent aspirations are toward quality improvements in every aspect of the system. There are no shortages of conceptions of what a modern educational system or school should be. However, the skills or methods, techniques, strategies, and interventions related to organization change or transformation have not been properly engaged. Organization Development is therefore introduced as a course that is essential for inducting and teaching the ways by which leaders as change agents proceed toward developing and institutionalizing worthwhile cultures in educational organizations. Organization Development uses a normative/re-educative approach to change.

The information derived from theories of organization and administration, as well as the understandings of action research, will be applied to the problems and the problem-solving capabilities of the school or other subsystem for its improvement, and the development of viable school or subsystem cultures. The course will target the need for improvement, change, development, etc., at the system, group, and individual (shallow, intermediate, and deep) levels of intervention.

## OBJECTIVES

Students will:

1. apply their understandings of educational, administration, and organisational theory to designs for viable educational cultures;
2. use the skills of action research in data collection, diagnosis, and development of positive organisational cultures;
3. employ several types of diagnostic approaches to organisational problems;
4. choose and/or design interventions to solve organisational problems at shallow, intermediate, and deep levels;
5. implement change strategies at all levels of the organisation;
6. engage in collaborative processes to bring about change;
7. use skills to develop or solve problems relating to conflict management, personnel management, consensus building, team-building, etc., for the purpose of improving the efficiency and effectiveness of the system;
8. develop skills for formulating and writing school policies.

## CONTENT

Students will share and use understandings that have been learnt in other courses and integrate them with understandings of:

- Organisation theories and designs, holistic systems models
- Scenario development of desired cultures
- Diagnostic models and techniques for use in data gathering of present cultures, needs surveys, SWOT, and/or force field analysis
- The organisation development and change processes
- Beliefs, values, norms, power, and leadership as essentials of culture
- Interventions theory and models:
  - Shallow level (the macro system)
  - Intermediate level (inter- and intra-group processes and relationships)
  - Individual level (inter- and intra-personal relationships)

## Methods of Delivery

This course will take the format of a seminar/workshop in which the practical understandings and skills outlined in the content will involve:

1. explanations and discussions derived from the understandings of previous courses;
2. assigned readings and presentations;
3. problems and content materials from each of the levels of the organisation will be used in simulated forms;
4. small consulting class groups of not more than ten (10) will be established to learn and practise the skills outlined in the content;
5. group work, which will be responsible for identifying and diagnosing problems, and developing interventions (at each level);
6. small- and large-group interactions on organisational problems;
7. regular small-group analysis and demonstrations.

### ASSESSMENT

Assessment of work will be based on:

- a report on a small-group task (done by the four members of each school or subsystem represented) on a realistic problem of an organisation (school, divisional office, central office, etc.). The problem must be diagnosed and solved holistically, using organisation development methodology. The joint report must not exceed 10,000 words and will be worth 60%. Members of each group will be asked to evaluate total group and individual efforts.
- a personal evaluative and reflective report on the understandings of the methods used in the group's experience and applied to the student's own work setting. This will be written in no more than 2,500 words and will carry 40%.

### REFERENCES

- Burke, W. W. (1982). *Organization development: Principles and practices*. Boston, MA: Little, Brown.
- French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- French, W. L., Bell, C. H., & Zawacki, R. A. (Eds.). (1989). *Organization development: Theory, practice, and research* (3<sup>rd</sup> ed.). Homewood, IL: Irwin.
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### YEAR:

### SEMESTER:

**COURSE CODE:EDRS 6116**

**COURSE TITLE: ACTION RESEARCH**

**NUMBER OF CREDITS: 4**

### COURSE DESCRIPTION:

#### Overview

The challenge of responding to the development needs of a country in the context of the global village, characterized by new technologies, new services, products, occupations, new ways of relating, new ways of trading, new ways of being, new possibilities for small countries as well as new barriers, all make it necessary to adopt a mode of openness to adaptation and innovation in all spheres of life. A key institution that has to prepare individuals for this kind of existence is the school. Schools, therefore, must be characterized by innovativeness, and school personnel must possess the capacity for continuous transformation and improvement. Action research is an approach to organizational life that builds into the organization the capacity for self-renewal. Action research is informed by a new paradigm of leadership, management/worker relationship, knowledge, and change management.

### OBJECTIVES

Students will:

1. be able to distinguish between conventional research and action research;
2. explain the principles of action research;
3. practise action research principles in their schools;
4. become aware of the difficulties and potential of action research;
5. become committed to improving their schools;
6. construct a workable research proposal for their school;
7. learn to reflect critically on their views and assumptions about educational change.

### CONTENT

Transforming schools – what is involved?

- How to lead the transformation the challenge, the leadership paradox
- Investigating schools locating self in the institution
- Research a tool for investigation and change; elements of a research proposal
- Action research paradigm fundamental principles
- Action research paradigm stating the context for the study
- Action research paradigm finding the problem, strategies, and tools
- Action research paradigm gathering, sharing, and interpreting data
- Action research paradigm deciding interventions and evaluation
- Proposal presentation

### Methods of Delivery

Lectures  
Small group sessions  
Case studies  
Simulations  
Video/Film

### ASSESSMENT

There will be one assignment. Students must develop a research proposal in their school context, which can be used for their practicum field study. This can be done on a phased basis as the course progresses.

## REFERENCES

- Abraham, S. (1994) Exploratory action research for manager development. Brisbane, Australia: ALARPM Inc and Gibaran Management Consultants Pty Ltd.
- Altrichter, H., Posch, P., & Somekh, B. (1993) Teachers investigate their work: An introduction to the methods of action research. London: Routledge.
- Anderson, L. A., & Anderson, D. W. (2001). Beyond change management: Advanced strategies for today's transformational leaders. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Angwin, J. (1998). The essence of action research. Geelong: Deakin Centre for Education and Change, Deakin University.
- Greenwood, D. J., & Levin, M. (1998). Introduction to action research: Social research for social change. Thousand Oaks, CA: Sage.
- Kember, D. (2000). Action learning and action research: Improving the quality of teaching and learning. London: Kogan Page.
- Lieberman, A., & Miller, L. (1999). Teachers transforming their world and their work. New York: Teacher's College Press.
- McLean, J.E. (1995) Improving education through action research: A guide for administrators and teachers. Thousand Oaks, CA: Corwin.
- Mills, G. E. (2003). Action research: A guide for the teacher researcher (2<sup>nd</sup> ed). Upper Saddle River, NJ: Merrill.
- Schmuck, R. (1997). Practical action research for change. Arlington Heights, IL: Skylight Training and Publishing.
- Zuber-Skerritt, O. (Ed.). (1996). New directions in action research. London: Falmer.

## YEAR:

## SEMESTER:

**COURSE CODE: EDEA 6117**

**COURSE TITLE: MANAGEMENT OF EDUCATIONAL SYSTEMS AND PROGRAMMES 1**

**NUMBER OF CREDITS: 4**

## COURSE DESCRIPTION:

### Overview

This course is divided into two parts – ED61Q and ED61T. ED61Q is a prerequisite for ED61T. World trends in education seem to suggest that much will be expected, and much demanded, of teachers in the present millennium. Further, increasingly the realities of decentralization and school-based management are becoming more challenging. Coupled with these phenomena, countries both developed and developing are now expressing greater concern for quality and relevance in education. Indeed, national and international reports seem to have accepted that education is closely correlated to economic development, social welfare, and world peace. However, the problem is: Who will be the generals of this new thrust in education? Politicians have formulated and will always continue to formulate educational policy, but in very real terms the responsibility for translating policy into reality rests ultimately with administrators at the macro level in general and the micro levels in particular.

## OBJECTIVES

Students will:

1. develop the skills, attitudes, and competencies to help them cope with the imperatives and mandates for running educational organisations in a context of rapid change;
2. commit to an understanding of leadership known as transformational leadership;
3. demonstrate use of information and communication technologies in re-conceptualising, redesigning, and re-engineering solutions to problems within their schools;
4. apply understandings of human resource management, development planning, curriculum management, and evaluation in managing their schools.

## CONTENT

### Module 1 - Preliminary Perspectives

- Introduction and overview of the course
- Secondary school organisation in Trinidad and Tobago
- Introduction to the management of educational programmes with emphasis on the law and ethics
- Managing educational change
- School administration management and information technology: An overview, challenges and possibilities
- Introduction to data base management

### Module 2 - Development Planning

- The Nature, dynamics, and importance of development planning
- Introduction to project planning and proposal writing
- Policy formulation, implementation, and evaluation in the secondary school sector
- Community relations and extending the resource base of secondary schools
- School effectiveness and school improvement in the secondary school sector

### Module 3 - Human Resource Management

- Managing people strategically for collegiality, efficiency, effectiveness, and job satisfaction
- Organizational culture and climate
- The learning organization
- Human resources development
- Organizational renewal
- Conflict resolution in our schools
- Systems of student control with emphasis on the democratic and humane: An overview, rationales, relevance, and effectiveness to our secondary school sector
- Performance management and appraisal in secondary schools

### Methods of Delivery

- Introductory lectures to emphasize the extent and depth of the topic as well as areas of particular importance and concern
- Organizing issues for deliberation and activities so that participants will be able to have opportunities to simulate the creation of new cultures for their school
- Ensuring that participants make use of opportunities provided for intense interaction, discussion, and reflection

## ASSESSMENT

### Rationale for assessment

The programme focuses on higher-order skills and authentic assessment. Therefore, traditional testing is not recommended. The emphasis, instead, will be on enhancing the analytical, writing, and presentation skills of participants. Individual work is important to help promote the assessment philosophy of accountability and transparency. Group work is also advocated, since it reinforces the mandate of the present millennium for working in teams. Indeed, the new collaborative management thrust demands meaningful team interaction. Finally reflective practice as a component of assessment is indispensable. Participants must be made to recognize that the main purpose of the programme is to have them improve their practice and to align it with the aims of education mandated by the environment of this age of information and communication.

Individual assignment – 40% of marks

Group assignments – 20% of marks, to be submitted one week after the completion of each module

Technology group assignment – 10% of marks

Reflective practice – 30% of marks

### YEAR:

### SEMESTER:

### COURSE CODE: EDEA 6118

### COURSE TITLE: EDUCATIONAL LEADERSHIP

### NUMBER OF CREDITS: 8

### COURSE DESCRIPTION:

#### Overview

The majority of educational scholars and practitioners are convinced that leadership is the most potent factor in the delivery of high-quality education. It is argued that managerial skills are important for certain technical requirements of the tasks in educational administration, but leadership provides the sources of power, influences, motivations, and synergies to achieve the goals of education. Leadership is the most essential cohesive force that holds organizations together. Education itself is not a clear area of endeavour. Its goals are often ambiguous, vague, amorphous, etc., and its methods and technologies are equally inexact with respect to the delivery of the stated goals. Leadership has therefore to be possessed of understandings and skills that benefit a human enterprise that is characterized by perennial inherent uncertainties in the face of turbulent environments. This is obviously a critical course since the understandings underlying the design and delivery pervading this programme are geared to encompass a comprehensive range of educational leadership functions and tasks.

## OBJECTIVES

Students will:

1. understand the theories and concepts underlying leadership generally, and educational leadership specifically;
2. justify the centrality of leadership in education;
3. differentiate between leadership and management
4. make judgements about the role of leadership in education;
5. assess the need for leadership in the delivery of quality education;
6. evaluate the need for leadership in developing and sustaining positive school cultures;
7. compute the relationships between leadership in schools and the need for unity in a democratic, multicultural society.

## CONTENT

- Theories of and approaches to leadership trait, behavioural, situational, contingency
- Power and leadership understanding of the bases of power expert, rational/legal authority, coercive, reward, culture, charismatic, etc.; the use of power and group dynamics
- Educational and instructional leadership educational and curriculum designs and forms of educational and instructional leadership
- Transformational leadership entrepreneurship in human enterprises, proactive vs. reactive leadership, vision, change and change processes, policy reforms and implementation
- Multicultural leadership theories and concepts relating to multicultural, multiethnic, plural, or diverse societies; issues relating to forms of discrimination, alienation, marginalization, deprivation, etc.; Leader as 'centrist' and 'divisivist' in a plural society
- Reflections on concepts of equity, equality, human rights, freedom, responsibilities, etc., toward community and nation-building
- School/community leadership the boundary-spanning activities of leaders; community/public relations; developing constituencies or communities of support within and outside the school as linkages to educational success, community, and nation-building

## Methods of Delivery

Lectures

Small- and large-group discussions

Role-play and simulations

Audio-visual materials

Sensitivity training

Case analysis

Problem-solving

## ASSESSMENT

Students will be assessed on the basis of written papers. All papers will test the students' understandings of and abilities to apply theories and concepts, while exhibiting skills and creativity in attacking real-life problems in the school situation.

Each module will be tested by the production of a short paper, which will carry 10% and will be based on an assignment at the end of each module. The word limit for each module assignment will be 1,500 words and would be due two weeks after the completion of the module. The four (4) best marks will be selected to constitute an award out of 40%.

The last assignment will be a more comprehensive test of the student's understandings of leadership theories applied to a school problem or task that is more complex. This will require a response of no more than 5,000 words and will carry 60%. This will be due after the course is completed, at a time specified by the teaching team.

#### REFERENCES

- Centre for Educational Research and Innovation. (1989). *One school, many cultures*. Paris: OECD.
- Gollnick, D. M., & Chinn, P. C. (2004). *Multicultural education in a pluralistic society* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill.
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- Hersey, P., & Blanchard, K. H. (1993). *Management of organizational behaviour* (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.
- Holmes, M., Leithwood, K.A., Musella, D.F. (Eds.). (1989). *Educational policy for effective schools*. Toronto, ON: OISE Press.
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- Keith, S., & Girling, R. H. (1991). *Education, management, and participation*. Boston, MA: Allyn & Bacon.
- Kimbrough, R. B., & Burkett, C. W. (1990). *The principalship: Concepts and practices*. Englewood Cliffs, NJ: Prentice Hall.
- Kimbrough, R. B., & Nunnery, M. Y. (1992). *Educational administration: An introduction* (4<sup>th</sup> ed.). New York: Macmillan.
- Leithwood, K. A., & Montgomery, D. J. (1986). *Improving principal effectiveness: The principal profile*. Toronto, ON: OISE Press.
- Murphy, J. (1992). *The landscape of leadership preparation*. Newbury Park, CA: Corwin Press.
- Owens, R. G. (1998). *Organizational behavior in education* (6<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
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- Selznick, P. (1984). *Leadership in administration*. Berkeley, CA: University of California Press.
- Strike, K., Haller, E. J., & Soltis J. (2005). *The ethics of school administration* (3<sup>rd</sup> ed.). New York: Teachers College Press.

#### YEAR:

#### SEMESTER:

**COURSE CODE: EDEA 6120**

**COURSE TITLE: MANAGEMENT OF EDUCATIONAL SYSTEMS 2**

**NUMBER OF CREDITS: 4**

#### COURSE DESCRIPTION:

##### Overview

This course builds on the general principles advanced in ED61Q - Management of Educational Principles 1. It gives specific focus to financial and curriculum management leadership issues for which administrators do not usually receive any training. In a reform climate advocating school-based management and the decentralization of the education system, administrators on site need to be fully aware of how to manage all aspects of the organizations they run.

#### OBJECTIVES

Students will:

1. share experiences and understandings of the financial management of schools;
2. report on traditional custom and practice in costing, budgeting, and procurement;
3. discuss modern perspectives on the management of school finance, and curriculum and facilities;
4. apply information and communication technologies to the management of their schools.

#### CONTENT

- Overview of course and financial management module; understanding school finance; needs analysis
- Costing, budgeting, and funding; programme formulation; modern perspectives on school financing
- Introduction to financial auditing and reporting; introduction to supplies and equipment management; risk management
- Procurement for secondary schools; stock control; management practice and issues
- Foundations of curriculum construction and management; modern perspectives on curriculum design, development, and implementation; principles and strategies of curriculum evaluation; integrating technology with curriculum

#### Methods of Delivery

The course will be delivered through mixed modes lectures, discussions, analysis of case studies, simulations, and ICT presentations.

#### ASSESSMENT

Group Reflections on:

- Module 1 - Financial Management Module
- Module 2 - Management of Educational Facilities and Resources Module
- Module 3 - Curriculum Model

Individual Assignments

- Module 4 - Financial Management
- Module 5 - Management of Educational Facilities and Resources
- Module 6 - Curriculum Management

## REFERENCES

- Bennett, N., Crawford, M., & Riches, C. (Eds.). (1992). *Managing change in education: Individual and organizational perspectives*. London: Paul Chapman.
- Morphet, E. L., Johns, R. L., & Reller, T. L. (Eds.). (1982). *Educational organization and administration: Concepts, practices, and issues* (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Owens, R. G. (1998). *Organizational behaviour in education* (6<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Sisson, K., & Storey, J. (2000). *The realities of human resource management: Managing the employment relationship*. Philadelphia, PA: Open University Press.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). *The principal: Creative leadership for effective schools* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

## YEAR:

## SEMESTER:

**COURSE CODE: EDME 6121**

**COURSE TITLE: EVALUATION OF EDUCATIONAL SYSTEMS**

**NUMBER OF CREDITS: 4**

## COURSE DESCRIPTION:

### Overview

This course is intended to (a) assist the evaluators in defining what their responsibilities should be when pursuing activities in the context of programmes, products, and curricular evaluation; (b) provide an evaluation framework, which should allow evaluators to choose an appropriate model or strategy to guide their evaluation; and (c) make available to the evaluator the method and techniques for dealing with the collection and analysis of evaluation data.

## OBJECTIVES

Students will:

1. understand the scope of their involvement in the evaluation of courses, programmes, and curricula at the school;
2. discriminate between standards used to judge or evaluate performance in different programmes or contexts;
3. design and use appropriate models, strategies, or frameworks to conduct evaluation exercises;
4. select outcome measures in evaluating teachers, administrators, students, and departments and projects at the school;
5. identify relevant approaches and strategies in data collection and data analysis.

## 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

## Methods of Delivery

The course will be delivered by a team of lecturers in a combination of plenary and small-group sessions. In addition, students will make presentations analyzing data from individual schools, educational districts, and national systems.

## ASSESSMENT

Examination	60%
Coursework assignment	40%

## REFERENCES

- Bell, C., & Harris, D. (Eds.). (1990). *Assessment and evaluation*. New York: Kogan Page.
- Brandt, R. S. (1981). *Applied strategies for curriculum evaluation*. Alexandria, VA: Association for Supervision and Curriculum Development.
- David, J. (1989). Synthesis of research on school-based management. *Educational Leadership*, 46(8), 45-53.
- Donmoyer, R. (1995). The rhetoric and reality of systemic reform: A critique of the proposed National Science Education Standards. *Theory into Practice*, 34(1), 30-34.
- Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7<sup>th</sup> ed.). New York: McGraw-Hill.
- National Research Council. (1996). *National Science Education Standards*. Washington, DC: National Academy Press.
- Owen, J. M., & Rogers, P. J. (1999) *Program evaluation: Forms and approaches*. London: Sage.
- Popham, J. (1987). The merits of measurement-driven instruction. *Phi Delta Kappan*, 68(9), 679-682.
- Smith, M., & O'Day, J. (1991). Systemic school reform. In S. Furhman & B. Malen (Eds.), *The politics of curriculum and testing: The 1990 yearbook of the politics of education* (pp. 233-267). Philadelphia, PA: Falmer Press.
- Walberg, H., & Haertel, G. (Eds.). (1990). *The international encyclopaedia of educational evaluation*. Oxford, UK: Pergamon Press.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDEA 6114, EDEA 6119, EDEA 6122**

**COURSE TITLE: PRACTICUM I, II, AND III**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

**Overview**

The Practicum is a 12-credit course divided and coded as follows:

- (2 credits) (EDEA 6114)
- (4 credits) (EDEA 6119)
- (6 credits) (EDEA 6122)

For the attainment of the 12 credits, the student must complete all parts of the Practicum. The essence of the Practicum is derived from the theory, research, and practice of organization development, of which action research is the basic methodology.

This course is the site-based component of the practice of educational leadership and administration. It is intended that the comprehensive integration of theory and practice (praxis) will be mastered during the programme, and applied to all school or system administration problems or developmental needs. Too often, our students are guilty of not learning to convert from conceptualisation to operationalisation with respect to what they have learnt. This results in the sometimes unfair criticism about theory. Additionally, students must understand the change processes that will lead to implementation of the desired practices and, later, to the institutionalisation of those practices.

In addition, administrators' technological skills will be honed through an intensive ICT course, and some comparative understanding of educational systems will be offered through links with Simon Fraser University, British Columbia, Canada.

**OBJECTIVES**

Students will:

1. design an intervention for the continuous development, renewal, and improvement of schools and their cultures;
2. engage in collaborative efforts with stakeholders to bring about school improvement;
3. deploy technical skills, conceptual understandings, and human/social skills in solving the identified problems or providing for felt needs;
4. explain and demonstrate the theoretical perspectives, models, and/or conceptual frameworks used for the solution of the whole as well as for parts of the problem.

**CONTENT**

- Conceptual skills - an in-depth understanding of the problem to be solved, the needs to be fulfilled, the goals to be attained, etc., in both their specific features or dimensions and within the complexities of the entire school; whole school conditions or contexts, micro-systems, and macro-systems

- Technical skills - pre-operational (diagnosing and planning), strategic (implementation) and institutional (culture-building and culture maintenance) acts of management and leadership gleaned from theoretical or conceptual understandings; specific functions, e.g., decision-making, change management, team-building, conflict management, planning, for accomplishing tasks (planning and implementing projects or programmes, developing policies, constructing systems or organisations) in running a school
- Human and social skills - relational skills in the interactions with others as individuals or in group activities
- Communication skills - for expressing, clarifying, and making meanings; sharing sentiments, emotions, values that are to be conveyed or that are to be evoked in others
- Efforts towards climate and culture building - cohesiveness, teamwork and team spirit (esprit de corps), morale, satisfaction, motivation, values infusion, and empowerment

**Methods of Delivery**

This course takes place in the field with some in-house preparation through lectures, discussions, and guest and students' presentations. There are also site visits to a range of schools and tutor/supervisor visits to the site to discuss the ongoing project.

**ASSESSMENT**

EDEA6114 Practicum I 15% (2 credits)

The preparation of a proposal based on planning activities such as examination of the school context or work environment, completion of a related literature review, application of such analytical tools as the Organization Network Model and other relevant organization development frameworks. The proposal will be prepared as the basis for active research interventions to be implemented in Phase II of the Practicum.

EDEA6119 Practicum II 25% (4 credits)

Selected aspects of the plan proposed will be implemented and strategies crafted in response to rational review processes.

EDEA6122 Practicum III 60% (6 credits)

Full implementation and evaluation of the effectiveness of the interventions will be carried out in this phase. A research report (of not more than 15,000 words) must be submitted. The report will focus on how the practicum was planned, initiated, implemented, and evaluated, and on measures to be taken to sustain its effects.

Four characteristics must be noted about this practicum:

1. It involves both theoretical and field work.
2. Journals, portfolios, and other artifacts will play major roles in its implementation and development.
3. Tutors will be involved with site visits to ensure that students receive required guidance and advice.
4. A binder, containing a journal and portfolio, must be submitted along with the research report.

## Master of Education - Science Education

### PROGRAMME OVERVIEW

The current wave of education reform taking place in the Caribbean includes reform in science education. It is therefore necessary to build the human capacity with the requisite enhanced scientific knowledge, skills, and dispositions to lead the change process, if these reform efforts are to result in the realization of national and regional development goals. This programme is designed to produce a cadre of science teachers/educators who will be at the forefront of such reform efforts.

The programme seeks to encourage participants to:

- develop an appreciation of science as a human endeavour;
- interrogate the ways in which it is presented;
- examine its historical antecedents and the various contexts from which it arises; and
- respond in innovative ways to the various curricular and pedagogical challenges that present themselves in schools and science classrooms.

The programme is intended to produce graduates who are well skilled in the use of information and communication technologies in the teaching/learning of science, and who are motivated to stay on the cutting edge of new developments in science and science education. Such graduates should be able to integrate knowledge of the science-society interface, the cultural background of the learner, pedagogy, and assessment strategies, and apply this to the teaching/learning of science, as well as to reshaping the curriculum to meet local and national needs. They should also be able to model best practice and display the leadership skills that could contribute to peer development, and to fostering critical inquiry and the development of personal and social responsibility, which are hallmarks of scientific literacy.

### ENTRY REQUIREMENTS

To be eligible for admission, applicants must have obtained:

- a) A bachelor's degree in science from an approved university with at least lower second class standing, AND
- b) A diploma in education in the teaching of science, or any equivalent professional qualification

### PROGRAMME STRUCTURE

The programme shall normally run for two years on a part-time basis. It will consist of eight (8) compulsory courses, each worth four (4) credits, and a research project worth 10 credits. The eight courses are:

Course Code	Course Title
EDRS 6208	Fundamentals of Educational Research I
EDRS 6210	Fundamentals of Educational Research II
EDSC 6000	Science and Science Education: Nature, History, Nexus
EDSC 6001	Science Education and Culture
EDSC 6002	Science and Society
EDSC 6003	Assessment in Science
EDSC 6004	Information and Communication Technologies in the Science Classroom
EDSC 6005	Leadership in Science Education

Each of these four-credit courses will be delivered through 13 three-hour sessions of face to face instruction, as well as no less than nine hours of add on time through on-line learning and/or peer teaching through group work.

In addition, participants will be expected to attend and participate in graduate research seminars. The graduate research seminars do not count for credit but there is a 75% attendance requirement. Each participant will be expected to present his/her research proposal in one of these seminars.

### PROGRAMME DELIVERY

The programme will be delivered by the five science educators in the School of Education, using the team teaching format. Assistance will also be provided by the lecturer in information and communication technology in the School of Education.

The distribution of courses over the two-year period will be as follows:

Year 1

Semester 1

Course Code	Course Title	Credits
EDRS 6208	Fundamentals of Educational Research I	4
EDSC 6000	Science and Science Education: Nature, History, Nexus	4
EDSC 6001	Science Education and Culture	4
EDRS 6203	Graduate Research Seminars	Pass/Fail

Semester 2

Course Code	Course Title	Credits
EDRS 6210	Fundamentals of Educational Research II	4
EDSC 6002	Science and Society	4
EDSC 6003	Assessment in Science	4
EDRS 6203	Graduate Research Seminars	Pass/Fail

Year 2

Semester 1

Course Code	Course Title	Credits
EDSC 6004	Information and Communication Technologies in the Science Classroom	4
EDSC 6005	Leadership in Science Education	4
EDRS 6900	Research Project	10
EDRS 6203	Graduate Research Seminars	Pass/Fail

Semester 2

Course Code	Course Title	Credits
EDRS 6900	Research Project	10
EDRS 6203	Graduate Research Seminars	Pass/Fail

### COURSE OUTLINES

**YEAR: 1**

**SEMESTER: 1**

**COURSE CODE: EDSC 6000**

**COURSE TITLE: SCIENCE AND SCIENCE EDUCATION: NATURE, HISTORY, NEXUS**

**NUMBER OF CREDITS : 4**

**COURSE DESCRIPTION:**

#### Rationale

Beliefs about the nature of science - what science is and how it works - underpin curriculum documents, textbooks, and teachers' efforts at implementing the science curriculum in the classroom. However, since the emergence of science as a discipline in the 17<sup>th</sup> century, there have been disputes about what counts as science. This course is designed to offer participants an exploration of the ideas about the nature of science and its philosophical and epistemological underpinnings within an historical context. The aim is to provide participants with the conceptual framework necessary to understand the discipline of science better and to be able to interrogate school science curricula, documents and textbooks, and their own science education pedagogy.

### OBJECTIVES

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

- discuss the philosophical theories underpinning ideas about the nature of science and scientific knowledge
- distinguish among selected philosophies of science
- identify philosophical underpinnings of selected school science curricula, documents, and textbooks
- assess the implications of selected philosophies of science for classroom practice
- discuss the relationship between science teachers' beliefs about the nature of science and their pedagogy
- design and evaluate strategies for the inclusion of the study of the nature of science in school science curricula

### CONTENT

- Science wars: Great feuds in science
- Constructivism, logical positivism, relativism, naïve empiricism
- The work of Kuhn, Popper, Feyerabend, Lakatos
- Postmodern and feminist views on the nature of science
- History of science as a discipline in western civilisation
- History of the impact of science curricula from the UK and the USA on science curricula in the Caribbean
- Science teachers' beliefs about the nature of science
- Science and pseudoscience
- Fundamentals of curriculum design

### MAJOR COMPETENCIES TO BE DEVELOPED

- Reflection
- Critical thinking
- Enhanced curriculum development skills

### ASSESSMENT

- Examination (3 hours) 60%
- Coursework 40%
  - Development of a module that addresses the nature and/or history of science
  - Analysis of selected science curricula/documents/textbooks to determine the nature of science embedded

### REQUIRED READING

- McComas, W. F. (Ed.). (2000). *The nature of science in science education: Rationales and strategies*. Dordrecht, The Netherlands: Kluwer.
- Monk, M., & Dillon, J. (2000). *The nature of scientific knowledge*. In M. Monk & J. Osborne (Eds.), *Good practice in science teaching: What research has to say* (pp. 72-87). Buckingham: Open University Press.

### RECOMMENDED READING

- Brickhouse, N. W. (1990). Teachers' beliefs about the nature of science and their relationship to classroom practice. *Journal of Teacher Education*, 41(3), 53-62.
- Calabrese-Barton, A. (1998). *Feminist science education*. New York: Teachers College Press.
- Clough, M. P., & Olson, J. K. (2004). The nature of science: Always part of the science story. *The Science Teacher*, 71(9), 28-31.
- Donnelly, J. (1979). The work of Popper and Kuhn on the nature of science. *School Science Review*, 60(212), 489-500.
- Farrell, R. P. (2000). Will the Popperian Feyerabend please step forward: Pluralistic, Popperian themes in the philosophy of Paul Feyerabend. *International Studies in the Philosophy of Science*, 14(3), 257-266.
- Fox-Keller, E., & Longino, H. E. (Eds.). (1996). *Feminism and science*. Oxford: Oxford University Press.
- Harding, S. (1998). *Is science multicultural? Postcolonialisms, feminisms, and epistemologies*. Indiana: IUP.
- Matthews, M. R. (1992). Old wine in new bottles: A problem with constructivist epistemology. In H. A. Alexander (Ed.), *Philosophy of Education* (pp 303-311). Urbana, Ill: Philosophy of Education Society.

- Solomon, J., Duveen, J., Scot, L., & McCarthy, S. (1992). Teaching about the nature of science through history: Action research in the classroom. *Journal of Research in Science Teaching*, 29(4), 409-421.
- Staley, K. W. (1999). Logic, liberty, and anarchy: Mill and Feyerabend on scientific method. *The Social Science Journal*, 36(4), 603-614.
- Sweeney, A. E. (2003). An overview of science education in the Caribbean: Research, policy and practice. *CASTME Journal*, 23(1&2), 2-18.
- Tsou, J. Y. (2003). Reconsidering Feyerabend's 'anarchism.' *Perspectives on Science*, 11(2), 208-235.
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row.

#### WEBSITES

- <http://users.aristotle.net/~asta/science.htm>  
[www.project2061.org/publications/sfaa/online/chap1.m](http://www.project2061.org/publications/sfaa/online/chap1.m)  
<http://www.indiana.edu/~ensiweb/lessons.unt.ns.r.html>  
<http://www.msu.edu/~dugganha/NOS.htm>

#### YEAR: 1

#### SEMESTER: 1

#### COURSE CODE: EDSC 6001

#### COURSE TITLE: SCIENCE EDUCATION AND CULTURE

#### NUMBER OF CREDITS: 4

#### COURSE DESCRIPTIONS:

##### Rationale

Science as taught in the formal education system, from primary to tertiary levels, is projected as an objective, universal body of knowledge that is value-free. This is the view of science to which Caribbean teachers are exposed as students and as student teachers. It is not surprising, therefore, that this is the image of science that they present to their students. This view of science has been challenged, and the counter claim has been made that science as taught in schools is a product of western thought and thus may be viewed as a sub-culture of western culture (Aikenhead, 2001). Furthermore, over the years, scientific activity has occurred in non-western contexts such as Africa, India, and China, but such activity is hardly ever recognized in school science.

Caribbean people and people from other non-western settings can lay claim to a non-western cultural heritage, in addition to those aspects of western culture that they have adopted. Consequently, the norms, values, attitudes and beliefs existing in these settings are likely to have also been influenced by non-western cultural traditions. In the Caribbean, it has been found that the principles which underpin traditional beliefs and practices that govern how people conduct their daily lives sometimes overlap with those of western science, but sometimes they are at odds with the tenets of western science (George & Glasgow, 1988, 1999). In the formal education system, this tension is often not addressed, nor is the fact that there is sometimes some overlap between the two ways of knowing. This omission from the school science curriculum can lead to the marginalization of indigenous literacies and/or the rejection of school science by some students.

This course seeks to expose participants to a more holistic view of science, and to provide participants with the tools necessary to deal with the interface between the cultural background of the Caribbean learner and school science. It seeks to equip participants to utilize to the fullest those aspects of the cultural background of the learner that can be built upon in science classes, and also to use appropriate classroom strategies to engage students in a critical examination of those differences between school science and the traditional practices and beliefs to which they adhere.

#### OBJECTIVES

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

- evaluate the contribution of non-western countries to the development of science
- describe the contribution of world view theory to an understanding of the interplay between science and culture
- analyse Caribbean traditional practices and beliefs that deal with content areas which are also covered in school science
- assess the relationship between western science and traditional Caribbean knowledge
- devise and use strategies for teaching and learning science in Caribbean classrooms that present science in a holistic fashion, and that take into account the cultural background of the learner.

#### CONTENT

- World view theory
- History and philosophy of western science
- History and philosophy of selected examples of non-Western science
- Cognitive learning theory
- Caribbean traditional practices and beliefs
- The evolution of science curricula in Caribbean schools
- Science curricula for inclusion and access
- Caribbean scientists: 'The western path and the road less travelled'
- Science and language

#### MAJOR COMPETENCIES TO BE DEVELOPED

- Critical and creative thinking
- Enhanced skills in science curriculum design, evaluation, and enactment, with a focus on cultural issues

#### ASSESSMENT

- Written examination (3 hours) 60%
- Project – 40%
  - Development of a database on Caribbean indigenous practices and beliefs that can impact on the teaching/learning of science
  - Categorising these practices and beliefs to show their relationship to conventional science
  - Outline of sample science lessons with a Caribbean cultural studies focus

**REQUIRED READING**

- Bevilacqua, F., Giannetto, E., & Matthews, M. (Eds.). (2001). *Science education and culture: The role of history and philosophy of science*. Dordrecht, The Netherlands: Kluwer.
- Stephens, S. (2000). *Handbook for culturally responsive science curriculum*. Fairbanks, AK: Alaska Native Knowledge Network. [Online] Available: <http://www.ankn.uaf.edu/Publications/Handbook/handbook.pdf>

**RECOMMENDED READING**

- Aikenhead, G. S. (2001). Integrating western and Aboriginal sciences: Cross-cultural science teaching. *Research in Science Education*, 31(3), 337-355.
- Aikenhead, G. S., & Jegede, O. J. (1999). Cross-cultural science education: A cognitive explanation of a cultural phenomenon. *Journal of Research in Science Teaching*, 36(3), 269-287.
- Asante, M. K. (1992). *Afrocentricity*. Trenton, N. J.: Africa World Press.
- Coburn, W. (1991). *World view theory and science education research*. (NARST Monograph No. 3). Kansas: National Association for Research in Science Teaching.
- Finch, C. S. (1992). *Africa and the birth of science and technology: A brief overview*. Decatur, GA: Khenti.
- Gaskell, J. (2003). Engaging science education within diverse cultures. *Curriculum Inquiry*, 33(3), 235-249.
- George, J. (1991). Teachers as innovators: Towards a model for the incorporation of Caribbean indigenous resources in science education. In E. P. Brandon, & P. N. Nissen (comps.), *Proceedings of the 1990 Cross-Campus Conference on Education* (pp. 151-160). Mona, Jamaica: Faculty of Education, UWI.
- George, J. (1995). *An analysis of traditional practices and beliefs in a Trinidadian village to assess the implications for science education*. Unpublished doctoral dissertation, The University of the West Indies, St. Augustine, Trinidad.
- George, J., & Glasgow, J. (1988). Street science and conventional science in the West Indies. *Studies in Science Education*, 15, 109-118.
- George, J., & Glasgow, J. (1999). The boundaries between Caribbean beliefs and practices and conventional science: Implications for science education in the Caribbean. Kingston: UNESCO.
- Herbert, S. M. M. (2003). *Exploring a bridge-building strategy of comparing conventional science and traditional ways of knowing at the lower secondary science level*. Unpublished doctoral dissertation, The University of the West Indies, St. Augustine, Trinidad.
- Jegede, O. (1995). Collateral learning and the eco-cultural paradigm in science and mathematics education in Africa. *Studies in Science Education*, 25, 97-137.
- Jegede, O. J., & Aikenhead, G. S. (1999). Transcending cultural borders: Implications for science teaching. *Research in Science & Technological Education*, 17(1), 45-66.
- Knain, E. (1999). Sense and sensibility in science education: Developing rational beliefs through cultural approaches. *Studies in Science Education*, 33, 1-29.
- Kamalu, C. (1990). *Foundations of African thought*. London: Karnak.

- Krugly-Smolka, E. (1996). Scientific culture, multiculturalism and the science classroom. *Science & Education*, 5, 21-29.
- Mudimbe, V. Y. (1988). *The invention of Africa: Gnosis, philosophy, and the order of knowledge*. Bloomington: Indiana University Press.
- Ogawa, M. (1995). Science education in a multi-science perspective. *Science Education*, 79(5), 583-593.
- Seaforth, C. E. (1982). The East Indian influence on Caribbean usage of medicinal plants. Paper presented at the 3rd conference on East Indians in the Caribbean, University of the West Indies, St. Augustine, August 8 - September 5, 1982.
- Solomon, J. (1987). Social influences on the construction of pupils' understanding of science. *Studies in Science Education*, 14, 63-82.
- Sutherland, D., & Dennick, R. (2002). Exploring culture, language and the perception of the nature of science. *International Journal of Science Education*, 24(1), 1-25.
- Tobin, K. (1996). Cultural perspectives on the teaching and learning of science. In M. Ogawa (Ed.), *Traditional culture, science & technology, and development: Toward a new literacy for science & technology* (pp. 75-99). Tokyo: Research Project STS, Tokyo Institute of Technology.
- Van Sertima, I. (Ed.). (1983). *Blacks in science: Ancient and modern*. New Brunswick, NJ: Transaction.

**YEAR: 1**

**SEMESTER: 2**

**COURSE CODE: EDSC 6002**

**COURSE TITLE: SCIENCE AND SOCIETY**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

**Rationale**

Science is a constantly evolving area of human endeavour that impacts significantly on the individual, the community, and the society at large. Citizens of the Caribbean in all walks of life experience the impact of scientific developments on a daily basis in varying degrees. Citizens must have a good understanding of these scientific developments if human living is to be enhanced significantly by them.

This course has been designed to permit participants to assess critically this growing impact of science on society. Participants will explore the benefits and risks associated with some of the advances in science, some of the ethical issues that arise, as well as issues related to personal and social responsibility as ordinary citizens and practising scientists in a developing society. The course will also provide participants with the opportunity to examine how aspects of the societal impact of science, as well as issues related to values and ethical conflict, could be appropriately treated in the school science curriculum.

### OBJECTIVES

At the end of this course, participants will:

- demonstrate understanding of the contributions of selected scientific applications in society
- be able to critically appraise key social, ethical, and values issues arising from contemporary scientific developments
- appreciate the significance and limitations of scientific pursuits in relation to social and economic forces as well as environmental factors
- demonstrate understanding of the importance of professional ethics, and personal and social responsibility in relation to science-related activity in the home, the classroom, the community, the sporting arena, and the world of work
- be able to generate strategies for treating with the societal impact of science, as well as related ethical and values issues in the school science curriculum

### CONTENT

- Benefits, challenges, risks associated with progressive/proactive science:
  - environment (e.g., harnessing environmental resources, energy technologies, etc.)
  - industry (e.g., mechanisation, robotics, etc.)
  - agriculture (e.g., gene splicing to improve yields and reduce incidence of diseases, tissue culture, etc.)
  - medicine (e.g., human genome project, new reproductive technologies, genetic modification of bacteria to produce insulin, etc.)
  - the home (e.g., toxic and corrosive household chemicals, household electrical practices, etc.)
  - recreation and sport (e.g., nutrition and nutrition supplements, performance enhancing drugs and therapies, technological techniques for monitoring the sport, etc.)
- Ethical issues in science (e.g., cloning, human stem cell research, storage/destruction of frozen embryos, gene therapy, nuclear energy and radioactivity, genetically modified foods, development vs environmental conservation and sustainability, landfills and hazardous materials, etc.)
- Gender issues in science (e.g., 'intrinsic aptitude' of women in science, gender and science research agendas, feminist science and its implications, etc.)
- Social shaping and management of contemporary science knowledge (e.g., government and private sector involvement, including funding of research; competition in business and skewing of research findings; issues of professional ethics and social responsibility, etc.)
- Designing teaching/learning episodes with a science and society slant

### MAJOR COMPETENCIES TO BE DEVELOPED

- Principles of ethical decision making
- Critical and creative thinking
- Scientific literacy
- Enhanced skills in shaping existing curricula to show the interplay among science, society, values and ethics.

### ASSESSMENT

- Written examination (3 hours) - 60%
- Fieldwork research report on a project that examines science/society issues in a defined local setting - 30%
- Oral presentation on fieldwork - 10%

### RECOMMENDED READING

- Allchin, Douglas. (n.d.). Values in science: An introduction. [On-line]. Available: <http://www1.umn.edu/ships/ethics/values.htm>
- Atkin, J. M., & Black, P. (2003). Inside science education reform. New York: Teachers College Press.
- Donnelly, J. F., & Jenkins, E. W. (2001). Science education: Policy, professionalism and change. London: Paul Chapman.
- Goldfarb, T. D., & Pritchard, M. S. (2000). Ethics in the science classroom: An instructional guide for secondary school science teachers. [On-line]. Available: <http://www.wmich.edu/ethics/ESC/index.html>.
- Jennings, B., Donnelly, S., Nolan, K., & Campbell, C. (1992). New choices, new responsibilities: Ethical issues in the life sciences. NY: Hoffman-La Roche.
- Krohn, R. G. (1971). The social shaping of science. Westport, CT: Greenwood.
- Levine, S., & Johnstone, L. (2003). Kitchen science. Arlington, VA: National Science Teachers Association Press.
- Polman, J.L. (2000). Designing project-based science: Connecting learners through guided inquiry. New York: Teachers College Press.
- Shapiro, R. (1991). The human blueprint. New York: St. Martin's.
- Slesnick, I. (2004). Clones, cats, and chemicals: Thinking scientifically about controversial issues. Arlington, National Science Teachers Association Press.
- Stepans, J. (2003). Targeting students' science misconceptions: Physical science activities using the conceptual change model (2nd ed.). Arlington, VA: National Science Teachers Association Press.
- Swanson, R. P. (1999). Gender bender. *The Science Teacher*, 66(7), 23-25.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDSC 6003**

**COURSE TITLE: ASSESSMENT IN SCIENCE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

**Rationale**

Contemporary educational reform initiatives are forcing us to take a second look at what constitutes 'good' science education. Research from cognitive psychology has influenced the way we look at teaching and learning of science, and recognition of the importance of assessment has resulted in an increased interest in research, development, and implementation of new methods of assessment in science.

There has been a shift in focus to include not only measurement of science content knowledge, but the processes of science and attitudes to science. In addition, greater emphasis is placed on formative assessment and its role in providing feedback to improve science teaching and learning.

This course provides the opportunity for science educators to become familiar with the cognitive theories that underpin learning and, by extension, the processes and purposes of assessment in science; to plan, design, implement, and evaluate a range of assessment strategies that measure all aspects of science achievement; and to make assessment decisions that support quality science instruction, while providing meaningful feedback that can guide their own professional development and enhance students' understanding of science.

**OBJECTIVES**

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

- apply principles of cognition and learning to science instruction and assessment
- demonstrate understanding of the purposes of assessment (formative, summative, and diagnostic) as they relate to science teaching and learning
- develop competencies in planning, designing, and implementing a range of assessment strategies in science that mirror sound instructional practices
- incorporate on-going assessment strategies into the teaching/learning of science that accommodate students' abilities, while meeting curriculum goals
- use information from assessment to improve practice and enhance student learning of science

**CONTENT**

- Important trends in assessment – theoretical perspectives and implications for science teaching, learning, and assessment
- Current theories about learning
- Overview of research on assessment issues in science
- Equity issues
- Contextual issues (beliefs, cultural practices, language)
- Purposes of assessment in science education in a Caribbean context
- Assessing for learning - reporting knowledge, using knowledge, and creating knowledge
- What to assess? Nature of science, concepts of science, processes, skills, values and attitudes, and ability to communicate science
- When to assess? Formative, summative, and diagnostic assessments
- Assessment formats – How to assess?
- Structures, kinds of information provided, uses, and limitations of various formats for assessing science – graphic formats, performance formats, written formats, and observation formats
- Embedded and integrated assessments
- Student involvement in assessment – peer and self-assessments
- Maximising quality of student responses (role of questions in assessing and fostering thinking in science)
- Weighting in the various domains
- Planning, designing, and implementing science assessments to support classroom instruction, as well as local and external examinations requirements (SEA, CAP, SBA, CSEC, CAPE, etc.)
- Targets of good assessments
- Matching assessment to science instruction
- Developing assessment tasks in science
- Developing, using, and reviewing scoring guides and rubrics
- Creating supportive environments for science learning/assessment
- Issues of validity, relevance, and reliability
- Collecting, analysing, aggregating, interpreting, and describing assessments data in science
- Using feedback from assessments to inform practice and improve student learning in science

**MAJOR COMPETENCIES TO BE DEVELOPED**

- Decision making
- Critical and creative thinking
- Independent and collaborative problem solving
- Enhanced instructional and assessment planning and implementation skills in science
- Facility to collect, interpret, describe, and use assessment data in science

### ASSESSMENT

Coursework Assignments -100%

The nature of the course demands that participants actively engage in the various assessment practices/procedures over the entire period of the course and, thus, assessment by coursework only would be most appropriate.

Participants will complete the following pieces of coursework:

- A number of small assignments (6-8) to develop competencies related to purposes and formats of assessment in science, that draw on theoretical underpinnings, as well as cultural and contextual issues.
- A major assignment to plan, design, and implement an assessment strategy for a specified science instruction endeavour. This is intended to be developmental, so feedback is required at each stage to ensure that all criteria are met.
- An assignment to demonstrate developing competence in the collection, analysis and use of assessment data in science with the aid of computer programs
- A reflective journal in which participants will critique their learning experiences and document significant growth points.

Participants will submit a portfolio at the end of the course. The portfolio will contribute 100% of the course marks. It will include the following compulsory components:

- The completed coursework assignments (as detailed above), properly captioned to indicate growth and development as practitioners in the relevant skills/competencies, including drafts, written feedback, action taken, and supporting materials (70%)
- The reflective journal (15%)
- A scholarly reflective analysis of growth and development in the area of assessment in science over the period of the course (with reference to the portfolio components), including plans for continued improvement in assessment practices, as well as for further professional growth (15%).

### REQUIRED READING

Atkin, J. M., & Coffey, J. E. (Eds.). (2003). *Everyday Assessment in the science classroom*. Arlington, VA: National Science Teacher Association Press.

Doran, R., Chan, F., Tamir, P., & Lenhardt, C. (2002). *Science educator's guide to laboratory Assessment*. Arlington, VA: National Science Teacher Association Press.

Shepardson, D. P. (Ed.). (2001). *Assessment in science: A guide to professional development and classroom practice*. New York: Kluwer Academic.

### RECOMMENDED READING

Berenson, S. B., & Carter, G. S. (1995). *Changing Assessment practices in science and mathematics*. *School Science and Mathematics*, 95, 182-186.

Blosser, P. E. (1990). *Using questions in science classrooms Research matters – to the Science Teacher [On-line]*, No. 9001. Available: <http://www.educ.sfu.ca/narstsite/publications/research/question.htm>

Cain, M., Edwards-Henry, A. M., & Rampersad, J. (2005). *Developing portfolios for integrating teaching, learning and assessment*. St. Augustine, Trinidad: School of Education, UWI.

Chin, C., Brown, D. E., & Bruce, B. C. (2002). *Student-generated questions: A meaningful aspect of learning in science*. *International Journal of Science Education*, 24 (5), 521-549.

Costa, A. L. (Ed.). (2001). *Developing minds: A resource book for teaching thinking (3rd edition)*. Alexandria, VA: Association for Supervision and Curriculum Development. (Specific Chapters).

Doran, R., Chan, F., & Tamir, P. (1998). *Science educator's guide to assessment*. Arlington, VA: National Science Teachers Association Press.

Fellows, N. (1994). *A window into thinking: Using student writing to understand conceptual change in science learning*. *Journal of Research in Science Teaching*, 31(9), 985-1001.

Shakespeare, D. (2003). *Starting an argument in science lessons*. *School Science Review*, 85(311), 103-108.

Stein, M. (2001). *Assessment models that integrate theory and best practice*. In D. R.

Lavoie & W-M. Roth (Eds.), *Models of science teacher preparation: Theory into practice*, (pp. 149-162). Norwell, MA: Kluwer Academic.

### YEAR:

### SEMESTER:

**COURSE CODE: EDSC 6004**

**COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE SCIENCE CLASSROOM**

**NUMBER OF CREDITS: 4**

### COURSE DESCRIPTION:

#### Rationale

Today, teaching and learning are heavily influenced by the technological world in which we live. The industrial age has evolved into the information age, and thus there is the need to use information and communication technologies (ICT) effectively, and to understand the implications of their use. This course provides students with current theory and technological skills needed to integrate ICT effectively into the science curriculum. Students will be introduced to the use of both hardware (such as the computer, multi-media devices, computer interface devices, etc.) and software applications. They will examine the many issues surrounding the integration of ICT into the science curriculum, and will engage in the development of curriculum material that incorporates ICT in meaningful ways.

### OBJECTIVES

At the end of this course, participants will:

- be able to situate the use of ICT in school science within national frameworks for ICT use
- be motivated to keep abreast of research concerning ICT and science learning
- demonstrate a basic set of skills in the areas of word processing, database construction and management, spreadsheet construction and manipulation, and web page design, and in the use of digital cameras, scanners, camcorders, and educational software for science teaching/learning
- be able to use available technology to create multimedia materials for effective science teaching and learning
- be able to devise and apply strategies for appropriately integrating ICT into the science curriculum to create an active and inquiry-based learning environment
- be able to evaluate science educational software, including computer programs, videodiscs, videotapes, multimedia materials, and other resources available through the Internet
- understand the relevant legal, ethical, and equity issues related to the use of ICT in learning

### CONTENT

- National/regional ICT frameworks
- Basic principles of instructional design and related theories
- Research on the integration of ICT in the science curriculum
- ICT as tools of the teacher/student of science to:
  - aid learning
  - access real world events
  - provide simulations of 'inaccessible' events and processes
  - foster inquiry through manipulation of scientific databases
  - engage in experimental work (e.g., virtual experiments)
  - present work (Word, PowerPoint, video cameras, etc.)
- Critical evaluation of commercial science education software programs, including a consideration of the legal, ethical, and equity issues associated with their use.

### MAJOR COMPETENCIES TO BE DEVELOPED

- Problem analyses
- Critical thinking
- Enhanced lesson planning skills
- Facility to use the technology as appropriate science teaching tools

### ASSESSMENT

Coursework assignments – 100%

This is a practically oriented course that will be examined entirely through coursework assignments.

Participants will be assessed on:

- A 2,000 word summary of research on the integration of ICT in science teaching/learning (20%)
- Sample lessons indicating how ICT can be incorporated in the teaching of science (20%)
- A product portfolio depicting the student's best practice with respect to word processing, database construction and management, spreadsheet construction and manipulation, all related to the teaching of science (30%)
- One multi-media product illustrating how the media could be used in the teaching/learning of science (30%)

### RECOMMENDED READING

- Barton, R. (Ed.). (2004). *Teaching secondary science with ICT*. New York: Open University Press.
- Cuban, L. (2001). *Oversold & underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
- Lavoie, D. R. (2001). New technologies and science teacher preparation. In D. R. Lavoie & W-M. Roth (Eds.), *Models of science teacher preparation: Theory into Practice* (pp. 163-176). Norwell, MA: Kluwer Academic.
- Murphy, C. (2003). Literature review in primary science and ICT. (NESTA FuturelabSeries). Bristol: NESTA Futurelab.
- Osborne, J., & Hennessy, S. (2003). Literature review in science education and the role of ICT: Promise, problems and future directions. (NESTA FuturelabSeries). Bristol: NESTA Futurelab.
- Pedretti, E., Woodrow, J., & Mayer-Smith, J. (1998). Technology, text and talk: Students' perspectives on teaching and learning in a technology-enhanced secondary science classroom. *Science Education*, 82, 569-589.
- Sang, D., & Frost, R. (Eds.). (2005). *Teaching secondary science using ICT*. London: John Murray.
- Thorsen, C. (2003). *TechTactics: Instructional models for educational computing*. Boston, MA: Allyn & Bacon.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDSC 6005**

**COURSE TITLE: LEADERSHIP IN SCIENCE EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:**

Rationale

Modern approaches to the development of school science curricula put students at the centre of the teaching/learning process, and they emphasize the learning of science through methods such as inquiry-based and problem-based learning. These new trends require a new thinking and the development of new skills on the part of many science teachers. There is a clear need, then, for science teachers to be equipped to function as change agents and instructional leaders and to coordinate the curricular activities of science departments in schools. This course seeks to empower science teachers to take leadership roles in designing and/or modifying curricula in line with current perspectives in science education. Science teachers will also learn to develop plans for supporting and mentoring beginning science teachers in an environment that is collaborative and collegial.

**OBJECTIVES**

At the end of this course, participants will:

- have the disposition to access, critically review, and disseminate information pertaining to current developments in the field of science and science education
- be able to function as leaders in the design, development, and implementation of inquiry-based and problem-based science curricula, units, and lessons
- function as reflective practitioners
- appreciate the need for continuous professional development
- be able to organise mentoring plans for the science department
- be able to create environments that are conducive to collaboration in the teaching and learning of science

**CONTENT**

- Basic principles and procedures for curriculum design and implementation
- Science standards (aims, goals of science teaching in relation to goals of science education)
- Innovative approaches in teaching and learning science (e.g., inquiry-based and problem-based approaches)
- Managing change
- Perspectives on leadership and related theories
- Designing mentoring plans
- Teacher as reflective practitioner
- Classroom observation (including pre and post conferences, etc.)
- Collaborative approaches in the teaching/learning of science (peer coaching, team teaching, etc.)

**MAJOR COMPETENCIES TO BE DEVELOPED**

- Curriculum planning skills
- Leadership skills
- Mentoring skills
- Independent and collaborative problem solving.

**ASSESSMENT**

- Examination (3 hours) 60%
- Course work 40%

**RECOMMENDED READING**

- Caillods, F., Gottelmann-Duret, G., & Lewin, K. (1997). *Science education and development: Planning and policy issues at the secondary level*. Paris: UNESCO.
- Davies, B., & Ellison, L. (1999). *School leadership for the 21<sup>st</sup> century: A competency and knowledge approach*. London: Routledge.
- Dillon, J. (2000). Managing student teachers' development. In R. Millar, J. Leach, & J. Osborne (Eds.), *Improving science education: The contribution of research* (pp. 94-109). Buckingham: Open University Press.
- Gilbert, L. (2005). What helps beginning teachers? *Educational Leadership*, 62(8), 36-39.
- Howe, A.C., & Stubbs, H.S. (2003). From science teacher to teacher leader: Leadership development as meaning making in a community of practice. *Science Education*, 87(2), 281-297.
- Scherer, M. (Ed.). (1999). *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Shank, M. J. (2005). Common space, common time, common work. *Educational Leadership*, 62(8), 16-1

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6203**

**COURSE TITLE: GRADUATE RESEARCH SEMINARS**

**NUMBER OF CREDITS: PASS/FAIL**

Each Master student is required to present the proposal for his/her research project to fellow students and academic staff members at a Graduate Research Seminar. The student is provided with feedback by way of questions and comments. The intention is to provide a forum in which the student could articulate his/her plans for research and also receive suggestions and comments about such plans.

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6900**

**COURSE TITLE: SCIENCE EDUCATION RESEARCH PROJECT**

**NUMBER OF CREDITS: 10**

**PRE-REQUISITES:**

**COURSE DESCRIPTION:** This is an action research project, in which the participant explores an area related to one (or more) of the courses taken, for example:

- Design, trial and evaluation of a series of lessons integrating ICTs into the science curriculum
- Design, trial and evaluation of a series of lessons integrating specific interventions that focus on the cultural background of the learner (beliefs and practices, language, community resources, etc.)
- Design, trial and evaluation of a set of specially designed assessment strategies in science teaching and learning for a section of the science curriculum etc.

The research project report should be about 75 pages in length (approximately 18,000 words).

## **Master of Arts (M.A.) Degree in Leadership in Technical and Vocational Education and Training (TVET) And Workforce Development (WFD)**

### **TARGET POPULATION**

The programme is designed for a wide range of interested professionals including educational leaders in institutions with full or partial TVET curricula, training managers and coordinators in public and private organizations, school principals and administrators (at all levels of the school system), field operations and programme officers of Ministries of Education, managers and technical staff of National Training Agencies, and managers/coordinators of skills training programme in NGOs. Graduates of this advanced level programme will be prepared to meet the needs of public and private sector industrial organizations, training institutions, and Ministries of Education for individuals who are capable and prepared to facilitate/provide capacity building, quality training, and leadership to monitor and guide developments in TVET and WFD.

### **PROGRAMME STRUCTURE**

This programme will be offered on a part-time basis and will be of two years duration, including the "summer" periods. Students will be required to complete 42 credits in pursuing the following course components:

- Five TVET and WFD courses
- Two Applied Science courses
- Two Electives
- Field Experience
- Seminars
- Research Project

### **PROGRAMME DELIVERY**

The programme will be delivered in the blended mode – a mix of face-to-face and online sessions.

## **MPhil/PhD in Education**

*See General Regulations for all programmes in the Faculty*

## PRESENTATION OF WRITTEN WORK

The School of Education requires that students use the format prescribed by the American Psychological Association (APA) in its *Publication Manual* (5<sup>th</sup> ed., 2001) for all written work. Guidelines for referencing and citation of literature within the text and in the reference list/bibliography are given below. However, since it is not intended to reproduce the *Manual* in this brief guide, students are urged to refer to the *APA Manual* for a comprehensive explanation of the APA style requirements.

### I. TEXT CITATIONS

When you quote or take ideas from authors, give the authors' names and date of publication, and if you quote or cite a particular part, the page number(s) or chapter. Fit your citations neatly into your sentences.

1. When the names of the authors are part of the structure of the sentence, put the year of publication, and page/chapter number, if applicable, after the authors' names, in parentheses, for example:

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

2. When the names of the authors are not part of the structure of the sentence, put the authors' names, date of publication, and page/chapter number, if applicable, in parentheses, for example:  
Some people (e.g., Bantock, 1980, chap. 1) still see merit in the Renaissance ideal of education.

3. When you cite two works by the same author published in the same year, distinguish them by a, b, etc., for example:

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.

4. Where you take a quotation from one author when quoted by another (referred to as a secondary source), give the name of the original author and the details of where you found it, for example:

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

However, in the reference list, you must only list the work by Rousseau, which is the work you saw.

### II. QUOTATIONS

When you use direct quotations, they must be accurate, following the wording, spelling, and interior punctuation of the source.

1. When a quotation has less than 40 words, you should enclose it in quotation marks and incorporate it into the structure of the sentence, as seen in the following example used earlier:

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

2. When you use a quotation that has more than 40 words, set it apart from the text (without quotation marks), double spaced, in block format, with each line indented from the left margin, for example:

Joyce and Weil (1980) explained:

A model of teaching is a plan or pattern that can be used to shape curriculum (long-term courses of studies), to design instructional materials, and to guide instruction in the classroom and other settings. As we describe models and discuss their uses, we will find that the task of selecting appropriate models is complex and that the forms of 'good' teaching are numerous, depending on our purposes. (p. 1)

3. When there is a quotation within another quotation, use single quotation marks for the quotation within the quotation. For example:

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 – élife is the trade that I would teach him.'

### III. REFERENCES

List in alphabetical order, by surnames of first authors, all works you have quoted or consulted. Note that a list containing only the items cited in your work is referred to as a reference list, while a list containing all the items you have consulted is referred to as a bibliography. Use double spacing. Italicize the titles of books, journals, etc., and indent the second and continuing lines 3 spaces from the left margin.

The reference list/bibliography should not be divided into sections. All works, regardless of the number of authors, or whether they are books or articles, etc., must be placed in alphabetical order of surname of author (personal or corporate) or editor. No separate listing should be made for books, articles, etc.

- A. Books
- a. One author  
Bantock, G. H. (1980). *Dilemmas of the curriculum*. Oxford: Robertson.
  - b. Two authors  
Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7th ed.). New York: McGraw-Hill.
  - c. More than two authors  
Morphet, E. L., Johns, R. L., & Reller, T. L. (Eds.). (1982). *Educational organization and administration: Concepts, practices, and issues* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.  
[N.B. When a work has more than six authors, you should give the initials and surnames of the first six authors, and use et al. for the others]
  - d. No author given  
*The world of learning*. (1984-85). London: Europa Publications.
  - e. An organisation or institution as 'author'  
National Research Council. (1996). *National Science Education Standards*. Washington, DC: National Academy Press.
  - f. An editor or compiler as 'author'  
Veenema, S., Hetland, L., & Chalfen, K. (Eds.). (1997). *The Project Zero classroom: New approaches to thinking and understanding*. Cambridge, MA: Harvard College.
  - g. Translations  
Vygotskii, L. S. (1962). *Thought and language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: MIT Press. (Original work published 1934)
  - h. 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.
- B. Articles
- a. Periodicals  
Hallam, R. (1969). Piaget and moral judgements in history. *Evaluation Research*, 11(3), 10-25.
  - b. Newspapers  
Beddoe, I. B. (1987, October 29) Comprehensive approach to values of teaching. *Trinidad Guardian*, p. 13.
- C. Published Proceedings of a Conference  
Hurst, B., & Mohammed, J. (1999). Shaking the foundations? Educational foundations in trouble. In M. Byron (Ed.), *Controversies in education: Proceedings of the fifth biennial cross-campus conference* (pp.29-33). St. Augustine, Trinidad: School of Education, The University of the West Indies.
- D. Dissertations (Unpublished)  
Campbell, C. C. (1973). *The development of education in Trinidad and Tobago, 1834-1870*. Unpublished doctoral dissertation, The University of the West Indies, Mona.
- E. Theses (Unpublished)  
Rohlehr, B. A. (1988). *Cognitive style, graphicacy skills of CXC geography students*. Unpublished Master thesis, The University of the West Indies, St. Augustine.
- ELECTRONIC RESOURCES**
1. Article with DOI [Digital Object Identifier] Assigned  
Roberts, V. (2001). Global trends in tertiary education quality assurance. *Educational Management Administration & Leadership*, 29(4), 425-440. doi: 10.1177/0263211X010294004
  2. Article with no DOI Assigned  
Junor Clarke, P. (2007). Exploring the use of computer technology in a Caribbean context: Views of pre-service teachers. *International Journal of Education and Development Using ICT*, 3(1). Retrieved from <http://ijedict.dec.uwi.edu/viewarticle.php?id=298>
  3. Electronic Books  
Driscoll, M., & Bryant, D. (1998). *Learning about assessment, learning through assessment*. Washington, DC: National Academies Press. Available from [http://books.nap.edu/catalog.php?record\\_id=6217](http://books.nap.edu/catalog.php?record_id=6217)
  4. Dissertations and Theses
    - (a) Retrieved from database  
Yamraj, J. (2008). *The challenges and complexities of initiating a professional learning community of teachers* (Doctoral dissertation, Queen's University, Kingston, Ontario, Canada). Retrieved from Theses Canada.
    - (b) Retrieved from institutional or personal Web site  
Burskey, C. M. (2004). *Assessment of the learning styles of students at the Eastern Caribbean Institute of Agriculture and Forestry, Centeno, Trinidad and Tobago and identification of teaching methods used by instructors* (Master thesis, West Virginia University).  
  
Retrieved from [https://eidr.wvu.edu/files/3313/Burskey\\_Cynthia\\_thesis.pdf](https://eidr.wvu.edu/files/3313/Burskey_Cynthia_thesis.pdf)
  5. Research Reports  
Kutnick, P., Jules, V., & Layne, A. (1997). *Gender and school achievement in the Caribbean* (Education Research Paper No. 21). Retrieved from <http://www.dfid.gov.uk/pubs/files/genschoolcaribedpaper21.pdf>.
  6. Reference Materials: Online Encyclopedia  
Test (student assessment). (2008, June 29). In *Wikipedia, the Free Encyclopedia*. Retrieved July 2, 2008, from [http://en.wikipedia.org/wiki/Test\\_%28student\\_assessment%29](http://en.wikipedia.org/wiki/Test_%28student_assessment%29)

7. Other Electronic Sources
- (a) Newspaper article  
Khan, S. (2008, July 1). Art, politics and education. *Trinidad & Tobago Express*. Retrieved from <http://www.trinidadexpress.com/index.pl/article?id=161346226>
- (b) Undated article on Web site  
Sealy, U. (n.d.). *Workers' education in the Caribbean: Key issues and challenges*. Retrieved July 2, 2008, from [http://nugfw.org.tt/Workers\\_Education/article\\_ulric\\_sealy.htm](http://nugfw.org.tt/Workers_Education/article_ulric_sealy.htm)

#### REFERENCES

*Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: APA.  
*APA style guide to electronic references*. (2007). Washington, DC: APA.

#### Selected Websites

1. APA Style.org  
Publisher: American Psychological Association  
URL: <http://www.apastyle.org/>
2. Electronic References  
Publisher: American Psychological Association  
URL: <http://www.apastyle.org/elecref.html>
3. APA Documentation  
Publisher: The Writing Center, University of Wisconsin-Madison  
URL: <http://www.wisc.edu/writetest/Handbook/DocAPA.html>
4. American Psychological Association (APA) Style Workshop  
Publisher: Online Writing Lab (OWL) at Purdue University  
URL: <http://owl.english.purdue.edu/workshops/hypertext/apa/>
5. Electronic Sources: APA Style  
Publisher: Write Source  
URL: <http://www.thewritesource.com/apa/apa.htm>
6. Using the APA Style for Bibliographies and In-Text References  
Publisher: Northwestern University Library. Reference Department  
URL: [http://www.library.northwestern.edu/reference/instructional\\_services/electronic\\_handouts/apa\\_style.html](http://www.library.northwestern.edu/reference/instructional_services/electronic_handouts/apa_style.html)
7. APA Reference Style Guide  
Publisher: Prof. Mike Strahan, Northern Michigan University  
URL: [http://library.nmu.edu/guides/userguides/style\\_apa.htm](http://library.nmu.edu/guides/userguides/style_apa.htm)

## SUPPORT SERVICES AT THE SCHOOL OF EDUCATION

### *The Library*

The Education Resource Library 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 15,000 items consisting of books, monographs, reports, newspaper clippings files, theses and dissertations, government documents, microtexts, and subject bibliographies.

Some of the services offered are:

- (i) Bibliographic searches
- (ii) Photocopying
- (iii) Lists of new acquisitions
- (iv) User orientation
- (v) Routing of publishers' catalogues to staff
- (vi) Book loans
- (vii) Assistance in using materials
- (viii) Facilities for group discussions

The Library serves the staff and students of the School of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education, and other persons whom the School may deem eligible.

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.

As a student registered in this programme, you are entitled to borrow books from our Library. Copies of the required reading materials for all the courses are available in the Library. In addition you may access relevant periodicals related to your area of study.

You have access to a bank of computers, and there is a Study Room for post graduate students.

### Library Hours

The Library's opening hours are:

Monday-Thursday	8.30 a.m. – 9.00 p.m.
Friday	8.30 a.m. – 5.00 p.m.
Saturday	9.00 a.m. – 5.00 p.m.
Sundays and Public Holidays	CLOSED

The use of the School of Education Library will be governed by the General Regulations for the use of the Main Library at St. Augustine, except where specifically stated below. A copy of the Main Library's rules may be consulted in the Resource Library, School of Education. Readers are requested to familiarise themselves with both sets of rules.

### ***Rules for the Use of the School of Education Library***

1. All UWI undergraduate and graduate students wishing to register with the Library must present an up-to-date UWI identification card at the time of registering, and also at the beginning of each academic year.
2. All readers must register with the Library before using facilities.
3. Registered students in courses offered by the School of Education may borrow seven items.
4. 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 the student. This responsibility ends only when the loan is officially cancelled.
5. Readers' pockets are not transferable. It is a serious offence to lend or borrow pockets.
6. Certain publications may, on no account, be removed from the Library. These include reference books, bound journals, fragile materials, theses and dissertations.
7. Items are normally loaned for two (2) weeks. They may be renewed for another two-week period, provided they have not been requested by other readers. In any event, not more than two renewals will be allowed.
8. Special Reserve items may be taken out on 'overnight' loans only by the staff and students of the School of Education, provided that such items are not single copies. Such books may be checked out one (1) hour before closing time, and must be returned by 0900 hours on the next working day.
9. Non-Reserve items may also be checked out at least one hour before closing time. Borrowers are requested to examine materials thoroughly and report all damage, discrepancies, and irregularities to the Library Staff on duty.
10. Periodicals may not be borrowed from the School of Education Library.
11. All materials loaned will be subject to recall by the Librarian at any time.
12. Materials housed in the West Indian collection may not be removed from the Library.
13. 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 fifty cents for each day the loan is overdue. This will apply equally to short- and long-term loans and books recalled to satisfy other borrowers' requests which are not returned by the special time. The fine for late return of books reserved for overnight use will be twenty five cents per hour for the first three hours, after which, in addition to the fine, the reader's overnight borrowing privileges will be suspended.
14. The fines levied above shall not exceed \$50.00 per item. Damage to 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 item, in addition to any fine which he may have incurred prior to reporting the loss or damage.
15. If after due notice, a fine or replacement cost of 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. Borrowing privileges will also automatically be suspended.
16. 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.

### **The Multi-Media Production Centre (MPC)**

The Multi-Media Production Centre (MPC) began as a UNESCO pilot project in 1970. The centre is essentially 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. Workshops and seminars are conducted in schools as outreach activities by faculty members of the MPC.

The printing section produces a substantial number of useful publications for the Faculty 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, and newsletters.*

### **Caribbean Educational Research Information Service (CERIS)**

CERIS is a computerised information service at the School of Education, which provides access to information on education in the English-speaking Caribbean. Information is provided on varying levels:

- *References and detailed abstracts are provided for documents held at CERIS. These include official policy documents on education in the region, published statistics, research reports, curriculum guides, conference proceedings, examination syllabi and reports, and prospectuses and calendars of tertiary institutions*
- *References and varying levels of bibliographic information for research reports, textbooks, journal articles, conference papers, monographs, and theses and dissertations not held by CERIS*
- *Biographical information on researchers on Caribbean education systems*
- *Directory-type information on organisations that produce data likely to be of relevance to Caribbean educational researchers.*