



UWI

ST. AUGUSTINE
CAMPUS

POSTGRADUATE

FACULTY OF
Humanities & Education
REGULATIONS & SYLLABUSES

2014/2015

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MESSAGE FROM THE DEAN

We are pleased that you have chosen the Faculty of Humanities and Education for graduate study and research. This is the stage at which you begin to make your original contributions in your disciplines and hone your viewpoints and perspectives. Your scholarship is therefore now entering a more advanced phase and it is a very exciting period in your academic development. As Caribbean people it is very important that we develop our own perspectives. This native scholarship will be key to our understanding of ourselves and our region. It will also help us stamp our place in a world that is quickly becoming borderless.

We are painfully aware that the next few years will be critical for all the Departments in our Faculty. Many of our disciplines are literally under threat and we are increasingly forced to innovate in the midst of a changing global economy that has not left academia untouched. Ironically, these threatened human sciences are precisely the areas which will be critical to dealing with some of the problems in our society. Thus, research in these areas, as well as the critical area of dissemination of findings, must be central to our future development plans.

This welcome is therefore heart felt. We embrace the next generation of Caribbean thinkers.

DR. HEATHER CATEAU
DEAN

VISION STATEMENT

An internationally recognized and respected Caribbean centre for excellence in the development of the peoples of the region through academic programmes and activities in the Humanities and Education.

MISSION STATEMENT

The Faculty will engage in teaching, research, outreach and creative production in the Humanities and Education, in an environment in which individuals can develop the human values, linguistic competence, and professional skills and abilities that are relevant to the needs of the region.

FACULTY OF HUMANITIES AND EDUCATION
FACULTY STRUCTURE

FACULTY of HUMANITIES & EDUCATION	
Office of the Dean	
School of Humanities	School of Education
Departments and Centres:	Departments and Centres:
<ul style="list-style-type: none">• Department of Creative and Festival Arts• Department of History• Department of Literary, Cultural and Communication Studies• Department of Modern Languages and Linguistics• Centre for Language Learning (CLL)	<ul style="list-style-type: none">• Educational Foundations and Teacher Education• Educational Research and Development• Family Development and Children's Research Centre, (FDCRC)• Continuing Professional Development and Outreach Unit

FACULTY OF HUMANITIES AND EDUCATION

Staff Listing OFFICE OF THE DEAN

FACULTY OFFICE
CAMPUS DEANS
Dr. Heather Cateau
Campus Dean – St. Augustine
Ext. 82029

Professor Pedro Welch
Campus Dean - Cave Hill

Dr. Swithin Wilmot
Campus Dean - Mona

DEPUTY DEANS
Mr. Tyrone Ali
Deputy Dean, Student Affairs

Dr. Margaret Cain
Deputy Dean, Programming and Planning

Dr. John Campbell
Deputy Dean, Distance and Outreach

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

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SECRETARY TO THE DEAN
Reid, Kathleen
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ADMINISTRATIVE ASSISTANTS
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Senior Administrative Assistant
(Student Affairs)
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Administrative Assistant
(Human Resources, Facilities, Timetable and Equipment)
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Rocke, Wenda
Senior Administrative Assistant
(Deputy Deans: Planning and Programming, Distance and Outreach, Graduate and Research, Faculty Prizes and other Events)
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FACULTY CLERKS
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Student Matters
Faculty Clerk
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Faculty Clerk
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Lara, Sonia
Faculty Clerk
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OFFICE ATTENDANTS
Badal, Pooran
Office Attendant
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Maharaj, Reshe
Office Attendant
Tel: Ext. 82399

Harry, Kevon
Messenger
Tel: Ext. 82399

FACILITIES TECHNICIAN
Patron, Vincent
Facilities Technician

CLEANING and MAINTENANCE STAFF
Louis-Brown, Kathleen
Cleaner

**Matthew, Bernadette
Moreno, Marlene**
Cleaner

ADMISSIONS SECTION

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Senior Administrative Assistant
Tel: Ext. 83012

(Graduate Studies)
Ms. Vanessa Duncan
Administrative Assistant
Tel: Ext. 82209

(Undergraduate)
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

***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

1.
 - a. 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.
 - 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 5 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 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.
3. 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.
4. 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.
5. A candidate, after consideration of his thesis by the Board of Examiners and after oral examination may be:
 - (i) recommended to Senate for the award of the degree
 - (ii) required to resubmit within 18 months but not required to repeat the oral examination
 - (iii) 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

1. 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.
2. 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, with the exception of Cultural Studies 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
- Speech Language Pathology

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
- Inclusive and Special Education (Not Offered 2013/2014)
- Reading (Not Offered 2013/2014)

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>

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HEAD OF DEPARTMENT

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BM, MM (Temple)

Senior Lecturer and Head of Department

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Administrative Assistant

Mr. Joseph Drayton

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Administrative Assistant

Ms. Nadine Springer

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Secretary

Tel: 645-9672

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Crichlow, Kenwyn

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Crawford, Sally

BA, MFA

Instructor

Gibbons, Rawle

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Mc Williams, Louis

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Lecturer and Coordinator, Theatre Arts

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Morejón, Jorge

Lecturer

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Noel, Lesley-Ann

Bacharelado Industrial Design (UFPR, Brazil),

PG Dip (UNOPAR, Brazil), MBA (UWI)

Lecturer and Co-ordinator, Visual Arts

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Osborne, Anne

Lecturer & Coordinator, Musical Arts

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

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

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Lecturer

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Sharma, Satanand

Lecturer

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Tull, Jo Anne

Lecturer

BSc, MSc PhD (UWI)

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CREATIVE & FESTIVAL ARTS - PROGRAMMES

Diploma in Arts and Cultural Enterprise Management (NOT OFERED 2014/2015)

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. 8th ed. Burr Ridge, IL: Irwin 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

(NOT OFFERED 2014/2015)

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%

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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	9
HIST 6599	Theory and Methods of History	9

Year 2

Semesters I & II & III

Course Code	Course Title	Credits
HIST 6199	MA Research Paper - History	9
HIST 6899	Historiography (with special reference to the Caribbean)	9

These courses are NOT all offered in the same year. In 2014/2015 HIST 6899 and HIST 6199 be offered.

COURSE DESCRIPTIONS

MA HISTORY

YEAR: 1

SEMESTER: I & II & III

COURSE CODE: HIST 6099

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

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:

COURSE CODE: HIST 6199

COURSE TITLE: MA RESEARCH PAPER - HISTORY

NUMBER OF CREDITS: 9

COURSE DESCRIPTION: 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%.

YEAR: 2

SEMESTER: I & II & III

COURSE CODE: HIST 6899 (NOT OFFERED 2013/2014)

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

NUMBER OF CREDITS: 9

COURSE DESCRIPTION: This course is divided into two parts. Part One traces the evolution of Western historiography from the Renaissance to the 20th century. Part Two considers the development of the historiography of the Caribbean region from the 16th to the 20th 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.

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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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, PhD 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,
MPhil, PhD)

Semester 2

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

OR

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

OR

COMS 6004 Organisational and Corporate Communications
Theory - 6 credits) (MA, MPhil, PhD) 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

MA in Cultural Studies

The MA program in Cultural Studies consists of two years of coursework and a research paper. It is offered biannually, and the next intake is in September 2016.

Part-Time (24 months of coursework + research paper)

Degree Requirements

A recognised and appropriate undergraduate degree and/or graduate diploma from UWI or other tertiary institutions, in a discipline related to Cultural Studies. Applicants are asked to submit a one-page statement of research interests discussing the areas or topics in Cultural Studies they are interested in investigating in their MA research paper. The applications are ranked on the basis of the GPA of the undergraduate degree, the statement of research interests and the relevance of the applicant's disciplinary background to Cultural Studies.

COURSE LISTING

Students must complete 5 core courses and attend the Research Workshop for one semester.

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	4

Alternatively, students can choose an elective course in Year 2, Semester 1.

Course Code	Course Title	Credits
CLTR 6281	Research Workshop	2

MA students can join the Research Workshop in Year 2, semester 2, or alternatively, in Year 3, Semester 1.

Students are advised to proceed to their research paper once they have completed the courses CLTR 6000, CLTR 6030, CLTR 6100, and CLTR 6010. CLTR 6281, Research Workshop, is intended to support the MA research project, and students are advised to register to the workshop when they begin to write their research papers. Part-time candidates are normally required to submit their research papers within twelve months from having completed their coursework.

Course Code	Course Title	Credits
	Research Paper (16,000 to 20,000 words)	12
Total:		38 credits

MPhil in Cultural Studies

Full-Time (24 months + thesis)
part-time candidates have up to five (5) years to complete the MPhil requirements.

Degree Requirements

A recognized BA or MA from UWI or other tertiary institutions. Candidates are selected for the MPhil based on at least upper Second Class Honours and a research proposal or satisfactory completion of specified aspects of the coursework for the MA in Cultural Studies at UWI and successful presentation of a research proposal at the departmental seminar.

COURSE LISTING

Students must complete 3 core courses and attend the Research Workshop for at least one semester.

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

YEAR II

Course Code	Course Title	Credits
CLTR 7003	Research Workshop	2

Total: 12 credits

MPhil thesis (40-50 000 words). Students are advised to proceed to their thesis once they have completed the courses CLTR 6000, CLTR 6030, and CLTR 6100. CLTR 7003, Research Workshop, is intended to support the MPhil research project, and students are advised to register to the workshop when they begin to write their theses. An MPhil candidate registered for full-time studies will be required to present a thesis on an approved subject not more than 3 years after full registration. Part-time candidates will be required to present their thesis not less than 3 years and not more than 5 years after full registration.

MPhil students are welcome to audit CLTR 6010, Debates in Caribbean Cultural Identity, and CLTR 7002, Readings in Contemporary Cultural Theory.

MPhil students are required to present 2 seminar papers at the Department's postgraduate seminar: 1) research proposal 2) draft chapter.

PhD in Cultural Studies

Full-Time (5 calendar years)

Part-Time candidates have up to seven (7) years to complete the PhD requirements.

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.

PhD students with a Master's level degree in Cultural Studies and students who enter the PhD program by upgrading from the MPhil program are required to attend the course CLTR 8002, Readings in Contemporary Cultural Theory and the weekly research workshop for at least two semesters.

Year I

Semester I & II

Course Code	Course Title	Credits
CLTR 8002	Readings in Contemporary Cultural Theory	6

CLTR 8003	Research Workshop	4
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Total: 10 credits

PhD students with a Master's level degree in related disciplines are required to take the following theory and methodology courses in the first year of their degree: Theory and Conceptualization of Culture (CLTR 6000), Debates in Caribbean Cultural Identity (CLTR 6010), and Methods of Inquiry in Culture (CLTR 6100). In the second year of their studies, they are required to take the course Readings in Contemporary Cultural Theory (CLTR 8002). CLTR 8003, Research Workshop, is intended to support the PhD research project, and students are advised to register to the workshop when they begin to write their theses.

Year I

Semester I

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualization of Culture	4
CLTR 6010	Debates in Caribbean Cultural Identity	4

Year I

Semester II

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

Total: 16 credits

Year II

Semesters I & II

Course Code	Course Title	Credits
CLTR 8002	Readings in Contemporary Cultural Theory	6

Year II or later (see above)

CLTR 8003	Research Workshop	4
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Total: 22 credits

PhD students are required to present 3 seminar papers at the Department's postgraduate seminar: 1) research proposal 2) draft chapter 3) draft chapter.

PhD Thesis (80,000 words).

CULTURAL STUDIES POSTGRADUATE ALTERNATIVE PRACTICE-BASED EXAMINATION

Each academic year, the postgraduate program in Cultural Studies at the Department of Literary, Cultural & Communication Studies offers a limited number of students the option of conducting practice-based research towards their MA, MPhil and PhD degrees. Practice-based research can currently be carried out in the fields of theatre, visual arts, music, and film.

WHAT IS PRACTICE-BASED RESEARCH?

In practice-based research in Cultural Studies, questions relevant to theoretical discussions and models in the field of Cultural Studies are investigated partly by means of practice. Practical work in drama, visual arts, music, or film is an integral part of the research process. The creative outcomes of the research, such as a play, a film, a concert or an exhibition, are assessed as part of the student's MA, MPhil or PhD degree along with a written component. The practical and written components of practice-based degrees form a coherent whole. Both components must address the research question(s) and especially at the PhD level, communicate advances in knowledge. The written thesis reflects on the creative process and provides the conceptual basis as well as the theoretical framework within which the creative product can be critically analysed and examined. More detailed requirements for these components are provided below.

WHO IS ELIGIBLE FOR PRACTICE-BASED RESEARCH?

In order to be accepted to the practice-based program, applicants are required to have an undergraduate degree in drama, visual arts, film, music or a related discipline, with Lower Second Class Honours (MA students) good Upper Second Class Honours (3.3 and above) and First Class Honours (MPhil and PhD students). PhD applicants must also have a Master's degree in a field relevant to Cultural Studies.

Applicants who do not have an undergraduate degree in the fields in question but have accumulated substantial work experience can submit a portfolio of their previous creative work, including a sample.

WHAT IS REQUIRED OF THE PRACTICAL COMPONENT?

The practical component has to contribute to the production of knowledge throughout the research process. Practical, creative work generates data in response to the research question(s). Because practice informs the research process, the student has to document the entire process of the practical work and reflect upon it in the written component.

The development of the practical work is assessed in the Graduate Seminars at the Department of Literary, Cultural and Communication Studies, in which MPhil and PhD students present their research proposals and later, papers based on their data and analysis. Along with a written seminar presentation, students present samples of their practical, creative work. Students working on film present a first edit in their second seminar and a second edit in their third seminar. If the nature of the practical work requires more consistent assessment (for example in the case of devised theatre), the supervisory committee specifies when and how the assessment takes place.

1) Theatre

In practice-based research in the field of theatre, the practical work can include directing, acting, or scriptwriting (MA, MPhil and PhD degrees). In theatre design, practice-based degrees are available on the MA level only. The student's role in the production needs to be explained in the research proposal as well as in the reflective component of the written thesis. Students do not necessarily have to write or devise a new play. They can approach already existing material from an original perspective, in light of their research question(s). The Department can assist students in locating a rehearsal space and organizing the final staging where the practical component is assessed.

2) Film

In practice-based research in the field of film, the practical work can be directing or screenwriting (MA, MPhil and PhD degrees) or at the MA level, also editing or cinematography. The student's role in the production needs to be explained in the research proposal as well as in the reflective component of the written thesis. The Department can provide filming and editing equipment and assists in organizing the final screening where the practical component is assessed.

3) Visual Arts

In practice-based research in the field of visual arts, the practical work is painting, installations, drawing, design, photography, festival arts, or public art (MA, MPhil and PhD degrees). Students must source their studio or production space, but the Department can assist with the exhibition space for final thesis exhibitions. In projects based on teamwork, such as community art and design, the artist's own role and contribution have to be carefully articulated in the reflective chapter of the written component.

4) Music

In practice-based research in the field of music, the practical work is composition, adaptation, arrangement and/or performance of a significant and innovative musical work (MA, MPhil and PhD degrees). In productions including other musicians, the student's own contribution must be clearly outlined in the reflective chapter of the written component. The Department can assist students in organizing the final concert where the practical component is assessed.

At the PhD level, both the practical and written components have to make an input to existing debates in the subject area by introducing new knowledge. The theatrical productions, art exhibitions, and musical works should be innovative and original in technique and presentation. The language of the film has to be complex, original, and innovative.

WHAT IS REQUIRED OF THE WRITTEN COMPONENT?

The written component in practice-based degrees is a shorter, modified version of wholly written MA, MPhil and PhD theses in Cultural Studies. It consists of a conceptual frame and reflective process. The conceptual frame includes the basic elements of postgraduate theses:

Introduction: statement of the research problem and question(s), introduction of the theoretical and methodological approaches to answering these questions.

Literature Review: a critical review of relevant scholarly literature. This review provides the foundation and context for the student's own research. Instead of a list of summaries, the literature review should be organized thematically around questions and arguments that are integral to the student's own research question. The student can identify an angle from which her or his research project can contribute to this existing body of knowledge.

Methodology: a discussion of selected research methods in light of relevant literature.

This chapter can include the reflective process, in which the student documents and analyses the creative, practical process of knowledge production that has gone into the thesis. This process should be presented as part of the Methodology chapter. Alternatively, the reflective process can be presented as an independent chapter.

The length of the reflective component should be 2000-2500 words out of the total 6000- 10 000 words (MA), 7500-8500 words out of the total 20-30 000 words (MPhil) and 14 000-15 000 words out of the total 40-50 000 words (PhD).

Discussion and analysis: analysis of the data produced in the research process in conversation with relevant conceptual models and theoretical debates. In MPhil and PhD theses, this section can be divided into two or more different chapters.

CONCLUSION

EXAMINATION OF THE WRITTEN AND PRACTICAL COMPONENTS

The examination of practice-based theses, like other Cultural Studies theses, follows the University of the West Indies' Regulations for Graduate Diplomas and Degrees, Section Three. MA, MPhil and PhD students must receive a passing grade for both the written and the practical component in order to be granted their degree. Practice-based MA theses are awarded a mark and a grade (Regulation 8), whereas practice-based MPhil and PhD theses are awarded a passing grade. The examiners may also recommend the award of high commendation to MPhil and PhD theses of high standard. See Regulations 19-35 for further details on the examination of theses.

When examined, the written and practical components are assessed as follows:

MA: The written component is weighted at 30% and the practical component at 70% of the overall mark. The length of the written component is 6000-10 000 words. The creative product examined should be either

- 1) A full-length theatrical production (90 minutes+)
- 2) A medium-length film (45 minutes+)
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items will be specified at a meeting between student(s), their supervisory committees and two well-established practicing artists.
- 4) A musical performance (45 minutes+), excluding an intermission.

Together, the practical and written components amount to 12 credits.

MPhil: The length of the written component is 20 000 – 30 000 words. The creative product examined should be either

- 1) A full-length theatrical production (90 minutes+)
- 2) A medium-length film (45 minutes+)
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items required is specified at the second Departmental seminar by the supervisory committee and two well-established practising artists.
- 4) A musical performance (45 minutes+), excluding an intermission.

PhD: The length of the written component is 40 000 – 50 000 words. The creative product examined should be either

- 1) A full-length theatrical production (90 minutes+)
- 2) A full-length film (70 minutes+)
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items required is specified at the second Departmental seminar by the supervisory committee and two well-established practising artists.
- 4) A musical performance (60 minutes+), excluding an intermission.

After the successful examination of the practical work and the written thesis, practice-based PhD candidates are examined orally (Regulations for Graduate Diplomas and Degrees, Section Three, regulations 30-35).

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 for examples 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
Coursework 100%

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
Coursework 100%

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
Coursework 100%

YEAR: I OR II
SEMESTER: I & II

COURSE CODE: CLTR 7002 (MPHIL) OR 8002 (PHD)
COURSE TITLE: READINGS IN CONTEMPORARY CULTURAL THEORY

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: Readings in Contemporary Cultural Theory is a weekly reading seminar that explores contemporary discussions on cultural and social theory in cultural studies and related disciplines. It expands on themes introduced in first-year courses in the Cultural Studies program, Theory and Conceptualization of Culture (CLTR 6000) and Debates in Caribbean Cultural Identity (CLTR 6010), offering students a deeper understanding of central theories and debates introduced in the core courses. The seminar also widens the students' scope of readings by bringing in new discussions and perspectives. Like all the courses in the program, the content of this seminar is reviewed annually and the set readings are revised to reflect new developments in the field as well as the varying research interests of our student intakes. While the course is aimed at PhD students, MPhil students are welcome to audit it. Students without a Master's degree in Cultural Studies are expected to have completed all the first-year courses in the PhD program before registering for this second-year seminar. The year-long course consists of 7-8 thematic units. The readings are articles, book chapters and monographs that allow students to form an understanding of central questions, concepts, models and arguments in cultural studies and to locate these in historically relevant research traditions within related disciplines, such as anthropology, sociology, and philosophy.

YEAR: II OR III
SEMESTER: I & II (ONGOING)
COURSE CODE: CLTR 6281 (MA) OR 7003 (MPHIL) OR 8003 (PHD)

COURSE TITLE: CULTURAL STUDIES RESEARCH WORKSHOP
NUMBER OF CREDITS: 2-4

COURSE DESCRIPTION: The Research Workshop is a weekly meeting for MA, MPhil and PhD students who have completed their coursework and are at different stages of their individual research projects: compiling literature reviews, collecting or analyzing data, writing draft chapters. It provides an informal and friendly forum in which students can discuss unfinished ideas, problem areas in their research, and theoretical or methodological issues that have proven difficult. Each week 1-3 students present their work-in-progress at the workshop. They can discuss a methodological problem they have encountered "in the field" while collecting data, a theoretical dilemma, a difficult concept or text, their process of data analysis, or present their own discussion and analysis in light of relevant literature. At times, the lecturer leads a discussion on a precirculated text that speaks to questions relevant to all participants, such as structuring a literature review or intertwining qualitative data with theoretical concepts and analysis. Discussions can also address central questions and themes in cultural theory. In addition to MA, MPhil and PhD theses, the Workshop assists students in preparing seminar presentations and conference papers. MA and MPhil students are required to attend the workshop for one semester and PhD students, for two semesters. The workshop can be attended concurrently with the course Contemporary Readings in Cultural Theory.

In addition to these core courses, the programme offers the following electives for MA students:

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%

YEAR: II
SEMESTER: I OR II
COURSE CODE: CLTR 6230
COURSE TITLE: CARIBBEAN POPULAR AND CREATIVE CULTURE
NUMBER OF CREDITS: 4
ASSESSMENT:
Coursework 100%

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

This 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 Writer-in-Residence project and Campus Literature Week.

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 read from his/her work-in-progress in lieu of a Graduate Seminar. This may be done as part of the Campus Literature Week or, when not possible, as a stand-alone event.

Admission Requirements

In addition to normal university requirements, admissions into the programme shall be based on manuscripts submitted by applicants (to be assessed by Creative Writing personnel). In the exceptional cases of individuals without a first degree but who have published high quality 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:

- LITS 6005 The Writer and Society
 - LITS 6690 Research Methods in Literary Discourse
 - LITS 6004 Caribbean Poetics
 - CLTR 6000 Theory & Conceptualization of Culture
- AND
- CLTR 6010 Debates in Caribbean Culture and Identity
- OR any other course(s) that the Department may recommend; creative writing seminars; workshop presentations and participation; and the final thesis manuscript (LITS 6006).

COURSE LISTING

MFA Literatures in English

YEAR I

SEMESTERS I & II

Course Code	Course Title	Credits
LITS 6005	The Writer and Society	8
LITS 6690	Research Methods in Literary Discourse	4

YEAR II

SEMESTER I

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

YEAR II

SEMESTER II

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

COURSE DESCRIPTIONS

MFA 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

**PREREQUISITIES: 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, Post Colonial 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 for 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 for 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 6004	Caribbean Poetics	4
LITS 6007	Modern Cultural and Critical Theory	4

Year 1

Semester II

Course Code	Course Title	Credits
LITS 6920	Words on the Page: Literary Discourse	4
LITS 6921	Interrogating Society through Literature, Philosophy & Film	4
	OR	
LITS 6922	Intersections – Literature and Film	4
LITS 6690	Research Methods in Literary Discourse	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	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 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 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

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%

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%

YEAR: I

SEMESTER: II

COURSE CODE: LITS 6920

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

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: 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.

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 specific theoretical frameworks.

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 engage 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. 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.

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

YEAR: II

SEMESTER: II

COURSE CODE: LITS 6105

COURSE TITLE: POST-COLONIAL LITERATURES AND THEORIES

NUMBER OF CREDITS: 4

COURSE DESCRIPTION: This course will read a range of selected post-colonial authors and theorists, 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:

(NOT OFFERED 2014/2015)

COURSE CODE: LITS 6019

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

(NOT OFFERED 2014/2015)

COURSE CODE: LITS 6922

COURSE TITLE: INTERSECTING FORMS: LITERATURE AND FILM

NUMBER OF CREDITS: 4

CONTACT HOURS: 3 HOURS PER WEEK, PLUS SCREENING TIME

PREREQUISITIES: 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.

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

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.

Requirements

An Upper Second Class Honours degree in Literatures In English or MA from UWI or other recognized tertiary institutions, or satisfactory completion of specified aspects of the coursework for the MA in Literatures in English at UWI.

For the MPhil students are required to pass the following Departmental courses (or alternative courses):

LITS 6007	Modern Cultural and Critical Theory
LITS 6690	Research Methods in Literary Discourse

A candidate for the MPhil must complete two (2) core courses (see courses listed above), two (2) research seminars and a dissertation of 50,000 words

A candidate for the PhD must complete three (3) courses, three (3) research seminars and a dissertation of 80,000 words.

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	(Pass/Fail)
	Electives	(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 BA 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 6004 – Caribbean Poetics (Semester 2/Year 1)
LITS 6007 – Modern Cultural & Critical Theory (Semester 1/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:

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: Góngora 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 narcotraficking;
2. identify the sociocultural problems that characterise the world of narcotraficking in the literature;
3. analyse the subculture of narcotraficking 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 narcotraficking in Colombia. 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: GÓNGORA 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 17th and 18th 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, mestizaje, 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: 20TH 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 20th 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%

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%

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%

MPhil/PHD IN SPANISH

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.

LINGUISTICS - PROGRAMMES

Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL) and Master in English Language (TESOL) (NOT OFFERED 2014/2015)

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

CREDITS WEIGHTING

Each course will constitute 4 credits.

ASSESSMENT

All courses, except LING 5104/LING 5106, will have 50% coursework and 50% examination. These 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: I

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: I

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: II

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: II

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.

SEMESTER: I

COURSE CODE: LING 5106

COURSE TITLE: PRINCIPLES OF ASSESSMENT AND EVALUATION IN TESOL

NUMBER OF CREDITS: 4

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

COURSE DESCRIPTION: This course provides an overview of current theories and practices in language testing and helps students construct a range of instruments used to assess proficiency in English as a Foreign/Second Language in the skill areas of listening, speaking, reading, writing and grammar. It reviews the functions and purposes of assessment, different assessment formats and ways of analysing, interpreting and

communicating test results. The course also examines the theory and application of assessment as these impact on students' affective and cognitive abilities, evaluation of materials and courses, and innovative teaching practices for TESOL.

MA in English Language (NOT OFFERED 2014/2015)

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
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)

SEMESTER: II

COURSE CODE: LING 6005

COURSE TITLE: THE DEVELOPMENT OF THEORETICAL LINGUISTICS

NUMBER OF CREDITS: 4

COURSE DESCRIPTION: This course is designed to allow graduate students to explore the development of the notion of grammar in the context of different historical perspectives and goals. It will, at the same time attempt to introduce students to the development of linguistics paying attention to the ideologies that shape it. Special attention will also be paid to issues related to the history and historiography of language, speech and linguistic theory.

ASSESSMENT:

Coursework 100%

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%)

SEMESTER: I

COURSE CODE: LING 6701

COURSE TITLE: RESEARCH METHODS IN APPLIED LINGUISTICS

NUMBER OF CREDITS: 4

COURSE DESCRIPTION: This course is designed to give graduate students in (Applied) Linguistics the necessary and appropriate orientation to conducting research relevant to their field. The field is sufficiently diverse as to merit a multifaceted introductory course which will provide the base for the development of relevant research projects as well as inculcating the capacity to interact meaningfully with the relevant research literature. The transition from obtaining the appropriate level knowledge from the literature to obtaining sound practical knowledge from original data is an often ill-defined one, often taken for granted.

ASSESSMENT:

Coursework 100%

MA in SPEECH LANGUAGE PATHOLOGY

Overview and Purpose

The MA in speech-Language Pathology is a professional training programme aimed at equipping fully functional speech-language pathologists. It aims to train sufficient persons to serve Trinidad and Tobago, and ultimately the entire Caribbean region to support the 12-20% of our populations who are afflicted by speech, language and learning disabilities.

Its main objectives are:

1. To provide professional training for speech-language pathologists, encompassing both theoretical knowledge and practical skills essential to the field;
2. To service the Caribbean region with an intellectual and professional capacity in this arena;
3. To educate the public as to support which can be provided to persons with speech, language and learning disabilities;
4. To provide screening for the entire school age population;
5. To provide assessment and follow-up services for same;
6. To provide rehabilitation for aphasic persons throughout the region;
7. To provide support in the neo-natal facilities where swallowing disorders threaten infants at birth.

Target Group

The Programme targets persons with an undergraduate certificate in Speech-Language Pathology or equivalent who wish to become professional speech-language pathologists.

Qualifications for Entry

Students entering the programme should normally be graduates of an undergraduate or Certificate programme in Speech and Language Science or a closely related field and should fulfill the normal matriculation requirements of the University.

Duration

Normally three years part-time.

Course load per Semester: Two or three

Time limit for completion: Three years part-time with three semesters each year.

YEAR:

SEMESTER: I

(NOT OFFERED 2014/2015)

COURSE CODE: LING 6804

COURSE TITLE: LANGUAGE ACQUISITION IN CREOLE

CONTEXTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: The course acquaints students in depth with the nature of creole environments and the contexts in which language acquisition occurs within them. In doing this it considers different phases in the development of Creoles in themselves and in relation to juxtaposed standard varieties. Following from this the course of language acquisition is charted within these environments and the structure of Creoles and their emergent characteristics in young children are detailed. The next phase of the course distinguishes clearly between language as used by Creole-speaking children and that used by children with language disabilities and considers assessment measures which allow for discrimination between the two. It also considers critically the terms 'language disadvantage', 'semilingualism' and 'disadvantageous bilingualism' what these entail and how any real language disadvantage can be mediated.

YEAR:

SEMESTER: I

(NOT OFFERED 2014/2015)

COURSE CODE: LING 6808

COURSE TITLE: RESEARCHING CARIBBEAN LANGUAGE

STRUCTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course involves a research component aimed at examining the language behaviour of individuals within a speech community affected by communication disorders. The course requires student to plan and implement a research project in language acquisition or impaired speech, language or hearing and complete a report on this research.

Readings: TBA

YEAR:

SEMESTER:

COURSE CODE: SPLP 6001

COURSE TITLE: CLINICAL PRACTICE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: MDSC 2003

CONTACT HOURS: 10 HOURS/WEEK

COURSE DESCRIPTION: This course is intended as a beginning supervised clinical practice in speech-language pathology. Through clinical assignments with children with speech and language disorders students will begin to develop professional skills to provide intervention in an efficient and effective manner.

YEAR:

SEMESTER: II

COURSE CODE: SPLP 6002

COURSE TITLE: CLINICAL PRACTICE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPLP 6001; SPLP 6005

CONTACT HOURS: 10 HOURS/WEEK

COURSE DESCRIPTION: This course is intended as a beginning supervised clinical practice in speech-language pathology. Through clinical assignments with adults with speech, language, and cognitive-communicative disorders from various acquired conditions students will begin to develop professional skills to provide intervention in an efficient and effective manner.

YEAR:

SEMESTER: II

COURSE CODE: SLP 6003

COURSE TITLE: CLINICAL PRACTICE III

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course is intended as a continuing supervised clinical practice in speech-language pathology in a full-time pediatric setting, such as a school and/or child development agency, with an on-site supervisor. This course provides the advanced student of speech-language pathology with a varied clinical experience aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements, and generally increasing clinical independence and clinical competency.

ASHA Standards:

Standard IV E—Ethical Conduct

Standard IV F—Evidence Based Clinical Practice

Standard V B—Evaluation and Intervention--Children

Standard V B—Interaction and Personality Qualities

SLAATT Scope of Practice:

Speech-Language Screening—Children

Consultation

Comprehensive Speech-Language Assessment—Children

Counseling

Follow-up Procedures

Prevention Services

Therapeutic Intervention--Children

YEAR:

SEMESTER: III

(NOT OFFERED 2014/2015)

COURSE CODE: SLP 6004

COURSE TITLE: CLINICAL PRACTICE IV

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPLP 6003

CONTACT HOURS: 40 HOURS/WEEK

COURSE DESCRIPTION: This course is intended as a continuing supervised clinical practice in speech-language pathology in a full-time adult setting, such as a hospital, rehabilitation center, and/or private practice, with an on-site supervisor. This course provides the advanced student of speech-language pathology with a varied clinical experience aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements, and generally increasing clinical independence and clinical competency.

YEAR:

SEMESTER: II

(NOT OFFERED 2014/2015)

COURSE CODE: SPLP 6005

COURSE TITLE: DIAGNOSTIC METHODS IN SPEECH-LANGUAGE PATHOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: Assessment and diagnosis of speech and language disorders is an integral part of the scope of practice of the Speech-Language Pathologist. This includes multicultural considerations, evaluations of persons with multiple disabilities and differential diagnosis in more complex cases. . The Speech-Language Pathologist must be cognizant of the evaluation tools required for each individual case and be flexible in the use of both formal and informal procedures. The information gained by assessment must also be correctly interpreted in the formulation of prognostic profiles and the development of treatment goals.

YEAR:

SEMESTER: I

(NOT OFFERED 2014/2015)

COURSE CODE: SPLP 6006

COURSE TITLE: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: Neurological trauma or disease commonly affects speech, language, and/or cognitive ability to varying degrees. This course is designed to help students appreciate the complexity and plasticity of the nervous system including structural and functional features and the mechanisms underlying certain pathological conditions. Students will be introduced to the theoretical neurological constructs governing speech, language, and cognitive abilities, as well as the clinical features associated with neurogenic pathologies. Differences in behavioral and communicative disturbances resulting from disease, defect, or injury in children and adults are discussed with a special emphasis on assessment.

YEAR:
SEMESTER: III
COURSE CODE: SPLP 6007
COURSE TITLE: RESEARCH METHODS IN SPEECH-LANGUAGE PATHOLOGY
NUMBER OF CREDITS: 3
PRE-REQUISITES: SPLP 6001; SPLP 6005
CONTACT HOURS: 39 HOURS
COURSE DESCRIPTION: A commitment to continuing theoretical and clinical education and evidence-based practice is part of the professional requirements of the Speech-Language Pathologist. The focus of this course will be on critically evaluating current research and understanding research methodology for clinical application. The relationships between research designs, strategies, clinical problem solving, and the assessment of clinical effectiveness in speech-language pathology will be explored. Students will be guided through the process of critically reading and abstracting pertinent literature pertaining to theoretical and/or practice issues in service delivery and designing a workable research prospectus to contribute to the field of communication disorders, especially as it applies to the Caribbean social and linguistic situation.

YEAR:
SEMESTER: II
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6008
COURSE TITLE: AUTISM SPECTRUM DISORDERS
NUMBER OF CREDITS: 3
PRE-REQUISITES: NONE
CONTACT HOURS: 39 HOURS
COURSE DESCRIPTION: This course is designed to present the characteristics and learning needs of children on the autistic spectrum. Communication, cognitive, behavioural, and social issues of children with Asperger's Syndrome, Autism, and Pervasive Development Disorder will be discussed. Students will be familiarized with the role of the speech-language pathologist in assisting educators with strategies for managing these students in their classrooms as well as for helping students on the autism spectrum navigate the social world of peers. Instruction will include ideas on providing visual structure and strategies for dealing with behavioural/social issues that are common to students on the autistic spectrum. The importance of supporting parents when faced with their children's communicative and behavioral challenges as well as early and effective "wrap around" services will be discussed. This course will be appropriate for all levels of educators.

YEAR:
SEMESTER: II
COURSE CODE: SLP 6009
COURSE TITLE: FLUENCY DISORDERS
NUMBER OF CREDITS: 3
PRE-REQUISITES: NONE
CONTACT HOURS: 39 HOURS
COURSE DESCRIPTION: This course will focus on the nature and treatment of stuttering, cluttering, and acquired neurogenic dysfluency. Patterns of normal and disordered fluency in adults and children, as well as long term psychosocial implications will be discussed. Emphasis will be placed on critical assessment of historic and current literature and trends in stuttering research and treatment, and on the integration of students' existing clinical knowledge and skills with dysfluency specific remediation techniques.

YEAR:
SEMESTER: I
COURSE CODE: SPLP 6010
COURSE TITLE: APHASIA AND RELATED DISORDERS
NUMBER OF CREDITS: 3
PRE-REQUISITES: LANGUAGE DISORDERS; NEUROLOGICAL BASES OF COMMUNICATION
CONTACT HOURS: 39 HOURS
COURSE DESCRIPTION: This course familiarizes students with the nature of cerebral injury from cerebrovascular accidents and stroke-related illnesses, traumatic brain injury, and dementia in the adult population. Students will develop necessary skills to analyze, synthesize, and evaluate scholarship about the nature, prevention, assessment and intervention of aphasia and related disorders in adults. It includes consideration of cognitive and social aspects of communication, and examines the psychological, neurological, linguistic, and cultural correlates of the disorder. Identifying, evaluating, and treating constellation symptomatology of speech, language (receptive and expressive), communicative function, and cognition are emphasized.

YEAR:
SEMESTER: I
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6011
COURSE TITLE: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION
NUMBER OF CREDITS: 3
PRE-REQUISITES: LANGUAGE DISORDERS; NEUROLOGICAL BASES OF COMMUNICATION
CONTACT HOURS: 39 HOURS
COURSE DESCRIPTION: This course introduces augmentative and alternative communication and the strategies used to improve the communication skills of individuals with limited, nonfunctional speech, or complex communication needs. Topics include terminology and application of AAC, assessment of potential AAC users, selection of an AAC device, evidenced-based practice and performance measurement, and intervention strategies. This course emphasizes aided communication systems and students will have the opportunity to have hands-on experience with non-electronic and low-tech AAC systems and will be provided with information on high tech systems.

YEAR:
SEMESTER: III
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6012
COURSE TITLE: AURAL REHABILITATION
NUMBER OF CREDITS: 3
PRE-REQUISITES: MDSC 1003
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: Hearing loss has communicative, emotional, social, educational, and economic impact on children, younger adults, and older adults in varying degrees, depending on severity of loss, age of onset and family and social support networks. This course will familiarize students with the principles and practices of teaching language and speech to individuals who are Deaf or hard of hearing. Current issues in hearing will be explored relative to the interfacing of Deaf and hearing culture, special education services, the law, and technology. The course will also expose students to the practical, physical, psychosocial, and instructional aspects of hearing loss, audiologic habilitation and rehabilitation.

YEAR:
SEMESTER: I
COURSE CODE: SPLP 6013
COURSE TITLE: VOICE AND RESONANCE
NUMBER OF CREDITS: 3
PRE-REQUISITES: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS; DIAGNOSTIC METHODS IN SPEECH-LANGUAGE PATHOLOGY; AND SPEECH AND HEARING SCIENCE
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course examines the histology and physiology of the vocal mechanism and tract, as well as the organic, neurogenic, psychogenic, iatrogenic, and idiopathic etiologies of dysphonia. Pre- and post-surgical management of cleft palate, laryngeal carcinoma, and respiratory etiologies is discussed. Hands-on training with acoustic and instrumental diagnostic and treatment techniques is provided. The role of the therapeutic relationship is explored.

YEAR:
SEMESTER: III
COURSE CODE: SPL 6014
COURSE TITLE: NEUROGENIC SPEECH DISORDERS
NUMBER OF CREDITS: 3
PRE-REQUISITES: NONE
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course is designed to help students gain knowledge of various motor speech disorders and their etiologies, their neurobiological underpinnings and the effects these disorders have on communication abilities and other aspects of clients' lives. It will examine methods for initial and ongoing assessment, treatment approaches available, and the research evidence supporting them.

YEAR
SEMESTER: II
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6015
COURSE TITLE: DSYPHAGIA
NUMBER OF CREDITS: 3
PRE-REQUISITES: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course is intended to provide students with the necessary skills to analyze, synthesize, and evaluate scholarship about the nature, prevention, assessment and intervention of swallowing disorders in adults. It includes consideration of normal and abnormal developmental physiology of the swallowing mechanism, including the structural, behavioral, neurological, and mechanical components of various swallowing etiologies. Instrumental evaluation in dysphagia diagnosis is discussed. Treatment planning and goal setting for nutrition/hydration status, feeding/swallowing techniques, and risk management are presented in light of various ethical issues.

YEAR:
SEMESTER: I
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6016
COURSE TITLE: ARTICULATION AND PHONOLOGICAL DISORDERS
NUMBER OF CREDITS: 3
PRE-REQUISITES: NONE
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: Articulation and phonological disorders are the most common and most easily identified childhood communication disorder. This course will examine patterns of normal articulatory and phonological development, especially with regard to sociolinguistics variation. Students will develop knowledge of and competency in the clinical methods used in the evaluation and treatment of children with speech sound disorders.

YEAR:
SEMESTER: I
(NOT OFFERED 2014/2015)
COURSE CODE: SPLP 6017
COURSE TITLE: LANGUAGE DISORDERS IN CHILDREN
NUMBER OF CREDITS: 3
PRE-REQUISITES: NONE
CONTACT HOURS: 39 HOURS

COURSE DESCRIPTION: This course is intended to provide students with the basic principles of language assessment and language intervention in school-age children and to develop an understanding of language disorders in children from diverse cognitive, social, cultural and linguistic backgrounds, using curriculum based assessment and intervention methods.

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 (Not Offered 2014/2015)
- In-Service Diploma in Education

Master of Education (MEd)

- Concentration in Curriculum
- Concentration in Youth Guidance
- Science Education
- Health Promotion
- Inclusive and Special Education (Not Offered 2014/2015)
- Reading (Not Offered 2014/2015)

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.) (NOT OFFERED 2014/2015)

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 21st 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* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Gee, J. P. (2008). *Social linguistics and literacies. Ideology in discourses* (3rd 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* (4thed.). 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.
- Guterk, 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
- www.psychologyinfo.com/education/ -
- 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://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* (2nd 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* (10th 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.

YEAR: I

SEMESTER: I AND II

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.
- 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.

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

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* (8th ed.). New Jersey: Pearson.

Nippold, MA (1998). *Later language development. The school age and adolescent years.* (2nd 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*. (9th 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.

YEAR: I

SEMESTER: I & II

COURSE CODE: EDSC 5271

COURSE TITLE: DESIGNING INSTRUCTION FOR THE ADOLESCENT LEARNERS ñ THE TEACHING OF SCIENCE

NUMBER OF CREDITS: 6

PREREQUISITES: NONE

COURSE DESCRIPTION: This course is designed on the assumption that teacher inputs, such as mastery of subject matter content, the ability to convert that knowledge into interesting and enjoyable lessons, and deployment of instructional approaches that are responsive to adolescents' developmental needs, are key to successful high school science teaching. 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 adolescent student can range from the highly motivated and self-directed on the one hand to the unmotivated and reluctant on the other. The course equips participants 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 conceptualizing and designing effective science lessons, and in choosing appropriate pedagogical strategies for teaching adolescents. It seeks to prepare participants for teaching in diverse classroom settings in a wide variety of high school arenas that will require and challenge their creativity, pedagogical thinking repertoire, content knowledge as subject specialists, and their ability to integrate appropriate technologies.

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 [for example, 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 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 [Science]

- General orientation to the curriculum
- The notion of curriculum
- Where disciplinary knowledge comes from
- Teachers' work, the nature of teaching, the teaching self
- Science education as part of general education
 - Nature of science
 - Science, society and technology
 - Inquiry based science education
- Instructional models used in the teaching of science
- Planning for teaching and learning in science
 - Laboratory management
 - Classroom management
 - Evaluation of materials and resources
- Assessment and feedback: purposes and strategies
- Selecting appropriate technology tools for the teaching of science.

Goals/Aims

The major aims of this course are to develop prospective science teachers with the appropriate pedagogical thinking skills who can expertly diagnose, plan, teach, and assess science instruction for different types of learners in a variety of contexts.

General Objectives

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

- Use their pedagogical thinking skillfully in the planning of science lessons that motivate their students to learn
- Select different instructional approaches suited to diverse contexts and learners
- Make decisions about the appropriate use of technology to meet instructional objectives
- Identify appropriate learning management, including classroom management, strategies for diverse contexts, and
- Engage in continuous reflection on pedagogical issues.

Learning Outcomes

Upon completion of this course, participants will be able to:

- Identify adolescent learners' instructional needs in science
- Plan engaging science units and lessons for affective, cognitive, and psychomotor outcomes
- Use educational technology in the teaching/learning process
- Choose appropriate instructional materials and resources for meeting the science instructional objectives
- Apply appropriate pedagogical strategies for achieving instructional objectives
- Manage the diverse classroom through differentiated instruction
- Engage in individual and group-based reflection on pedagogical and science curriculum issues.

Teaching/Learning Strategies

Strategies to be used include:

- Lectures
- Teacher modelling
- Student presentations and critiques
- Forum discussions [online]
- Experiential learning
- Student reflection upon experience through journaling
- Problem-based learning.

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 samples of their reflective journal entries (25%).

Resources:

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

Essential Texts

- Abell, S. K., & Volkman, M. J. (2006). *Seamless assessment in science: A guide for elementary and middle school teachers*. Arlington, VA: National Science Teachers Association.
- Birenbaum, M., et al. (2006). A learning integrated assessment system. *Educational Research Review*, 1, 61-67. doi: 10.1016/j.edurev.2006.01.001
- 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 L, R. (2006). *Engaging adolescent learners: A guide for content-area teachers*. London, UK: Heinemann.
- Etheredge, S., & Rudnitsky, A. (2003). *Introducing students to scientific inquiry: How do we know what we know?* Boston, MA: Allyn & Bacon.
- 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.
- Gronlund, N.E., & Brookhart, S.M. (2009). *Gronlund's writing instructional objectives* (8th ed.). New Jersey: Pearson.
- Hartman, H. J., & Glasgow, N. A. (2002). *Tips for the science teacher: Research-based strategies to help students learn*. Thousand Oaks: Corwin Press Inc.
- 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.

Recommended Readings

- Alters, B. (1997). Whose nature of science? *Journal of Research in Science Teaching*, 34 (1), 39-55.
- 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.
- Chappuis, J. (2009). *Assessment for learning: Classroom practices that maximize student success*. Portland, OR: Educational Testing Service.
- Costa, A. L. (Ed.). (2001). *Developing minds: A resource book for teaching thinking*. Alexandria, VA: ASCD.
- DeBoer, G.E. (1991). *History of ideas in science education*. New York, Teachers College Press. (Chapters 9, 10, 11)
- Fisher, R. (2003). *Teaching thinking*. London: Continuum
- Gallager, J. J. (1991). Prospective and practicing secondary school science teachers' knowledge and beliefs about the philosophy of science. *Science Education*, 75 (1), 121-133.
- Forsten, C., Grant, J., & Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, H: Crystal Springs Books.
- Klassen, S. (2006). Contextual education in science education: Background, issues, policy. *Science Education*, 90(5), 830-851.

Mintzes, J. J., Wandersee, J. H., & Novak, J. D. (Eds.). (2005). *Assessing science understanding: A human constructivist view*. Burlington, MA: Elsevier Academic Press.

Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

YEAR: I

SEMESTER: I AND II

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*. (3rded.). 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*. (3rd 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*. (6th 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)

YEAR: I

SEMESTER: I

COURSE CODE: EDME 5005

COURSE TITLE: EDUCATIONAL ASSESSMENT

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This component of the pre-service Dip.Ed. programme is an integral part of the curriculum process and provides learning experiences that focus on the assessment of students' learning outcomes. An important role of schools is to assess students, and their life chances are greatly influenced by their performance as measured by various instruments such as tests and examinations. This course sensitises participants to the distinctions between testing and assessment—the latter being a comprehensive, multifaceted analysis of student performance, which traditionally has not played as significant a role in schools as testing.

The course will be delivered primarily by plenary lectures on core issues that are common to all curriculum areas. This delivery will be supplemented by activities conducted in curriculum groups that are organised by specific disciplines and by field experiences. The main approach to teaching/learning and assessment will be through a blended learning format utilising face-to-face lectures, student presentations, small group work, case studies, problem-based learning, in-house quizzes, and online teaching/learning episodes

Purpose of the Course

This course is designed to expose participants to the nature and purpose of educational assessment as applied to the secondary school sector. It seeks to equip them with the skills necessary to use well-chosen assessment strategies in their teaching and to make appropriate use of the assessment data generated at all stages of the teaching/learning process.

The preferred means of communication is an e-mail message or telephone call to the lecturer to set up an appointment.

Course Content

A. Exploring participants' personal experience of assessment

B. Overview of educational assessment

- Purpose of assessment
- Assessment within the historical/cultural context of Trinidad and Tobago
- Large-scale and national assessment systems
- Current assessment systems in the global, regional, and local contexts (PIRLS, PISA; CAPE, CSEC, CVQ, NCSE; SEA, National Tests)

C. Critiquing current classroom assessment practices

D. Use of technology in assessment

E. Inclusionary practices in educational assessment

F. Multiple roles of assessment in the classroom

- Assessment as, of, and for learning
- Formative assessment
 - Models, strategies and approaches to formative assessment
- Summative assessment
- Standards-based assessment
- Feedback in assessment

G. Planning for classroom assessment

- Setting instructional targets for unit and lesson plans
- Characteristics of, and selection of, assessment formats:
 - selected response (MCQs, True/False items, etc.)
 - constructed response (fill-in-the-blanks, short response, extended response, concept maps)
 - performance response (demonstrations, oral presentations, journals, portfolios)
 - personal/oral communication as assessment (oral questioning)
- Guidelines for choosing appropriate classroom assessment strategies
- Critiquing assessment items

H. Designing an assessment plan

- The central role of learning outcomes
- Putting a summative test together
- Basic validity and reliability concepts
- Mark schemes, rubrics

I. Interpreting test scores

J. Grading and reporting assessment results

- Meanings and purposes of grading
- Methods and forms of reporting, e.g., narrative reports, profiles, report cards, parent- teacher conferencing, multi-reporting systems

Goals/Aims

The course aims to produce classroom teachers who are fully cognisant of the link between good assessment and good instruction, and who have acquired the knowledge and skills necessary to use assessment strategies appropriately in the classroom setting

General Objectives

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

- develop an understanding of the role and function of assessment in teaching/learning at all levels of the education system;
- critically assess different types of assessment strategies and deduce the purposes best served by the various types;
- develop skills in choosing appropriate strategies for assessing various types of learning outcomes; and
- explore how assessment data can be used to provide feedback to enhance learning as well as inform students and other significant stakeholders about students' performance

Learning Outcomes

By the end of the course, participants will be able to:

- trace the historical and cultural factors that impact upon local classroom assessment;
- explain the different roles of classroom assessment;
- apply models, strategies, and approaches to design and review formative and summative assessment practices;
- justify the need for including feedback in assessment practices;
- critique current assessment items and practices;
- set instructional targets for unit and lesson plans;
- discuss the advantages and challenges of different assessment formats;
- select appropriate classroom assessment strategies to measure learning outcomes;
- evaluate the validity and reliability of classroom assessment strategies;
- justify the selection of different types of assessment items in an assessment plan;
- explain the meanings and purpose of grading; and
- devise creative ways for reporting on student performance.

Course Assessment

Students will be required to continually reflect on aspects of the process of assessment as the course unfolds.

Students will demonstrate their competency in undertaking tasks on assessment by designing an assessment plan which they will work on throughout the semester.

Assignment (100% coursework)

Teaching/Learning Strategies

- lectures
- workshops
- group work
- projects
- presentations
- class discussions
- use of online tools – blogs, wikis

Resources

Books

- Arter, J., & Chappuis, J. (2007). *Creating and recognizing quality rubrics*. Upper Saddle River, NJ: Pearson Education.
- Butler, S. M., & McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco, CA: Jossey-Bass.
- Glickman-Bond, J., & Rose, K. (2006). *Creating and using rubrics in today's classrooms: A practical guide*. Norwood, MA: Christopher-Gordon Publishers.
- Lewin, L., & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Payne, D. A. (1997). *Applied educational assessment*. Belmont, CA: Wadsworth

Stiggins, R. J. (2005). *Student-involved assessment FOR learning* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2007). *Classroom assessment for learning: Doing it right - using it well*. Upper Saddle River, NJ: Pearson Education.

Vlaardingerbroek, B., & Taylor, N. (Eds.). (2009). *Secondary school external examination systems: Reliability, robustness and resilience*. Amherst, NY: Cambria Press.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.

Journal articles

Buhagiar, M. (2007). Classroom assessment within the alternative assessment paradigm: Revisiting the territory. *Curriculum Journal* 18(1), 39–56.

Harris, L. R., & Brown, G. T. L. (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy & Practice*, 16(3), 365–381.

YEAR: 1

SEMESTER: I & II

COURSE CODE: EDTL 5231

COURSE TITLE: PRACTICE IN EDUCATION

NUMBER OF CREDITS: 9

PREREQUISITES: NONE

COURSE DESCRIPTION: This course is the practical component of the programme. It gives participants the opportunity to apply their theoretical knowledge, gained from all other courses of the programme, to the real- world contexts of schools. They will be given the opportunity to practise the specific skills needed to plan, teach, and evaluate lessons, and to adapt their planning and delivery to the needs of diverse learners and to those in different types of school settings. Over two semesters, participants will gradually be immersed in specific school environments, so that they can better make the transition from being observers in the classroom to independent teachers. This transition is an ongoing process of "becoming teacher" and entails the development of teachers as critical and reflective practitioners.

During specified periods in Semesters 1 and 2, participants will be assigned to schools where they will constantly be supervised and given developmental feedback about their teaching. Faculty members and cooperating teachers in schools will work together to ensure that the participants have a guided teaching/learning experience. This course is organised so that there are (a) face-to-face sessions on the university campus for all participants, and (b) sessions in schools where individual participants interact with the cooperating teacher and visiting faculty.

Purpose of the Course/Rationale

This course is designed to enable teachers to respond effectively to the teaching and learning needs of students in their charge. The periods of immersion in schools, focusing primarily on teaching practice and reflection on practice, serve to acquaint participants with the realities of school and classroom life—the contexts in which they are expected to teach effectively. Teaching competence requires not only having wide-ranging knowledge of educational concepts and theories, and specialised subject knowledge, but it also requires using this expertise to deliver interesting and meaningful lessons to learners. Combined, these constitute the art and science of teaching, and this course enables participants to develop in both spheres. The *science* of teaching refers to that body of knowledge, information, and skills that teachers draw on to help them plan, deliver, and evaluate their lessons. The *art* of teaching calls for a flexible approach in using this knowledge to adapt the curriculum and delivery strategies to motivate different categories of learners (those who differ by virtue of gender, aptitude, educational performance, opportunity to learn, and others), and to function effectively under different conditions.

All courses in the programme require that participants be involved in the school context in some way, and thus all courses articulate closely with the practicum, making it the hub of the entire programme.

Course Content

Semester 1 (2 weeks in the field)

- **Observing School Environments**
Participants' observations and reflections on whole-school issues, applying theories and concepts from all other courses. Issues include:
 - the choice of teaching as a career
 - school culture and organisation
 - the relationship of achievement to gender, SES, ability, and other factors
 - use of Creole and standard English
 - discipline/indiscipline and school violence
 - relationships between stakeholders (students, teachers, principals, parents, and school administrators)
 - history and development of different types of schools

Semester 2 (5 weeks in the field)

- **Guided Teaching** and **Independent Teaching** will focus on enhancing competencies in:
 - unit and lesson planning
 - technological pedagogical content knowledge
 - assessment
 - implementing units and lessons
 - classroom management
 - developing interpersonal relationships
 - the use of questioning
 - using technology in the classroom
 - motivating the learner
 - communication skills
 - reflecting on and evaluating teaching

Goals/Aims

This course aims to:

- develop practitioners who see teaching as a reflective and flexible approach to instruction that responds to the needs of diverse learners in a variety of contexts; and
- establish enabling relationships among all stakeholders who impact on the teaching/learning scenario.

General Objectives

Participants will have opportunities to:

- practise in different school settings;
- plan, teach, and evaluate lessons;
- interact with diverse learners;
- interact with peers and cooperating teachers in planning and delivering lessons;
- develop a range of teaching skills and appropriate instructional strategies;
- treat instruction as a problem-solving exercise needing creative solutions;
- view classroom relationships as being directly related to relationships among stakeholders in the wider school environment; and
- engage in reflection on and reflection in practice.

Topic or Unit Objectives/Learning Outcomes

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

1. plan effective lessons, using instructional objectives and appropriate learning activities, teaching strategies, technology, and varied forms of assessment;
2. deliver lessons that are responsive to the needs of learners of varying literacy, numeracy, and ability levels, learning styles, socio-economic backgrounds, and genders;
3. use effective questioning, motivational, interpersonal and grouping skills to create enabling classroom environments;
4. justify their choice of instructional methods and strategies;
5. reflect on their own teaching and that of other participants;
6. work collaboratively with colleagues for school-based curriculum development and delivery;
7. evaluate their teaching; and
8. discuss the problems and issues in the school that impact classroom teaching.

Course Assessment

The assessment for this course focuses on evidence of: (a) the continuous development of the participants through a portfolio that documents emerging skills and reflections, and (b) the growing level of competence displayed by participants in the delivery of instruction in the classroom on two separate occasions, constituting the final teaching practice.

The Portfolio (25%)

Teaching Practice (75%)

Teaching/Learning Strategies

These strategies will be applied in the cooperating schools and during campus-based sessions:

- discussions
- pre-conferencing
- observation of teaching
- debriefing
- micro-teaching
- team teaching

Resources

Students will be provided with the following support resource materials:

- handouts
- Internet URLs – relevant websites
- electronic presentations
- materials to create posters and charts
- classroom aids

Readings

Avalos, B. (1991). *Approaches to teacher education: Initial teacher training*. London, UK: Commonwealth Secretariat.

Blandford, S. (2000). *Managing professional development in schools*. London, UK: Routledge. Brooks, V., Abbott, I., & Bills, L. (2004). *Preparing to teach in secondary schools: A student teacher's guide to professional issues in secondary schools*. Maidenhead, UK: Open University Press.

Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools*. London, UK: Routledge.

Denby, N. (2008). *How to achieve your QTS: A guide for students*. London, UK: Sage. Martin-Kniep, G. O. (1999). *Capturing the wisdom of practice: Professional portfolios for educators*. Alexandria, VA: Association for Supervision and Curriculum Development. McLaughlin, M., & Vogt, M. (1996). *Portfolios in teacher education*. Newark, DE: International Reading Association

Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*.

Mountain View, CA: Harry K. Wong Publications.

YEAR: 1

SEMESTER: II

COURSE CODE: EDRS 5221

COURSE TITLE: LEADING PROFESSIONAL ENQUIRY

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This is a preliminary course in school-based enquiry, which provides participants with initial training to conduct practice-based enquires by taking them through the process of action research. The course introduces the participants to the discourse and debates around action research and associated concepts through engagement with relevant action research literature and research. It provides them with opportunities to work collaboratively with colleagues in secondary schools to develop a plan of action for conducting an enquiry in an aspect of school life. The intention is to provide the participants with the opportunity to develop a plan that is reflective of their specific beginning point as novice teachers, identified needs, experiences, and operating contexts.

Participants will be required to write a reflective research journal and complete a 1,500 word assignment, which is the development of a plan for action.

Purpose of the Course/Rationale

This course is intended to develop prospective secondary school teachers with fundamental knowledge and skills in research-based practice so that they are equipped to participate in and initiate efforts to improve classrooms and bring about whole-school change.

Course Content

The course is structured around the following topics:

A. Introduction to educational research

- A broad overview of the nature and purpose of educational research and types

B. Finding a focus of enquiry

- Identifying an area to improve or change through action research
- The role of collegial discussion and debate in identifying and analysing issues for research
- Writing a reflective research journal

C. Introduction to action research

- Reviewing the field of action research: nature and purpose
- Reviewing the process of enquiry: phases of action research
- Action research models
- Teacher-led action research: exploration of examples of action research projects
- The concept of peer review in research

D. Developing a plan for reconnaissance

- The aims of reconnaissance
- The research context
- The research focus
- Evaluating what needs to change
- Identifying data collection strategies
- Developing a plan for action

E. Reflecting on reconnaissance

- Refining the action research plan

F. Planning for action

- Monitoring
- Developing timelines
- Working collaboratively with teams
- Evaluating

Goals/Aims

The goal of the course is to promote the initial training of participants to engage in practice-based research that informs the decisions they make about improving students' learning and the conditions of schooling. In this regard, the course aims to encourage participants to embrace their roles as change agents.

General Objectives

In order to achieve the course goal the participants will:

- reflect on their own teaching philosophy and practice, and on ways in which these might be refined;
- collaborate with others to improve their own practice, and the practice of education in their schools and educational systems;
- plan and use research to evaluate and inform their professional practice;
- critically interrogate dominant educational policies and practices; and
- assume roles as change agents in schools.

Learning Outcomes

Upon completion of this course, participants will be able to:

1. critique their own and their peers' research proposals;
2. conceptualise a research study that focuses on improving the conditions for learning in schools;
3. outline the key elements of an action enquiry plan, including project design, reconnaissance, and data collection strategies;
4. examine the impact of action enquiry in relation to their roles as change agents; and design an action research enquiry that is context-based and collaborative.

Course Assessment

Coursework Assignments – 100 %

Teaching/Learning Strategies

- lectures
- workshops
- tutorials (both face-to-face and online)
- participant presentations
- writing a reflective journal
- field work

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: RoutledgeFalmer.

IN-SERVICE POSTGRADUATE 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 vacation period. 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 I

Course Code	Course Title	Credits
EDFA 5210	Foundations of Education	5
EDRS 5220	Project in the Theory of Education	5
EDTL 5230	The Practice of Education	10
EDLA 5240- EDEA 5290	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
EDIT 5200	The Teaching of Information Technology	10

COURSE DESCRIPTIONS

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 (3rd 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: II

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: II

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: II

COURSE CODE: ECTL 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.

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.

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. TECHNOLOGY INTEGRATION 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
- 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: II

COURSE CODE: EDLA 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* (2nd 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* (3rd 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* (2nd ed.). New York: Longman.

SEMESTER: II

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: II

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: II

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: II

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* (2nd 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?* (2nd ed.). London: Penguin.

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

Portal, C. (Ed.). (1987). *The history curriculum for teachers*. London: Falmer.

SEMESTER: II

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.

Regulations Governing the MEd 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, 5th. 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 (MEd) – 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:
As approved by the School of Education.

COURSE LISTING

MEd - Concentration in Youth Guidance

YEAR 1

SEMESTER 1

Course Code	Course Title	Credits
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

Course Code	Course Title	Credits
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

Course Code	Course Title	Credits
EDGC 6212	Diagnosis and Counselling First Steps	4
EDRS 6203	Graduate Research Seminars	4
EDRS 6900	Research Project	10

YEAR 2

SEMESTER 2

Course Code	Course Title	Credits
EDRS 6203	Graduate Research Seminars	pass/fail
EDRS 6900	Research Project	10

MEd - 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):

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 Curriculum

Course Code	Course Title
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

Course Code	Course Title	Credits
EDRS 6900	A Research Project	10

COURSE LISTING

MEd - Concentration in Curriculum

Course Code	Course Title	Credits
*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: I

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* (5th ed.). New York: Worth Publications.
- Eggen, 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* (9th 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* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing.

YEAR:

SEMESTER: I

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* (7th 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* (5th ed.). London: Routledge.
- Gorard, S. (2001). *Quantitative methods in educational research*. London: Continuum.
- Keeves, J., & Lakowski, 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: I

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* (4th 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* (5th 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* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- PAHO/WHO, CAREC, and other regional documents on youth and development.

YEAR:

SEMESTER: II

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: II

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* (7th 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: II

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* (6th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning.
- Corey, G., Corey, M. S., & Callahan, P. (2003). *Issues and ethics in the helping professions* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- Erchul, W.P., & Martens, B.K. (2002). *School consultation: Conceptual and empirical bases of practice* (2nd 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* (6th 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-Yebo, 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* (10th ed.). Boston, MA: Houghton Mifflin.
- Meijer, C.J.W., Piju, 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* (2nd 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* (2nd 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: I AND II

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: II

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.

YEAR:

SEMESTER: I

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: II

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: II

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: I

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 assignment 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 (MEd) in Reading

(NOT OFFERED 2014/2015)

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 MEd 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: FUNDAMENTALS OF EDUCATIONAL RESEARCH I

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: FUNDAMENTALS 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

International Reading Association. (1996). *Standards for English language arts*. Retrieved February 2, 2009 from 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.

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)

Middle Web (<http://www.middleweb.com>)

NRP Report, 2000 (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*. (5th Ed.). Newark, DE: International Reading Association.
- Tierney, R.J. & Readence, J.E. (Eds.). (2005). *Reading strategies and practices: A compendium* (6th Ed.). Boston: Allyn & Bacon.
- Tompkins, G.E. (2004). *Literacy for the 21st 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: Participant evaluation 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
- 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.
- Hylland, 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 2nd 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 4th 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 4th 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* (3rd 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
- 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, MA, 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
- 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.
- 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.

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:

- (a) 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;
- (b) be delivered using a combination of intensive face-to-face teaching and distance modalities;
- (c) the face-to-face components will be delivered in residential school blocks in Trinidad during the Summer school and pre-Christmas periods;
- (d) 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

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
- www.unaids.org
- www.caricom.org
- www.unesco.org
- www.unfpa.org
- www.unicef.org
- www.undp.org
- www.nlm.gov
- 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* (4th 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* (4th Ed.). Benjamin Cummings. (ISBN:0805360107).
- Naidoo, J. (2000). *Health Promotion: Foundations for practice* (2nd Ed.). New York: Baillière Tindall. (ISBN:062117110523)
- Nutbeam, D., Harris, E. (2004). *Theory in a nutshell: A practical guide to health promotion theories* (2nd 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* (3rd 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
www.unaids.org
www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html
www.who.int/healthpromotion/conferences/6gchp/bangkok_charter/en/index.html
www.who.int/healthpromotion/en/
www.caricom.org
www.unesco.org
www.unfpa.org
www.unicef.org
www.undp.org
www.nlm.gov
www.cdc.gov
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 MEd (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%

SCHEDULE

(TOTAL: 300 hours)

1st Residential Block
(135 hrs – 20 working days)

Course Code	Activity	Hours
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 (30 hrs – 5 working days) Year 1

Course Code	Activity	Hours
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

Course Code	Activity	Hours
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)

Course Code	Activity	Hours
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 (MEd) in Educational Leadership (SEMP) YEAR I (NOT OFFERED 2014/2015)

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 Coordinating 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

- Ashbaugh, C. R., & Kasten, K. L. (1995). *Educational leadership: Case studies for reflective practice* (2nd ed.). White Plains, NY: Longman.
- Centre for Educational Research and Innovation. (1989). *One school, many cultures*. Paris: OECD.
- Covey, S. R. (1990). *The seven habits of highly effective people: Restoring the character ethic*. New York: Simon & Schuster.
- Fischer, F., & Sirianni, C. (Eds.). (1994). *Critical studies in organization and bureaucracy* (rev. ed.). Philadelphia, PA: Temple University Press.
- Fyfe, A., & Figueroa, P. (Eds.). (1993). *Education for cultural diversity: The challenge for a new era*. New York: Routledge.
- Gollnick, D. M., & Chinn, P. C. (2004). *Multicultural education in a pluralistic society* (6th ed.). Upper Saddle River, NJ: Pearson/Merril.
- Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7th ed.). New York: McGraw-Hill.
- Karabel, J., & Halsey, A. H. (1977). *Power and ideology in education*. New York: Oxford University Press.
- Murphy, J. (1992). *The landscape of leadership preparation*. Newbury Park, CA: Corwin Press.
- Robinson-Shade, B. J. (1997). *Culture, style and the educative process* (2nd ed.). Springfield, IL: C. C. Thomas.
- Strike, K., Haller, E. J., & Soltis J. (2005). *The ethics of school administration* (3rd ed.). New York: Teachers College Press.
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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

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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

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- French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
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- Schmuck, R. A., Runkel, P. J., Arends, J. H., & Arends, R. I. (1977). *The second handbook of organization development in schools*. Palo Alto, CA: Mayfield.

YEAR:

SEMESTER:

COURSE CODE:EDRS 61 16

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

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- Lieberman, A., & Miller, L. (1999). *Teachers transforming their world and their work*. New York: Teacher's College Press.
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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

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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* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
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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

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- Owen, J. M., & Rogers, P. J. (1999) *Program evaluation: Forms and approaches*. London: Sage.
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- 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

[NOT OFFERED 2014-2015]

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 17th 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.indiana.edu/~ensiweb/lessons.unt.ns.r.html>
- <http://www.msu.edu/~dugganha/NOS.htm>

YEAR: 1

SEMESTER: I

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-Smolksa, 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: II
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: II

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: I

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: I

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 21st 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: I AND II

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: II

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 (MA) 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.

Components of the Programme	
Programme Delivery Structure	
Course Descriptions	
EDTV6000	Philosophical Foundations of TVET and Workforce Development
EDEA6309	Leadership in Educational Administration and Training
EDTV6002	Workforce Occupational Analysis
EDTV6003	Management of TVET and WFD Programmes
EDTV6004	Designing TVET and WFD Systems
EDTV6005	Comparative Studies of TVET and WFD in Developed and Developing Countries
EDPS6013	Measurement of Educational and Psychological Constructs
EDEA6321	Educational Resource Management
EDEA6012	Budget Planning and Financial Management for Institution Leaders
EDRS6115	Research Methods
EDRS6116	Fundamentals of Data Analysis
EDEA6306	Planning for Education and Training Systems
EDTK6903	Technology in Higher Education
EDTV6023	Distance and Online Learning Design and Delivery
EDTV6024	Curriculum Development
EDRS6801	Project/Thesis
EDTV6033	Structured Field Experience in TVET
EDTV6040	TVET & WFD Seminar Series

COMPONENTS OF THE PROGRAMME

The components of the programme include the following menu of courses:

- A) TVET and WFD core courses
- B) Applied science courses
- C) Optional courses (Electives)
- D) Research
- E) Field experience
- F) Seminar

The following are the set of courses identified for selection/ composition of individual study programmes (Note that all courses are 3 credits unless otherwise stated):

**A) TVET & WORKFORCE DEVELOPMENT CORE COURSES:
[All candidates are required to complete 15 credits in this area]**

- EDTV6000 Philosophical Foundations of TVET & WFD
- EDEA6309 Leadership in Educational Administration and Training
- EDTV6002 Workforce Occupational Analysis
- EDTV6003 Management of TVET & WFD Programmes
- EDTV6004 Designing TVET & WFD Systems
- EDTV6005 Comparative studies of TVET & WFD in Developed and Developing Countries

**B) APPLIED SCIENCE COURSES:
[All candidates are required to complete 6 credits in this area]**

- EDPS6013 Educational and Psychological Measurement (Existing Course)
- EDEA6321 Educational Resources Management
- EDTV6012 Budget Planning and Financial Management
- EDRS6115 Research Methods (Existing Course)
- EDRS6116 Fundamentals of Data Analysis (Existing Course)

**C) OPTIONAL COURSES (ELECTIVES):
[All candidates are required to complete 6 credits in this area]**

- EDEA6306 Planning for the Education and Training System
- EDTK6903 Technology in Higher Education (Existing Course)
- EDTV6023 Distance and Online Learning Design and Delivery
- EDTV6024 Curriculum Development for TVET & WFD
OR any other course at this level approved by the School of Education (only one allowed)

D) RESEARCH & DEVELOPMENT

- EDRS6801 Research Project - 18,000 Words (9 credits)

E) FIELD EXPERIENCE (3 CREDITS)

- EDTV6033 Structured Field Experience

F) SEMINARS (3 CREDITS)

- EDTV6040 TVET & WFD Seminar Series
 1. Current Issues Affecting Implementation of TVET
 2. Critical Issues Affecting Workforce Development
 3. Work, Ethics & National Development

PROGRAMME DELIVERY STRUCTURE

Student will be required to complete 42 credits which include a research project in order to satisfy the requirement for the Master's Degree. Note that candidates are required to do six credits of electives and six credits of applied science courses. The proposed delivery structure of the programme is as follows:

COURSES		NO. OF CREDITS
YEAR 1		
Semester 1	3 TVET and WFD core courses	9
Semester 2	2 TVET and WFD core courses	6
	Research Methods (Applied Science)	3
Summer	1 Applied Science course	3
	1 Elective	3
YEAR 2		
Semester 1	1 Elective	3
	Seminars	3
	Research project started	
Semester 2	Research Project completed	9
Summer	Field Experience	3
TOTAL	[15 credits -TVET and WFD core 6 credits – Applied Science 3 credits – Electives 3 credits – Seminars 9 credits – Research Project]	42 Credit

Reference Materials

For each course, there may be no single recommended text. However, there are recommended books, articles, and web-based resources. Other suggested readings and resources will be provided during each course delivery. Pertinent to this programme are a number of Journals that will be recommended based on the specific course requirements. Journals include:

- Journal of Educational Leadership (ASCD)
- Educational Administration Quarterly
- Handbook of Research in Educational Administration
- Caribbean Journal of Education
- Institute of Education Publication Series
- Journal of Education and Development in the Caribbean
- Higher Education Quarterly (British)
- British Journal of Educational Administration and Management
- The Journal of Workforce Development (National Association of Workforce Development Professionals)
- International Journal of Training Research

COURSE DESCRIPTIONS

EDTV6000: PHILOSOPHICAL FOUNDATIONS OF TVET AND WORKFORCE DEVELOPMENT

Credits: 3
Pre-requisites: none
Duration: 39 hours

1. Rationale:

Over the past 30 years, attempts have been made to integrate technical and vocational education into the formal education system. As society recognizes that individuals must be educated either to face the world of work after public schooling or proceed to acquire higher levels of education, the importance of TVET is being heralded as a necessary component of the education process. It is now recognized that TVET can play a vital role in improving the performance in general education while at the same time provide worthwhile competencies that will benefit both the individual and the workplace. However, with concerns about the purpose of technical education coming from various constituents, it becomes necessary to provide the historical, philosophical and conceptual underpinnings for Technical Vocational Educational and Training (TVET) in preparing the workforce. This course will provide participants with a clear grounding in the philosophy of TVET and workforce development from a local, regional and international perspective.

2. Course Objectives:

- Participants should be able to:
- 2.1 Outline the history of technical and vocational education and its philosophy
 - 2.2 Discuss the philosophical imperatives for TVET and WFD
 - 2.3 Assess the role of TVET in life-long learning and those with special needs
 - 2.4 Evaluate the benefits, criticisms and weaknesses attributed to the TVET as an approach to education.
 - 2.5 Articulate approaches to the implementation of TVET and WFD strategies on a national and international basis.
 - 2.6 Assess the assumptions on which TVET as a part of the process of education should be grounded

3. Course Content:

UNIT 1: Philosophical Concepts related to nature of instruction, curriculum and institutions

- Pragmatist focusing on knowing and action based on ones experience in life
- Idealist emphasizing the dominance of ideals in the learning process
- Realist emphasizing the world as perceived
- Existentialist emphasizing the supremacy of the individual in determining reality
- Eclecticism representing an amalgamation of concepts for the preceding philosophies

UNIT 2: Overview of TVET developments and relationship with philosophical concepts

- Apprenticeship
- The industrial arts movement
- Career Training and education
- The role of international agencies in the promotion of TVET & WFD
- Modern approaches to TVET & WFD

UNIT 3: The role of philosophy in positioning TVET & WFD

- Creating the pathway for adjusting TVET to respond to change and transformation
- Synthesizing what is known and knowable about TVET for meaningful implementation
- Provide guidance for the development of policies for present and future
- Provide a framework for establishing the worth and Impact of Evaluation
- Theorizing alternatives for TVET & WFD to maintain credibility in the future

UNIT 4: Influence of Philosophy on TVET & WFD principles

- Career counseling for selecting appropriate training and job induction
- Adult preparation and learning for life
- Preparing the learner for effective job performance
- Providing equity in the preparation of the world of work
- Providing a transitional means from formal schooling to productive employment
- Biases between sexes and age group, those with special needs
- The nature of the preparation of the TVET & WFD instructors
- Building work ethic to fit progressive organization culture

UNIT 5: TVET & WFD in the 21st century

- Ethical and social responsibilities related to the use of technology
- TVET and the environment
- Preparation of the learner for TVET & WFD
- Stakeholder roles in TVET & WFD programme development and execution
- Beneficiaries of training—Individual, industry, society
- The fit of TVET & WFD in the process of education

UNIT 6: Reflections on the future of TVET and the workforce in an information driven economy

- Nature of jobs and the skills that are required
- Role of the education system in preparing the workforce
- Focus of training—workplace or institutional based
- Collaboration between private sector and the national government
- Centrality of technology in conceptual framework
- General education vs. technical and vocational education

4. Teaching Methods:

- Face to face and on-line
- Lecture, discussion, individual and group presentations
- Use of cases and case studies
- Online learning activities – (conferences, projects, etc.)

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2500 words)	25%	25%
Major assignment/portfolio (3500 words)	45%	45%
TOTAL	100%	100%

6. References

- Biemans, H., Nieuwenhuis, L., Poell, R., Mulder, M., & Wesselink, R. (2004). Competence-based VET in the Netherlands: background and pitfalls. *Journal of Vocational Education and Training*, 56(4), 523 – 538
- Fein, J., Maclean, R., & Man-Gon, P. (Eds.). (2009). *Work, learning and sustainable development*. Berlin, Germany: UNESCO, UNEVOC, Springer [Technical and Vocational Education and Training Series].
- Hutton, D. M. (2009) Competency-based training and education: Making strides in a climate of support and opposition. *Journal of the University College of the Cayman Islands*, 3, 4-26.
- Guenther, C. J. (1999). Radical assumptions for a new philosophy of technical education. *Bulletin of Science, Technology & Society*, 19(4) 296-299. Retrieved on March 23, 2009 from <http://bst.sagepub.com/cgi/content/abstract/19/4/296>
- Kazanas, H., Harris, J., & Lemons, D. (1973). *The philosophy and foundations of vocational education*. New York, NY: Irvington Publishers.
- Kerre, B. W. (1991). What is vocational education? The meaning, philosophy, and principles of vocational education. New York, NY: Bureau of Educational Research.
- Miller, M. (1984). *Principles and a philosophy for vocational education*. Columbus, OH: National Centre Publications.
- Morris, H.A. (1996). Technical and vocational education in Jamaica: Development and democratization. *Caribbean Journal of Education*, 18(2), 264-275.
- Morris, H. A. (2005). Issues of governance of technical and vocational education: Implications for Jamaica and the Caribbean. Institute of Education Publication Series, 4.
- Noddings, P. (2006). *Philosophy of education*. New York, NY: Westview Press.
- Speck, M. (1998). *The principal: Building a learning organization*. Columbus, OH: Prentice Hall.
- Stevenson, J. (2003). *Developing vocational expertise: Principles and issues in vocational education*. New York, NY: Allen & Unwin.
- Stevenson, J. (2005). The centrality of vocational learning. *Journal of Vocational Education and Training*, 57(3), 335 – 354.

UNESCO. (2006). Participation in formal technical and vocational education and training programmes worldwide: An initial statistical study. Paris, France: UNESCO-UNEVOC International Centre for the Technical and Vocational Education and Training.

UNESCO and ILO. (2002). Technical and vocational education and training for the 21st century: Revised recommendation concerning technical and vocational education. Paris, France: Author.

UNESCO. (2002). Technical education and professional training in Latin America and the Caribbean. Paris, France: Author.

Winch, C. (2000). Education, work and social capital: Towards a new conception of vocational education. New York, NY: Routledge, Taylor and Francis e-Library

EDEA6309: LEADERSHIP IN EDUCATIONAL ADMINISTRATION AND TRAINING

Credits: 3
Pre-requisites: none
Duration: 39 Hours

1. Rationale:

In an effort to transform and mainstream the Technical and Vocational Education and Training (TVET) system in a sustainable manner, leaders and practitioners alike must be fully prepared to take on added responsibilities which are more demanding, complex and fluid in nature. However, there can be no success unless TVET systems have the capacity and capabilities to respond to the new demands that will be made on them. Primary among the capacity requirements is leadership which is transformational. Leaders at all levels of the TVET and WFD systems must be cognizant of the leadership styles, behaviours and practices which will either advance or retard their efforts. This course is intended to introduce TVET & WFD administrators and practitioners to the theories and principles of educational leadership. The emphasis of the course will be on providing the skills and knowledge to operate as leaders in a collegial, cooperative and mentoring model. The knowledge of the TVET & WFD leaders in the age of change, transformation and uncertainties includes a complex array of theories, ideologies, skills, ethical principles, paradigms and practices which are applied to a diverse set of issues in educational leadership. Administrators and teachers/instructors are expected to understand these theories and principles and then use them to inform practice so as to enhance the effectiveness and productivity of their school or training organizations.

2. Course Objectives:

Participants should be able to:

- 2.1 Analyze the various types and approaches to leadership as they relate to TVET and the workplace.
- 2.2 Discuss the nature of leadership and leadership behaviours in TVET and the workplace.
- 2.3 Analyse the characteristics and qualities of effective leaders for the TVET & WFD systems.
- 2.4 Explain selected theories and practices of leadership in education.
- 2.5 Demonstrate knowledge of how to apply leadership in order to achieve effective performance as a leader in the TVET & WFD systems.

3. Course Content:

Unit 1: Nature of Leadership and the Leadership Debate

- Leadership defined
- The Leadership Debate (nature, intelligence, personality, gender, birth order)
- Classical theory perspective
- Social system perspective
- Open system theory
- Effective school theory

Unit 2: Categories of Leadership

- Instructional leadership
- Participative leadership
- Team leadership
- Moral leadership
- Transformational leadership
- Managerial leadership
- Emotional intelligence

Unit 3: Current Theories in Effective Leadership

- Distributive leadership
- Synergistic leadership theories
- Vertical Dyad Linkage theory
- Reciprocal influence theory
- Substitutes for leadership

Unit 4: Leadership Traits

- Traditional view on traits and leadership
- Early study of leadership traits
- Personality traits
- Motivational Traits
- Skills related traits
- Applying trait theory to develop supervision and leadership skills

Unit 5: Leadership Behavior and Styles

- Foundation Studies on Leadership: Iowa, Ohio, Michigan
- Leadership style continuum
- Leadership grid
- Three-dimensional leadership styles
- Contingency and situational leadership

Unit 6: Transformational Leadership Models

- Laissez-faire leadership
- Transformational leadership
- Transactional Leadership
- Leadership Practice in a Loosely Coupled System
- Leadership Practice in a Learning Organization

Unit 7: Qualities of High Performing TVET leaders and Administrators

- The role of personal beliefs and philosophies
- The role of personal qualities in effective performance
- Building effective relationships with internal and external communities
- Managing students' academic performance and personal development
- Building effective structures and systems to facilitate performance

Unit 8: Building and Applying Effective Supervision and Leadership

- Networking with peers
- Applying mentoring and coaching skills
- Constructing and maintaining a learning community
- Importance of the professional development process
- Facilitation of curriculum, instruction and assessment

4. Teaching Methods:

- Lecture, discussion, individual and group presentations
- Use of cases and case studies
- Online learning activities – (conferences, projects, etc.)

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	20%	20%
Major assignment/portfolio (3500 words)	50%	50%
TOTAL	100%	100%

6. References:

Amabile, T.M., Schatzel, E.A., Moneta, G.B., & Kramer, S.J. (2004). Leader behaviours and the work environment for creativity: Perceived leader support. *Leadership Quarterly*, 15, 5-32.

Andeweg, R.B., & van den Berg, S.B. (2003). Linking birth order to political leadership: The impact of parents or sibling interaction? *Political Psychology*, 24 (3), 605-623.

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Balkundi, P., & Harrison. D.A. (2006). Ties, leaders and time in teams: Strong inference and network structure's effects on team visibility and performance. *Academy of Management Journal*, 49 (1), 305-325.

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Bastick, T., & Ezenne, A. (Eds.). (2003). *Teaching Caribbean students. Research on social issues in the Caribbean and abroad.* Kingston, Jamaica: U.W.I., Department of Educational Studies.

Bazerman, M.H. (2002). *Judgements in managerial decision making* (5th ed.). New York, NY: Wiley.

Brown, R. (2000). *Group processes* (2nd ed.) Oxford, UK: Blackwell.

Buchanan, L. (2002, August 1). *The innovation factor: Inside the idea mill.* Inc.

Cha, S.E., & Edmondson, A. C. (2006). When values backfire: Leadership, attribution, and disenchantment in a values-driven organization. *Leadership Quarterly*, 17, 57-78.

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Clarke, J. C. (2004/5) Leadership strategies for effectiveness in selected secondary schools in Jamaica. *Journal of Education and Development in the Caribbean* 8, (1 & 2), 28 – 50.

Cronin, M., & Weingart, L. (2007). Representational gaps, information processing, and conflict in functionally diverse teams. *Academy of Management Review*, 32 (3), 761-773.

Cross, S.E., Bacon, P.L., & Morris, M.L. (2000). The relational-interdependent self-construal and relationships. *Journal of Personality and Social Psychology*, 78(4), 791-808.

Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning.* New York, NY: Viking Press.

DeChurch, L.A., & Marks, M.A. (2006). Leadership in multiteam systems. *Journal of Applied Psychology*, 91(2), 311-329.

Druskat, V.U., & Wheeler, J.V. (2004). How to lead a self-managing team. *MIT Sloan Management Review*, 45(4), 65-71.

Duck, J.M., & Fielding, K.S. (1999). Leaders and subgroups: One of us or one of them? *Group Processes and Intergroup Relations*, 2(3), 203-230.

Eagly, A. H., Johannesen-Schmidt, M.C., & van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing men and women. *Psychological Bulletin*, 129, 569-591.

Edmondson, A. (2003). Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams. *Journal of Management Studies*, 40(6), 1419-1452.

Epitropaki, O., & Martin, R. (2005). From ideal to real: A longitudinal study of the role of implicit leadership theories on leader-member exchanges and employee outcomes. *Journal of Applied Psychology*, 90(4), 659-676.

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Fenn, D. (2005, October). *The remote control CEO.* Inc., p.96.

Fishman, C. (1999). How teamwork took flight. *Fast Company*, 28, 188.

Gorton, R., Alston, J. A., & Snowden, P. (2007). *School leadership and administration: Important concepts, case studies and simulation.* (7th ed.). San Francisco, CA: McGraw Hill.

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EDTV6002: WORKFORCE OCCUPATIONAL ANALYSIS
Credits: 3
Pre-requisites: none
Duration: 39 hours

1. Rationale:

Effective occupational analysis is the foundation for the building of reliable TVET and WFD programmes. Familiarization with the data and information provided by such an analysis is central for planning, curriculum development and the overall implementation of TVET and WFD programmes. In particular, those who manage the TVET functions along with trainers and instructors should be knowledgeable about the type of information that is produced by occupational analysis. Further, the changing nature of the workforce means that the skills requirements are always changing; therefore, TVET practitioners should always avail themselves with relevant information on which to make adjustment in programme design, development and delivery. They need to carry out aspects of this type of analysis as one of the responsibilities of the training system. TVET & WFD practitioners should not only be able to access the data but acquire the skills to generate reliable data. This course will provide the training and skills to carry out occupational analysis or apply the data provided in a variety of context.

2. Course Objectives:

On completion of this course, participants will be able to:

- 2.1 Discuss how labour force data could be used to determine training requirements for industry
- 2.2 Explain the types and use of occupational classification
- 2.3 Apply labour competency standards in training programme development and implementation
- 2.4 Determine the advantages and disadvantages related to functional and occupational analysis
- 2.5 Critically examine cases of the implementation of competency standards in TVET and WFD programmes.
- 2.6 Critique the limitations and strengths of the assessment process in TVET and WFD programmes.

3. Course Content

Unit 1: Classification of Major Groups of Occupations

- Defining Occupation
- Identification of occupational areas
- Levels of occupation
- Major groups of occupations
- Nature of the classification
- Presentation of classification

Unit 2: Essential Concepts of Labour Competency

- Definition of labour competency
- Historical application of competency-based training
- Relationship between labour competency and competitiveness
- Procedure for applying labour competency approach
- Advantages of competency-based training for workers and enterprises

Unit 3: Labour Competency Standards in the Caribbean

- Use of labour competency standards
- Specification of labour competency standards
- Comparison of labour competency standards for selected countries
- Comparison of labour competency standards with Quality Management

Unit 4: Conducting Functional Analysis

- Defining functional analysis
- Historical role of functional analysis
- Process for conducting functional analysis
- Constructing a functional map
- Applying functional analysis data for competency-based training
- Identifying major functions or key purposes

Unit 5: Deriving Competencies from Occupational/Job Analysis

- Approaches used to conduct job analysis
- Tools for conducting job analysis—DACUM, AMOD, SCID
- Models used to conduct job analysis—New Zealand, Australia, USA, South Africa
- The HEART Trust/NTA model
- Determining competency and components of competency
 - Element of competency
 - Performance criteria
 - Qualification requirements based on competency profiles

Unit 6: Assessment and Certification of Competencies

- Implementing the competency assessment process
- Requirements for the certification of labour competencies
- Dealing with issues of quality and standards
- Comparing traditional assessment with competency-based assessment
- Criticism of Competency-based assessment
- Alternative approaches to strengthen the assessment and certification process

Unit 7: Competency-based Training and Human Resources Management

- Types of training system to support TVET and WFD programmes
- Relationship of Competency standards and curriculum design
- Issues related to the role of school in determining competencies
- Challenges of labour competencies as basis for training delivery content
- Application of labour competency to human resources management
- The role of competencies approach in the selection of human resources
- The impact of behaviourism on the human relations factors

4. Teaching Methods:

- Lecturer, discussion, individual and group presentations
- Use of cases and case studies

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	25%	25%
Major assignment/portfolio (3000 words)	45%	45%
TOTAL	100%	100%

6. References

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EDTV6003: MANAGEMENT OF TVET & WFD PROGRAMMES

CREDITS: 3
PRE-REQUISITES: EDTV6002
DURATION: 39 HOURS

1. Rationale

Management of TVET & WFD programmes has been called into question over the years both locally and internationally. Compounded by the vast number of concerns from the various stakeholders about the purpose of this type of education, it is critical that a course which focuses on policy and management of these programmes be undertaken by students in this field. This course will introduce TVET and WFD practitioners to the rudiments of management and to ways of applying the various principles to TVET & WFD. The introductory segment provides an overview of management. First, the evolution of management is addressed – traditional, behavioral, systems and contingency view points. Following, emphasis is placed on the function and roles of managers and the importance of management in an organization. It is imperative that these managers understand the fundamentals of decision making and be able to apply these in their operations. Candidates will be exposed to the classes of managerial decisions and the conditions that affect decision making and popular decision making models. Candidates will be expected to analyze the various models in relation to TVET & WFD. They will also be exposed to the basics of strategic and tactical planning and given an opportunity to apply these to TVET and WFD.

2. Objectives

On completion of this course, participants will be able to:

- 2.1 Identify management processes which are appropriate for TVET & WFD.
- 2.2 Give a critical analysis of management functions and roles of the leaders in TVET & WFD.
- 2.3 Discuss the weaknesses and internal and external forces that influence in the management of TVET & WFD.
- 2.4 Articulate solutions for challenges and problems associated with the management of TVET & WFD systems
- 2.5 Demonstrate knowledge of the decision making process and identify pitfalls that can undermine management.
- 2.6 Implement performance management systems

3. Course Details:

Unit 1: Introduction to Management

- Principles of management
- Defining Terms: Management, Manager, organization
- The basic management levels
- Managerial functions and roles
- Managerial Skills

Unit 2: Forces Affecting Management of TVET & WFD Systems

- Policy formulation and implementation
- Environmental, technological, political, cultural, economic, international, ethical and social forces that affect the management.
- Internal and external dynamics of TVET & WFD
- Organizational structures for systems
- Coordination of activities
- Policy and authority
- Environmental influences on systems
- Motivating in TVET & WFD

Unit 3: Planning and Decision Making in TVET & WFD

- Objectives and decision making
- Conditions affecting decision making
- Managerial Decision Making Models
- Decision making techniques.
- Strategic & tactical planning

Unit 4: Challenges Facing Management in TVET & WFD

- Conflicts and how they are managed
- Sources and effects of stress and how stress is managed
- Articulation with educational and industrial systems
- Staffing, Resource and Facilities Management
- Leadership (See course on Leadership in TVET & WFD)

Unit 5: Performance Management

- Models of performance management
- Performance appraisals
- Acting on performance appraisals
- Integrating organizational goals and performance appraisal system

4. Course Approach/Methodology

The course will be delivered using either face-to-face or on-line modalities. Participants are expected to work individually and in groups. Online participants are expected to engage in on-line research and discussion - requiring responses to questions posed by the course presenter/facilitator. In the case of the face-to-face delivery of the course, time will be allocated for in-class discussions, which could be supplemented by formal or guest lectures.

Project/Paper Submission

All participants are expected to conduct research on selected topics, using traditional resources and Internet references that represent a sample of appropriate and relevant readings in developing a paper showing synthesis and application of policy development techniques and principles to the TVET & WFD Environments.

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	25%	25%
Major assignment/portfolio (3500 words)	45%	45%
TOTAL	100%	100%

6. References:

Amabile, T.M., Nasco, C.P. Mueller, J., Wojcik, Y., Odomirok, P.W., Marsh, M., & Kramer, S.J. (2001). Academic-practitioner collaboration in management research: A case of cross-profession collaboration. *Academy of Management Journal*, 44 (2), 418-431.

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- Michael, J.H., Barsness, Z., Lawson, L., & Balkundi, P. (2004). Focus please: Team coordination and performance at wood manufacturers. *Forest Products Journal*, 54(12), 250-255.
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Web Based Resources

- International Organization for Standardization (ISO) website – www.iso.org

EDTV6004: DESIGNING TVET & WFD SYSTEMS
NO OF CREDITS 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

1. Rationale:

The goal of instructional design is to improve human performance in education and training. Designing instructional and performance systems is based on the premise that learning and human performance improvement is best facilitated through systematic and practical designs of instructional and performance systems. Consistent with the nature and challenges of TVET and WFD systems, the course will focus on design competencies and strategies critical to the development of effective instructional and performance systems across a variety of contexts and occupations.

2. Objectives:

Upon completion of the course participants should be able to:

- 2.1 Demonstrate a comprehensive understanding of design principles, tools and strategies for developing quality instructional and performance systems.
- 2.2 Use a variety of approaches, tools and techniques to analyze, design and evaluate TVET and Workforce systems (e.g. instructional delivery, performance management, incentive, motivational, monitoring, appraisal, evaluation, and improvement systems).
- 2.3 Explore and apply design tools and strategies to resolving teaching learning problems and challenges in existing instructional and performance systems.
- 2.4 Design and develop support systems to strengthen or enhance the quality and effectiveness of instructional and performance systems.
- 2.5 Demonstrate the requisite skills/competencies to conduct formative (pilot-testing)/in-process evaluations, and impact assessments of instructional and performance systems.

3. Course Details:

Unit 1: Principles and Models of Systems Design

- Principles and features of instructional and performance systems
- The systems approach to programme and process designs
- Models of instructional and performance systems.

Unit 2: Analysis of Workforce Capacities and Needs

- Front-end analysis of instructional and performance contexts
- Training and other human needs assessments.
- Analysis of human capacities and capabilities.

Unit 3: Features and Structures of Systems Design

- Characteristics of instructional and performance systems
- Systems approach to the design of instructional and performance systems
- Critical components of instructional and performance support-systems

Unit 4: Designing Instructional Systems and Support

- Using and generating models to producing effective systems designs
- Designing instructional delivery and support systems.
- Designing instructional materials and other learning resources
- Developing implementation plans for instructional and performance systems

Unit 5: Designing Performance Management Systems

- Designing performance management systems.
- Developing performance appraisal and enhancement systems
- Designing performance incentives and motivational systems
- Design tools and strategies for performance evaluation
- Developing implementation plans for performance systems

Unit 5: Evaluation of Instructional Systems, Programmes and Courses

- Pilot-testing of instructional and performance systems designs.
- Formative evaluation of instructional and performance processes and products
- Summative and impact assessment of instructional and performance systems.

4. Delivery Method:

Instructional materials, presentations, and discussions in this course will be available online via selected online learning platform (e.g., Moodle, or other On-line course management system). Discussions are facilitated by conference/forum in which participants are given opportunities to relate and respond to information presented in each unit; as well as to make comments, suggestions, or post questions for the instructor and/or other course participants. Examples of instructional systems design projects/models will be posted in a collaborative workspace for general discussion. Contents of the course coverage will be presented in a customized course manual, which will be provided to all registered participants.

5. Assessment:

Performance assessment (scores/grades) in this course will be determined as follows:-

Participation	Contributing to in-class discussions, or online conferences	15%
Assignment #1	Review of three instructional or performance systems articles	15%
Assignment #2	Paper on trends, issues, and challenges of instructional or performance management systems	25%
Assignment #3	Evaluation of an existing instructional or performance system	45%

6. Recommended Readings:

There is no single recommended text for this course. However, there are recommended books, articles, and web-based resources, listed below. Other suggested readings and resources will be provided during the course delivery.

7. References:

- Brown, A. H., & Green, T. D. (2005). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Upper Saddle River, NJ: Prentice Hall.
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EDTV6005: COMPARATIVE STUDIES OF TVET & WFD IN DEVELOPED AND DEVELOPING COUNTRIES
CREDITS 3
PRE-REQUISITES NONE
DURATION: 39 HOURS

1. Rationale:

Comparative study of TVET in both developed and developing countries will provide the learner with a broad perspective of its impact on the training, education and the production of goods and services. Countries implement their version of TVET based on the contextual factors (a) support of TVET by key stakeholders in society, (b) the policy framework driving the its implementation, (c) the benefits derived from TVET, and (d) approach that is taken to the delivery of TVET. Students will be required to examine the factors which are the drivers of TVET in different types of countries and the different approaches being used in its implement. Attention will be given to the direction being taken to the implementation of TVET in countries such as Australia, England, Germany, South Africa, among others. However, a special focus will be placed on examining the implementation of TVET in the countries and regions of Americas which are increasingly giving more attention to this aspect of workplace preparation.

2. Objectives:

This course seeks to enable participants to:

- 2.1 Compare and contrast philosophies that underpin TVET and WFD in various countries.
- 2.2 Critically examine the institutional responses to TVET and WFD activities in developed and developing countries.
- 2.3 Discuss the role of TVET and WFD in economic development in developing countries
- 2.4 Compare and contrast training systems and models of TVET & WFD in selected countries.
- 2.5 Evaluate the impact of TVET and WFD programmes in Asia, the Caribbean and South America.
- 2.7 Critique the role of the UN and ILO in TVET and WFD in developed and developing countries.

3. Course Content:

Unit 1: Concepts, theories and philosophies

- TVET and WFD development defined
- Theories in TVET development and implementation
- Areas of difference between proponents of TVET models
- Philosophical basis for embracing or abandoning of TVET as a education modality

Unit 2: Institutional Responses to TVET and WFD

- Models and Structure of TVET and WFD Programmes
- Challenges for TVET and WFD at the high school
- Role of parent and students in the development of TVET
- Attitude of parents and students to TVET and WFD
- Relationship between TVET and higher education
- Relationship between TVET and the productive sector
-

Unit 3: The Role of TVET and WFD in Economic Development in selected Developing Countries

- Policy Intervention and support
- Skills development and certification
- TVET and Workforce Training and Job Absorption
- Maintenance of TVET and WFD programme
- Sources of support for TVET and WFD programmes
- Emerging trends in TVET and WFD

Unit 4: TVET and WFD Training Systems and Models in Selected Countries

- Australia and Germany
- Europe and Africa
- China & other Asian Countries
- USSR and other Soviet Blocks

Unit 5: Impacts of TVET and WFD Programmes in Selected Asian Countries

- Training Systems
- Policy, governance and structures
- Impact on economic development
- Impact on education and training

Unit 6: TVET and WFD in the Caribbean and South America

- Review of History of TVET and WFD in the Region
- Challenges of TVET in the Region
- Impact of TVET and WFD in economic development
- Approaches to TVET and WFD implementation
- TVET and the formal Education system
- Mainstreaming TVET and WFD

Unit 7: The Role of UN and ILO in TVET & WFD

- Role of UNESCO in TVET development in Developing countries
- Challenges in the Implementation of TVET in Developing Countries
- Approaches to the Implementation of TVET over the past 50 years
- Impact of TVET implementation by UNESCO
- Basis for success and failure in TVET implementation
- Nature of support currently being provided for TVET implementation

4 Teaching Methods

Lecture / discussion, group work, case studies, practical activities

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	20%	20%
Major assignment/portfolio (3500 words)	50%	50%
TOTAL	100%	100%

The portfolio will consist of three pieces:

- (i) A reflection on TVET systems
- (ii) An analytical comparison of TVET systems – developed vs. developing
- (iii) Evaluation of TVET systems

Both developed and developing countries will be studied for example: Germany, Japan, the USA, Malaysia, Netherland, New Zealand, South Africa, and Caribbean Countries. All students will be assigned at least one developed and one developing country for investigation.

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APPLIED SCIENCE COURSES

EDPS6013	Measurement of Educational and Psychological Constructs
EDEA6321	Educational Resources Management
EDTV6012	Budget Planning and Financial Management
EDRS6115	Research Methods
EDRS6116	Fundamentals of Data Analysis

EDPS6013: MEASUREMENT OF EDUCATIONAL AND PSYCHOLOGICAL CONSTRUCTS (EXISTING COURSE)

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

This course is designed to provide skills essential for measurement in educational activities conducted on a small scale, for example, those of the classroom, the school and the school community. Participants will develop the theoretical foundations and skills to design measurement instruments, analyze the data collected from them and use the results to inform or advise on decision in a sustainable educational settings.

EDEA6321: EDUCATIONAL RESOURCE MANAGEMENT

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

1. Rationale:

The management of educational resources takes into consideration areas such as facilities, equipment, human resources, endowment among other. With the many educational institutions being expected to take on greater responsibility for their funding or to demonstrate the value for resources provided by governments, administrators must be provided with the skills to perform their jobs. The promotion of individuals to important administrative posts cannot be based solely on years of experience they need to develop competencies that will enable them to solve complex problems and apply creative ways to meet growing competition that higher educational institutions are facing.

The quality of output of educational institutions will primarily depend on how well the institutions are able to integrate the performance of the critical resources to achieve effectiveness and efficiency. Ultimately the quality of academic performance of the graduates will be the true evidence of the quality of fit and congruence achieved in the management of the educational resource. This course will take into consideration the differences which exist in public and private higher education.

2. Objectives:

- On completion of this course participants should be able to:
- 2.1 Analyze the administrative roles and functions related to resources management in the education system.
 - 2.2 Discuss the role and design of the organizational structure for the higher education system.
 - 2.3 Acquire the competencies to administer personnel functions in higher educational institutions.
 - 2.4 Apply knowledge of the business management principles and processes to improve performance and efficiency.
 - 2.5 Discuss the role of fiscal management in building financial management in the higher education system.
 - 2.6 Management and maintenance of facilities-design for the higher education system.

3. Course Outline

Unit 1: Administrative Management in the Higher Education system

- Institutional planning and implementation
- Management Information Systems
- Managing student affairs
- Non-academic staff roles and functions
- Legal services

Unit 2: Structure, Role and Design of Higher Educational Institution

- Governance systems
- Leadership structures
- Administrative structure of schools, colleges and universities
- Accreditation of educational institution

Unit 3: Personnel Management

- Recruitment and Selection
- Training and Development
- Employee Relations
- Compensation
- Performance Management and Appraisal
- Promotions
- Staff relationships

Unit 4: Higher Education as a Business Management

- Purchasing of Goods and Services
- Marketing of institution's products and services
- Health, Safety and Security
- Fiscal Management
 - i. Administration of Endowment and Related Funds
 - ii. Models of Financing of Education
 - iii. Managing Grants and Scholarships
 - iv. Loans and Credits for Educational Institutions
 - v. Investment management
 - vi. Fundraising Practices in Education.

Unit 5: Facilities Planning, Design and Construction

- Planning and programming New Project
- Design requirements for project implementation
- Contract Committee and the Contracts Commission
- Cost requirements
- Construction requirements and Process

Unit 6: Management of Facilities in Educational Institution

- Space Management
- Management of Information System
- Records Management
- Risk Management and Insurance
- Procurement, stock management and control
- Facilities and general building standards

Unit 7: Maintenance of Facilities and Equipment Audit

- Planned, preventive and corrective maintenance
- Conducting planned audit of buildings and facilities
- Maintaining electrical, plumbing and sewage systems.
- Buildings care, maintenance and repairs
- Managing cleaning materials, health & safety concerns
- Managing the fixed assets register

4. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Case studies and reports (3)		15%
Individual presentations		15%
Minor assignment (2000 words)	25%	25%
Major assignment/investigation and report (3000 words)	45%	45%
TOTAL	100%	100%

5. References:

- Beynon, J. (1997). Physical facilities for education: what planners need to know. Paris, France: UNESCO, International Institute for Educational Planning.
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EDEA6012: BUDGET PLANNING AND FINANCIAL MANAGEMENT FOR INSTITUTION LEADERS

CREDITS: 3
PREREQUISITE: NONE
DURATION: 39 HOURS

1. Rationale:

Leaders at all levels of the education system have an obligation to be accountable to both internal and external stakeholders for the funds allocated to run learning institutions. The ability of the system to improve performance will depend in part on how well the finances are managed. Decentralization of systems will further place more responsibilities on administrators to budgets. With reduction in educational revenues through government funding, administrators of schools and training facilities are forced to employ strategies for raising funds, allocate resources and account for the funds allocated. Leaders must be knowledgeable about regulations, guidelines and legal requirements as set out by the education and training systems and government.

2. Course Objectives:

This course seeks to enable participants to:

- 2.1 Explain the models for financing public education locally and regionally
- 2.2 Compare and contrast models and techniques for budgeting in the education and training systems
- 2.3 Interpret and outline strategies for implementing the budgeting process for education and training systems
- 2.4 Explain the relationship between the planning and budgeting process in education and training systems.
- 2.5 Demonstrate skills necessary to develop a credible budget for education and training systems.
- 2.6 Outline basic principles of standard accounting and auditing and reporting.

3. Course Content:

Unit 1: Models of Financing Education

- Government funding
- International agencies
- Cost sharing and private funding
- Contributions from business entities
- Education tax and special allocation
- Proposed models for financing education

Unit 2: Models/techniques of Budgeting

- Incremental budgeting
- Zero-base budgeting
- Programme-base budgeting
- Formula-base budgeting
- Performance base-budgeting
- Alternative-level budgeting

Unit 3: Developing, Planning and Implementing the Budgeting Process

- Roles of departments in the planning and budgeting process
- Establishing budgeting and accounting guidelines
- Conducting the planning and budgeting process
- Preparation, development and presentation of budget
- Budget reports, reviews and revisions
- Approaches to balancing the budget
- Comparing the budgeting process across regional institutions
- Comparing the budgeting process between public and private educational institutions

Unit 4: Effective Management of Institutional Finance

- Parliamentary control
- Role and Responsibilities of contributors
- The role of Administration in managing funds
- The role and responsibility of the bursar
- Role of Boards – Reporting procedures
- Opening of official bank accounts and signatories for accounts
- Managing cash flow and impress accounts
- Safety and security control mechanism-receipts, safes, keys, etc.
- Virement of funds e.g. use of money outside of the budget

Unit 5: Accounting and Auditing

- Standard accounting practices
- Receiving, depositing and protecting school funds
- Preparing bank reconciliation statements
- Managing Losses: Money, Property, Obsolete Assets
- Inventory control and submission of records
- Preparing for Internal Audit and External Audit
- Role of Internal and External Audits

Unit 6: Financial Reporting

- Types of financial reports
- Classification of accounts for effective reporting
- Preparing monthly and quarterly reports
- Interpretive information supporting financial reports
- Annual reports for internal and external auditors
- Annual reports for public consumption

4. Teaching Methods:

- Face-to-face / Online
- Lecture/discussions
- Group Presentations & Portfolio Projects
- Case Study Analysis & Research Papers
- Problem-solving simulations
- Guest experts facilitation

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Case studies and reports (3)		15%
Individual presentations		15%
Minor assignment (2000 words)	25%	25%
Major assignment/investigation and report (3000 words)	45%	45%
TOTAL	100%	100%

6. References:

Anderson, R.E., & Meyerson, J.W. (Eds.). (1990). Financial planning under economic uncertainty: New directions for higher education. San Francisco, CA: Jossey-Bass Publishers.

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Web Resources:

National Policy Board for Educational Administrators, <http://www.hpbea.org>

National Center for Education Statistics, <http://nces.ed.gov>

UNESCO, <http://unesco.org>

EDRS6115: RESEARCH METHODS (EXISTING COURSE)

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

This course will provide participants with 'hands-on' exposure to knowledge, skills and insights for conducting relevant research. Participants will be required to use research tools, and strategies to resolve human performance problems. Participants will develop competencies to generate, interpret and use research data.

EDRS6116: FUNDAMENTALS OF DATA ANALYSIS [EXISTING COURSE]

CREDITS:
PRE-REQUISITES: EDRS6115
DURATION: 39 HOURS

The course is designed to expand students' knowledge of statistical analysis and to develop a sophisticated approach to dealing with research questions. It provides an introduction to the basic concepts and practices of data analysis and inferential statistics. It will provide an understanding of several techniques including testing one or more means from sampled populations (t-Tests and ANOVAs), relationships between scale variables (correlations and regression), and contingency table analysis (Chi-square tests).

OPTIONAL COURSES (ELECTIVES)

- EDEA6306 Planning for the Education and Training System
 - EDTK6903 Technology in Higher Education
 - EDTV6023 Distance and Online Learning Design and Delivery
 - EDTV6024 Curriculum Development in TVET & WFD
- OR any other course at this level approved by the School of Education (only one allowed)

EDEA6306: PLANNING FOR EDUCATION AND TRAINING SYSTEMS

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

1. Rationale

Planning in the education system has become a central requirement at all levels of the education system. With the dire economic crises facing all Caribbean countries, the implementation of appropriate planning strategies could make the difference between the survival and demise of the school system. This is in addition a plethora of problems and challenges education system is facing, including competition from other education providers, rapid changes in information technologies, and scarce resources. Globalization and the internet make it necessary for education providers to plan and be responsive to meet the current and future needs of Higher Education. This course will therefore examine concepts and theories relating to educational planning with special attention given to factors such as functions, principles, processes and strategies of educational planning.

2. Objectives:

Participants should be able to:

- 2.1 Demonstrate knowledge of the basic concepts and theories of educational planning in higher education.
- 2.2 Develop procedures to implement an educational plan that reflects the goals, vision and objectives of their organization.
- 2.3 Differentiate among the approaches and models used in educational planning
- 2.4 Outline the factors which will impact the development and implementation of the plan in higher education.
- 2.5 Discuss the implementation of applying the principles and approaches for change and transformation

3. Course Content

Unit 1: Educational Planning Concepts and Theories

- The nature and purpose of planning
- Educational planning as a social and political process
- Principles for effective planning
- Planning roles and responsibilities
- Leadership of effective planning in higher education

Unit 2: Contextual Factors Impacting Developing Effective Plans for the Education System

- Principle of rationality and effective planning
- Establishing Continuity
- Areas for risk and or failure
- Role of intuition and people input in the planning process
- Relating educational planning to other sectoral planning
- Impact of separate educational planning on public education system

Unit 3: Approaches/Models to Educational Planning

- Normative, strategic and operational planning
- Trends in higher educational planning
- Context for planning in Caribbean region
- Selection and implementing appropriate planning models

Unit 4: Establishing the Planning Process for the Education System

- Selecting planning approaches
- Stakeholder support, ownership and participation
- Conducting institutional needs analysis
- Determine vision, mission and goals
- Establish tasks and performance indicators and costing
- Assignment areas of responsibilities
- Determine reporting system and schedules
- Formative and summative evaluation of the programme/project
- Making adjustment to plan

Unit 5: Factors Impacting the Planning Process

- Sources of support for the planning process
- Analyzing and working with the internal and external environment
- Impact of politics on the planning process
- Problems of educational planning in developing countries
- Problems of funding to support the implementation
- Mechanism for monitoring the implementation
- Achieving the goals and objectives of the plan
- Optimizing the impact of planning

Unit 6: Selective Planning Tools for Educational Institutions

- Programme Review and Evaluation and Review Techniques (PERT)
- Logical Framework (Logframe)
- Critical Path Method (CPM)
- Programme Planning and Budgeting Technique (PPBT)
- Decision Matrix and Scenario Planning

Unit 7: Dimensions of Education Institutional Planning

- Project planning
- Programme planning
- Facilities and space Planning
- Student growth or decline
- Retrenchment and downsizing
- Institutional ineffectiveness
- Quality Assurance and Accreditation

Unit 8: Planning to Implement Change and Transformation

- Approach to transformation planning
- Addressing the issue for fundamental change and transformation
- Role of the political directorate in facilitating transformation
- Developing and implementing of a plan for change and transformation
- Selecting implementation approach to support change and transformation
- Opposition to change and transformation

4. Teaching Methods:

- Lectures and discussions
- Face-to-face/online
- Case Studies, Group presentation

5. Assessment

	On Line	Face to Face
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Case studies and reports (3) (1500 words)		15%
Individual presentations		15%
Minor assignment (2000 words)	25%	25%
Major assignment/investigation and report (3000 words)	45%	45%
TOTAL	100%	100%

6. References:

- Bray, M. (1992). Educational planning in small countries. UNESCO.
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- World Bank Study. (1993). Caribbean region access: Quality and efficiency in education. Washington, DC: World Bank.

EDTK6903: TECHNOLOGY IN HIGHER EDUCATION [EXISTING COURSE]

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

This course is designed to expose participants to critical strategies and processes for effective infusion of technologies in higher education, with emphasis on utility and implications for users. This exposure will focus on: i) principles, practices and the potentials of technology; ii) technology productivity tools and integration strategies; iii) trends & issues of technology in higher education; iv) evaluation of technology resources for use in education; and v) the design and support systems for technology-based projects, programmes, or interventions. While this course will involve some technical aspects of available technologies, it will not directly provide hands-on practice in developing related skills, or competencies in the use of these technologies. In fact, it is assumed that participants will come to this course with at least basic skills in the use of modern information and communication technologies.

EDTV6023: DISTANCE AND ONLINE LEARNING DESIGN AND DELIVERY

CREDITS: 3
PRE-REQUISITES: NONE
DURATION: 39 HOURS

1. Rationale:

Effective design and delivery of online learning is consistent with the need to bring TVET and Workforce Development into the mainstream of the education and training systems. Distance and online learning design and delivery are increasingly being regarded as critical to the expansion of access and opportunities for learning and skills development. In light of the critical importance of and the need for trained facilitators of online and distance learning, this course will provide the essential skills and competencies for participants to develop a comprehensive understanding of and the capacity to manage online learning systems and facilities for effective instructional delivery.

2. Objectives:

- On completion of this course of study, participants will be able to:
- 2.1 Define types of learning management system and the online learning environment
 - 2.2 Identify technologies associated with and appropriate for distance and online learning.
 - 2.3 Assess available online learning management and delivery systems/platforms.
 - 2.4 Develop instructional mapping and strategies for online learning delivery.
 - 2.5 Assess the quality of online learning resources and support systems.
 - 2.6 Evaluate the effectiveness and impact of online and distance learning systems.

3. Course Content:

Unit 1: Characteristics of Distance and Online Learning

- Theoretical constructs of online learning
- Characteristics of online learning environments
- Roles of learners and learning facilitators in online learning
- Critical elements of online learning programmes/courses.

Unit 2: Types of Learning Management Systems (LMS)

- Features and characteristics of available Learning Management Systems
- Instructional models, structures, and structures/facilities of LMS
- Synchronous, asynchronous, and distributed learning environments.

Unit 3: Learning Technologies and Support Systems.

- Exploratory learning technologies - Graphics, animation, Digital video and audio, search engines; and self-contained learning modules.
- Dialogic- email, bulletin boards, discussion forum and listservs;
- Teleconferencing, groupware, and social media.
- Integrated LMS; object oriented technology, and interactive database technologies.

Unit 4: Assessment of Online Learning Needs & Strategies

- Tools and strategies for assessment of OL resources
- Assessment of websites and web-pages for instructional purposes
- Evaluation and selection of online learning management and delivery systems.

Unit 5: Mapping instructional strategies to Online Learning Systems

- Multimedia principles, using words and graphics
- Applying the modality principles - presenting word as audio narration
- Applying the redundancy principles- explaining visuals in words or audio text
- Applying coherence principles: adding interesting material to enhance learning
- Applying segmenting and pre-training principles: Managing lesson structures.

Unit 6: Online Learning, Pedagogical Models and Strategies

- Promoting problem solving , exploration and hypothesis generation
- Promoting, articulation, reflection, collaboration and social negotiation
- Promoting modeling and explaining, coaching and scaffolding.

Unit 7: Evaluation of Online Learning Systems and Resources.

- Pilot-testing and formative evaluation of online learning systems/resources.
- In-process assessment of online learning delivery and management
- Assessing the impact of online

4. Teaching Method

This is a distance mode course utilizing mainly text/printed materials, supplemented with web-based resources and at least 7 interactive sessions.

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group presentations (3)		15%
Individual presentations		15%
Minor assignment (2000 words written)	25%	25%
Major assignment/investigation and report (3000 words written)	45%	45%
TOTAL	100%	100%

6. References:

- Clark, C. R., & Mayer, R. E. (2008). *E-learning and the science of instruction*. San Francisco, CA: Pfeiffer.
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Peart, M., & Sheffield, C.J. (2001). Technology training for teacher education in Jamaica: A case for needs assessment. In L. Leping, D.L. Johnson, C.D. Maddux & N. Henderson. In Evaluation and assessment in educational information technology, (Vol. 18, 2/3/4). New York, NY: The Haworth Press.

Sammons, M. (2003). "Exploring the new conception of teaching and learning in distance education. In M. G. Moore & W. G. Anderson, (Eds.), Handbook of distance education, (pp. 387–400). (Mahwah, N.J.: Lawrence Erlbaum Associates.

Wingard, R.G. (2004). Classroom teaching changes in web-enhanced courses: A multi-institutional study. *EDUCAUSE Quarterly*, 27(1), 26–35,

EDTV6024: CURRICULUM DEVELOPMENT FOR TVET & WFD

CREDITS: 3

PRE-REQUISITES NONE

DURATION: 39 HOURS

1. Rationale

The effective implementation of any educational programme must be guided by a curriculum which is in keeping the needs of the learners and those who will benefit from skills, knowledge and attitudes which are imparted. Thus, the training of persons in TVET & WFD that must be guided by a curriculum will increase the chances of them achieving consistent or similar standards. It is incumbent on TVET and WFD leaders and practitioners, therefore, to acquire the skills and competencies to evaluate the relevance, responsiveness and appropriateness of the curriculum. Further, the implementation of the curriculum and the established goals and objectives must also receive close guidance from programme administrators. This is necessary because the extent to which programme goals and objectives are realized will depend significantly on instructors' or teachers' interpretations of the curriculum and the extent to which they understand and use principles which guide curriculum decision-making. This course is designed to (a) enhance the knowledge of TVET & WFD administrators in curriculum theory and planning, and (b) improve their skills in curriculum development. Further, administrators of these programmes will be prepared to provide the quality of leadership in curriculum needed to give their instructors and teachers a greater sense of empowerment and a more rational approach to teaching.

2. Objectives:

This course will enable participants to:

- 2.1 Explore conceptions of curriculum appropriate for the second cycle of education.
- 2.2 Examine how principals influence curriculum decision-making for the school and classroom levels.
- 2.3 Formulate different types of objectives and varying levels in the domains
- 2.4 Use appropriate criteria for the selection of content
- 2.5 Offer guidance in lesson planning and development
- 2.6 Critically examine sensitive issues which impact on the curriculum
- 2.7 Develop or adapt curricula for particular situations
- 2.8 Develop a plan for evaluating the curriculum

3. Course Content:

Unit 1: Definition and Overview of the Curriculum

- Defining the Curriculum
- Brief Historical Perspectives
- Types of Curriculum Apply to Education Development
- Systems Approach to Curriculum Development
- Rationale for Curriculum Development in TVET and WFD
- Characteristics of the TVET & WFD Curricula

Unit 2: Curriculum Planning and Data Collection for TVET & WFD

- Participants for Curriculum Planning Implementation
- Establishing Planning and Decision Making process
- Establishing Standard for Decision Making
- Determine Students' Occupational Interest
- Identify Employment Trend and Labour Supply and Demand
- Data Collection from School, Community and Workplace
- Project Programme Costs and Available Resources for Decision Making

Unit 3: Establishing and Selecting Curriculum Content

- Determine the framework for Curriculum Content
- Decision Making Process for Content Selection
- Factors Involved in Determining Curriculum Content
- Selecting Appropriate Content Determination Strategy
- Philosophical Basis for Content Determination
- Tools for Determining Content—DACUM Approach, DELPHI Techniques
- Determine Treats

Unit 4: Establishing Goals and Objects for the Curriculum

- Target outcome for Curriculum Implementation
- Types of Goals and Objectives
- Foundations of Educational Goal and Formation
- Preparing Goals and Objectives
- Scope and Sequencing of Objectives

Unit 5: Implementation of the TVET & WFD Curricula

- Establishing Criteria for Selecting Curriculum Materials
- Need for Securing Curriculum Materials
- Selection of Curriculum Materials
- Selection Materials for Pertinent Learning Constituents
- Sources of Curriculum Materials
- Planning to Secure Curriculum Materials

Unit 6: Developing the Curriculum Materials

- Participants in the Development of Curriculum Materials
- Defining the Curriculum Development Process
- Factors to Consider in the Development of Curriculum Materials
- Managing the Process for Developing Curriculum Materials
- Testing and Evaluating the Curriculum Materials
- Introducing and Disseminating Curriculum Materials

Unit 7: Investigating the Trends and Issues Curriculum Implementation

- Individualized Instruction
- Modularized Training and Education
- Competency-based Education and Assessment
- Customized Training and Education
- Combining School and Work-based Training

Unit 8: Conducting Evaluating on the TVET Curriculum

- Types and Phases of the Evaluation Process
- Selecting a Framework for Evaluation
- Components of Programme Evaluation
- Planning the Evaluation Process
- Evaluation Curriculum Materials
- Applying the Results of Curriculum Evaluation
- Realigning Curriculum to Meets Changing Needs of Client

4. Teaching Methods

- Lecture / discussion, group work, practical activities

5. Assessment:

	On Line	Face to Face
Contributions to conferences/ forum	15%	
Leading conferences/forum	15%	
Group work		15%
Individual presentations		15%
Minor assignment (2000 words)	25%	25%
Major assignment/portfolio (3000 words)	45%	45%
TOTAL	100%	100%

The portfolio will consist of four pieces:

- i. A reflection on my role as a curriculum leader
- ii. An example of guidance given to a teacher on lesson planning;
- iii. Example of a unit of teaching adapted to suit a particular context; or a new unit developed to treat a sensitive curriculum issue;
- iv. Feedback to a teacher after observing his/her lesson.)

6. References:

Eisner E. W., Vallance E. (Eds.). (1974). *Conflicting conceptions of curriculum*. Richmond, CA: McCutchan Publishing Company.

Eisner E.W. (1985). Educational objectives: Help or hindrance. In E.W. Eisner (Ed.), *The art of educational evaluation: A personal view*. London, UK: The Falmer Press.

Fein, J., Maclean, R., Man-Gon, P. (Eds.). (2009). *Work, learning and sustainable development*. Berlin, Germany: UNESCO, UNEVOC, Springer. (Technical and Vocational Education Training Series)

Finch, C.R., & Crunkilton, J.R. (1998). *Curriculum development in vocational and technical education*. (5th ed.). Boston, MA: Allyn and Bacon.

Jennings, Z. (1993). Curriculum change in school systems in the Commonwealth Caribbean: Some implications for the management of curriculum development. *International Journal of Educational Development*, 13(2), 131-143.

Jennings-Wray, Z. (1980). A comparative study of influences and constraints on decision-making in the primary school curriculum: Some implications for the teacher as an agent of change in third world countries. *Journal of Curriculum Studies*, 12(3), 231 – 244.

Jennings-Wray, Z. (1984). Implementing the integrated approach to learning: implications for Integration in the curriculum of primary schools in the Caribbean. *International Journal of Educational Development*, 4(4).

Jones, S. (2005). The invisibility of the underachieving girl. *International Journal of Inclusive Education*, 9(3), 269 – 286.

Kerre, B.W. (1991). What is vocational education?: The meaning, philosophy, and principles of vocational education. New York, NY: Bureau of Educational Research.

Kutnick, P. (2000). Girls, boys and school achievement. Critical comments on who achieves in schools and under what economic and social conditions achievement takes place – a Caribbean perspective. *International journal of Educational Development*, 20(1).

Losh, C. (2002). *Using national and state skill standards for vocational-technical education curriculum development*. Columbus, OH: Ohio State University, Center on Education and Training for Employment, College of Education.

Morris, H.A. (2004). *Reforming technical/vocational education curricula through interaction with industrial and commercial organizations. Transforming the educational landscape through curriculum change*. Mona, Jamaica, UWI, Institute of Education.

Mc Cutcheon, G. (1997). Curriculum and the work of teachers. In D.J. Flinders & S.J. Thornton (Eds.), *The curriculum studies reader*. New York, NY: Routledge.

Parkay, F.W., Anctil, E.J., & Hass, G. (2006). *Curriculum planning: A contemporary approach*, (8th ed.) Boston, MA: Pearson.

Pavlova, M. (2008). *Technology and vocational education for sustainable development: empowering individuals for the future*. Berlin, Germany: Springer, UNEVOC (International Centre for Training and Vocational Education and Training).

Posner, G.J. (2004). *Analyzing the curriculum*. (3rd ed.). Boston: McGraw Hill.

Stevenson, J. (2003). *Developing vocational expertise: Principles and issues in vocational education*. New York, NY: Allen and Unwin.

Winch, C. (2000). *Education, work and social capital: Towards a new conception of vocational education*. New York, NY: Routledge, Taylor and Francis e-Library

RESEARCH & DEVELOPMENT

EDRS6801: RESEARCH PROJECT/THESIS (9)
EDTV6033: STRUCTURED FIELD EXPERIENCE IN TVET (3)

EDRS6801: PROJECT/THESIS
CREDITS: 9
PRE-REQUISITES EDRS6115

The student is required to produce a thesis or project at the Masters level. (Note that all students must follow the guidelines provided by the Graduate Studies and Research in preparation of the thesis and dissertation.) The students will be provided with an opportunity to conduct research that is pertinent to the education, school or training system in relation to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The students will be able to combine the techniques and methodology learned in research courses with their own experience as educators in TVET to conduct investigation into problems faced by the training and education system as well as the workforce.

EDTV6033: STRUCTURED FIELD EXPERIENCE IN TVET
CREDITS: 3
PRE-REQUISITES NONE

1.0 Rationale:

A structured field experience is critical to providing students with experiential learning through practical/hands-on activities in an organization involved with workforce development. This is also a good way of providing the learner/student with first-hand knowledge of leadership in action; and exposure to real life challenges of leadership and the strategies they employ in workforce development solutions. It is believed that if students are involved as participant-observers in these structured field experiences they are likely to increase significantly their understanding and appreciation of the dynamics of TVET and Workforce Development. It is also expected that the process of documenting these first-hand practical experiences will serve to strengthen the student's own strategies for working in other TVET and Workforce development situations.

2.0 Content:

Coverage of the field experience may vary slightly from organization to organization. However, the structure of the experience will be similar in focus, duration, required activities (observation and documentation). Furthermore, the coordinated inputs of both internal and external supervisors will ensure that each student gets an adequate and valuable experiential learning exposure.

3.0 Objectives

- The field experience is designed to give each student the opportunity to:
- 3.1 Become a participant-observer of leadership in action, with workforce development activities in an organization.
 - 3.2 Gather relevant information (through observations and interviews) to form sound Knowledge of TVET and workforce development activities in a dynamic organization.
 - 3.3 Demonstrate the ability to document real-life experiences in TVET or Workforce learning and development activities, through the use of log or portfolio.
 - 3.4 Share knowledge and experiences of leadership from observation and participation in organizational activities related to training and development.

4.0 Assessment

- i. Development of a personal log and/or portfolio 40%
- ii. Presentation of report of the field experience 60%

SEMINARS

EDTV6040: TVET & WFD SEMINAR SERIES
CREDITS: 3
PRE-REQUISITES NONE
DURATION: 39 HOURS

1.0 Rationale:

Technical Vocational Educational and Training (TVET) & Workforce Development (WFD) has been consistently in a state of change and transformation as it seeks to adjust to meet the needs of the learner and industry alike. For example, competency-based training has been a dominant approach to the delivery of TVET, but there continues to be a healthy debate regarding its effectiveness in dynamic and complex work environment. While there are no clear indications that there will be a single 'best' approach to the delivery of TVET and to develop the workforce, it is important that these issues are fully discussed so that TVET policy development and implementation can be adequately informed. The discussion of these issues has become even more urgent at this time, when countries are seeking to mainstream TVET, not just in the public education system, but also at the tertiary and higher education level. Students will be given the opportunity to research these issues and topics in order to deepen their knowledge and understanding of the crucial concerns impacting TVET & WFD. Prior to attending each seminar, students will be required to carry out approximately 10 hours of independent study.

2.0 Objectives

- Seminars are designed to give students an opportunity to:
- 2.1 Explore current concepts in TVET.
 - 2.2 Participate in discussion on current issues in TVET and Workforce Development

3.0 Content:

- 3.1 Current Trends and Issues Impacting TVET Implementation
Trends and issues related to the role of TVET in the formal education system, the level at which TVET should be introduced in the school system, the delivery of TVET as a parallel programme to general education, the full integration of TVET and general education and limiting of TVET to industry and workplace are only a few that are constantly being debated. This seminar will attempt to identify and discuss these and other issues related to the implementation of TVET in the Caribbean.
- 3.2 Current Trends and Issues in Workforce Development
Students in this seminar will identify and discuss trends and issues related to Workforce Development in the Caribbean. Although TVET may constitute aspects of this discussion, attempts will be made to focus the discussion on implementing measures aimed at developing the existing workforce.
- 3.3 Work & Ethics: Implications for National Development
A discussion on work and ethics and the implications this will have on National Development. Students will be required to carry out investigations on the topic and present their findings in a seminar setting.

4.0 Assessment

- | | |
|-----------------------------------|------|
| i. Participation in seminars | 40% |
| ii. Seminar assignments (3 x 20%) | 60%. |

Master of Education - Inclusive and Special Education YEAR 1

TARGET POPULATION

The programme targets the following:

- In-service graduate teachers who have completed the Bachelor of Education (Special Education) and are desirous of enhancing their qualifications and skills.
- Individuals who are working in the field of Special Education and/or graduates with bachelor's degrees in related areas such as Primary Education, Secondary Education, Psychology or Speech and Language.

The goals of this programme are that on completion, participants will be able to assume critical roles in and outside the classroom to promote and sustain Inclusive and Special Education in the Caribbean by:

- Maintaining challenging expectations for individuals with exceptionalities
- Engaging in the improvement of the profession through active participation in professional organizations - locally, regionally, and internationally
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities
- Using evidence, instructional data, research and professional knowledge to inform practice
- Creating supportive environments that safeguard the legal rights of students and their families;
- Developing relationships with families based on mutual respect and
- Practising within the professional ethics and standards of special education; upholding laws, regulations and policies that influence professional practice; and advocating improvements in laws, regulations and policies.

PROGRAMME STRUCTURE

This programme will be offered on a part-time basis and will be of two years duration. Students will be required to complete 42 credits in pursuing the following course components:

- Three compulsory core courses for M.Ed. programmes
- Four compulsory specializations courses
- One Electives
- Research Seminars
- Research Project

PROGRAMME SEQUENCE

	Year 1	Year 2
Semester I	<ul style="list-style-type: none"> • EDFA 6207: Education and the Development of Social Competencies • EDRS 6208: Fundamentals of Educational Research I • EDSE 6001: Nature and Needs of Exceptionalities • EDRS 6203: Graduate Research Seminars 	<ul style="list-style-type: none"> • EDSE 6004: Collaboration, Consultation, and Inclusivity • ELECTIVE • EDRS 6203: Graduate Research Seminars
Semester II	<ul style="list-style-type: none"> • EDRS 6210: Fundamentals of Educational Research II • EDSE 6002: Inclusive Classrooms: Policy and Practice • EDSE 6003: Assessment in Inclusive and Special Education • EDRS 6203: Graduate Research Seminars <p>Students must submit their research topics by May 31st in the first year of their registration.</p>	<ul style="list-style-type: none"> • EDRS 6203: Graduate Research Seminars (Pass/Fail) • EDRS 6900: Research Project <p>Students must submit three [3] hardbound copies of EDRS 6900 – Research Project by June 30th.</p> <p>Also, students must submit a TURNITIN report and a soft copy with their submission.</p>

PROGRAMME OF STUDY

EDSE6001: NATURE AND NEEDS OF EXCEPTIONALITIES

COURSE DESCRIPTION

“Nature and Needs of Exceptionality” offers an overview of the various exceptionalities that are a part of the field of special needs education. Emphasis will be placed on developing leadership in inclusive/special education, promoting high professional expectations, curricula planning and strategies for engaging in outreach activities.

Consistent with the knowledge base of the field of special education, a cross-categorical approach will be employed when critical basic notions such as historical and legal foundations, and work with parents, families, and the community are examined. An analysis of current trends will include a focus on high-stakes testing, inclusivity, universal design for learning and representation (over/under) in special needs education. Additionally, throughout the course issues of diversity, democracy, and social justice will be emphasized.

PURPOSE OF THE COURSE

This course provides an overview of the field of Special Education and the study of exceptionality. The trend in current educational practice is towards including students with special needs in classrooms, where teaching should be guided by universal design for learning, differentiated instruction, and other best practice techniques. Currently, it is quite common for the regular education classroom teachers to have students with exceptionalities in their classes. Therefore, teachers need to be aware of and be sensitive to the characteristics and needs of students with exceptionalities in order to appropriately and adequately meet the needs of students with exceptionalities.

COURSE CONTENT

MODULE # 1 – EXCEPTIONALITIES AND SPECIAL NEEDS

1. Disabilities and special education
2. Inclusive and special education in the Caribbean
3. Issues and trends in special education

MODULE #2 - HIGH INCIDENCE EXCEPTIONALITIES

1. Learning disabilities
2. Learners with intellectual and developmental disability
3. Emotional or behavioural disorders & ADHD
4. Autism spectrum disorders
5. Cross-categorical perspectives

MODULE #3 – LOW INCIDENCE EXCEPTIONALITIES

1. Giftedness and talent development
2. Physical impairments and special health care
3. Very low-incidence disabilities
4. Cross-categorical perspectives

MODULE #4 – SENSORY AND COMMUNICATION IMPAIRMENTS

1. Speech or language impairments
2. Deaf and hard of hearing
3. Low vision and blindness
4. Cross-categorical perspectives

GOALS/AIMS

Candidates will deepen their awareness and broad understanding of the needs of exceptionalities; thereby enabling them to provide leadership, engage in curricula planning and participate in outreach activities.

GENERAL OBJECTIVES

CANDIDATES WILL:

1. develop a general understanding of the various exceptionalities that are a part of the Special Education field;
2. understand the historical development and practices of special education as they relate to each exceptionality category;
3. understand cross categorical issues which affect all exceptionalities;
4. develop an appreciation for individuals with exceptionalities, their families, and the systems that serve them;
5. nurture the capacity for critical thinking related to current issues and trends that impact special education; and
6. become lifelong consumers of the special education knowledge base.

LEARNING OUTCOMES

CANDIDATES WILL BE ABLE TO:

1. explain "exceptionality" and discuss issues involved in the identification of exceptionality and curriculum planning for exceptional children in inclusive settings;
2. analyze the etiology, characteristics, and educational considerations of various categories of exceptionality;
3. formulate individual education plans to treat with exceptionality in various contexts;
4. use media and technology in the teaching of exceptional children;
5. suggest innovative ways to involve parents, families, and the community in the teaching and learning process;
6. apply their knowledge of exceptionalities to classroom practice; and
7. model and promote ethical practice.

ASSESSMENT

This course will be assessed through coursework (60%) as described above and a final three-hour examination (40%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

EVALUATION

Formative evaluation

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organization of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

Summative evaluation

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

Teaching Strategies

- Lectures
- Discussions (both online and face-to-face)
- Student presentations
- Case studies

RESOURCES

Required readings

- Carr, M. R. (2004, January 4). My son's disability, and my own inability to see it. *Washington Post*, p.B5.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Upper Saddle River, NJ: Pearson.

Caribbean resources

- Amadio, M. (2009). Inclusive education in Latin America and the Caribbean: Exploratory analysis of the national reports presented at the 2008 International Conference on Education. *Prospects*, 39(3), 293-305.
- Armstrong, A., Armstrong, D., Lynch, C., & Severin, S. (2005). Special and inclusive education in the Eastern Caribbean: Policy, practice and provision. *International Journal of Inclusive Education*, 9(1), 71-87.
- Paul, S. M. (2010). Are we there yet? A comparison of the school and post-school outcomes of students and youths with and without disabilities in Tobago (Doctoral dissertation). Available from ProQuest Dissertations and Theses (Publication No. 3420706)
- Trinidad and Tobago. Ministry of Education. (n.d.). Target 2015: Education for all (EFA) action plan. Port of Spain, Trinidad: Author.
- Trinidad and Tobago. Ministry of Education. (2008, November). National report on the development of education in Trinidad and Tobago: Inclusive education. Presented at the 48th session of the International Conference on Education (ICE), Geneva, Switzerland.
- Trinidad and Tobago. Ministry of Social Development. (2005). Policy on persons with disabilities. Port of Spain, Trinidad: Author.

ADDITIONAL READINGS

Learning Disabilities

- Fuchs, L. S., & Fuchs, D. (2007). A model for implementing responsiveness to intervention. *Teaching Exceptional Children*, 39(5), 14-20.
- Kavale, K. A., Spaulding, L. S., & Beam, A. P. (2009). A time to define: Making the specific learning disability definition prescribe specific learning disability. *Learning Disability Quarterly*, 32, 39-48.

Intellectual and Developmental Disorders

Danforth, S., Stocum, L., & Dunkle, J. (2010). Turning the educability narrative: Samuel A. Kirk at the intersection of learning disability and "mental retardation". *Intellectual & Developmental Disabilities*, 48, 180-194.

Neece, C. L., Baker, B. L., Blacher, J., & Crnic, K. A. (2011). Attention-deficit/hyperactivity disorder among children with and without intellectual disability: An examination across time. *Journal of Intellectual Disability Research*, 55(7), 623-635.

Emotional and Behavioural Disorders

Smith, C. R., Katsiyannis, A., & Ryan, J. B. (2011). Challenges of serving students with emotional and behavioral disorders: Legal and policy considerations. *Behavioral Disorders*, 36(3), 185-194.

Turton, A. M., Umbreit, J., & Mathur, S. R. (2011). Systematic function-based intervention for adolescents with emotional and behavioral disorders in an alternative setting: Broadening the context. *Behavioral Disorders*, 36(2), 117-128.

Autism Spectrum Disorders

Kayfetz, A. D., Gragg, M. N., & Orr, R. R. (2010). Positive experiences of mothers and fathers of children with autism. *Journal of Applied Research in Intellectual Disabilities*, 23(4), 337-343.

Lynch, S. L., & Irvine, A. N. (2009). Inclusive education and best practice for children with autism spectrum disorder: An integrated approach. *International Journal of Inclusive Education*, 13(8), 845-859.

Giftedness and Talent Development

Gates, J. (2010). Children with gifts and talents: Looking beyond traditional labels. *Roeper Review*, 32(3), 200-206.

McGreevy, A. L. (2004). Under her spell: An analysis of the creativity of JK Rowling. *Gifted Education International*, 19, 34-40.

Physical Impairments and Other Health Care Needs

Navarro, M. (2007, May 13). 'This is who I am. If you have a problem with it, that's your problem.' *The New York Times*, Section 9, 1, 8-9.

Perrin, J. M., Bloom, S. R., & Gortmaker, S. L. (2007). The increase of childhood chronic conditions in the United States. *Journal of the American Medical Association*, 297, 2755-2759.

Very Low-Incidence Disabilities

Lamichhane, K. (2011). Fingerbraille: An investigation of Japanese methods for communicating with individuals who are deaf-blind. *Journal of Visual Impairment & Blindness*, 105(3), 181-185.

Pizzo, L., & Bruce, S. M. (2010). Language and play in students with multiple disabilities and visual impairments or deaf-blindness. *Journal of Visual Impairment & Blindness*, 104(5), 287-297.

Deaf and Hard of Hearing

Marschark, M., Spencer, P. E., Adams, J., & Sapere, P. (2011). Evidence-based practice in educating deaf and hard-of-hearing children: Teaching to their cognitive strengths and needs. *European Journal of Special Needs Education*, 26(1), 3-16.

Low Vision/ Blindness

Williams, M. D., Ray, C. T., Griffith, J., & De l'Aune, W. (2011). The use of a tactile-vision sensory substitution system as an augmentative tool for individuals with visual impairments. *Journal of Visual Impairment & Blindness*, 105(1), 45-50.

INTERNET RESOURCES:¹

Exceptionality and Special Needs

All Kinds of Minds www.allkindsofminds.org
Attainment Company www.attainmentcompany.com
Council for Exceptional Children (CEC) www.cec.sped.org
The Disability Resources Monthly (DRM) Guide to Resources on the Internet
<http://www.disabilityresources.org/>
IDEA Resources
www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/
National Council on Disability www.ncd.gov
National Information Center for Children and Youth with Disabilities (NICHCY)
www.nichcy.org

Learning Disabilities

Council for Learning Disabilities www.cldinternational.org
The Dana Foundation www.dana.org
The International Dyslexia Association www.interdys.org
LD OnLine www.ldonline.org
Learning Disabilities Association of America www.ldanatl.org
National Center for Learning Disabilities (NCLD) <http://nclid.org>
Intellectual and Developmental Disabilities Administration on Developmental Disabilities www.acf.hhs.gov/programs/add/
Association of University Centers on Disabilities www.aucd.org
American Association on Intellectual and Developmental Disabilities (AAIDD)
www.aaidd.org
The Arc www.thearc.org
TASH www.tash.org
Down Syndrome Online www.down-syndrome.org
National Association for Down Syndrome www.nads.org

Emotional and Behavioural Disorders

Child Welfare Information Gateway www.childwelfare.gov/
Childhelp www.childhelpusa.org
Council for Exceptional Children's Council for Children with Behavioral Disorders www.ccbd.net

Autism

AAC Intervention.com www.aacintervention.com
Autism and PDD Support Network www.autism-pdd.net
Autism Resources www.autism-resources.com
Autism Society of America www.autism-society.org
Autism Speaks www.autismspeaks.org
Division TEACCH—Treatment and Education of Autistic and related Communication-handicapped Children www.teacch.com
International Society for Augmentative & Alternative Communication www.isaac-online.org

¹ Dean, S., P. (2012). Instructors resource manual for exceptional learners: An introduction to special education (12thed.).

Giftedness and Talent Development

Neag Center for Gifted Education and Talent Development
www.gifted.uconn.edu
Council for Exceptional Children–The Association for the Gifted
(TAG) www.cectag.org
Davidson Institute for Talent Development <http://www.davidsongifted.org/>
Gifted Children Monthly: Identification, Encouragement, and
Development
<http://giftedmonthly.homestead.com/>
Gifted Development Center www.gifteddevelopment.com

Physical Impairments and Other Health Care Needs

Birth Defect Research for Children www.birthdefects.org
March of Dimes www.modimes.org
Muscular Dystrophy Association www.mdasa.org
National Multiple Sclerosis Society <http://www.nationalmssociety.org/index.aspx>
National Spinal Cord Injury Association www.erols.com/nsncia
United Cerebral Palsy www.ucp.org

Very Low-Incidence Disabilities

ABLEDATA – Your Source for Assistive Technology Information
www.abledata.com
American Association of the Deaf-Blind www.aadb.org
Brain Injury Association of America www.biausa.org
Helen Keller National Center for Deaf-Blind Youths and Adults
(HKNC)
www.hknc.org

Communication Disorders

Augmentative and Alternative Communication Centers <http://aac.unl.edu/>
Center for Speech and Language Disorders www.csls.org
The Kaufman Children's Center For Speech, Language, Sensory-
Motor, and Social Connections, Inc. www.kidspeech.com
National Institute on Deafness and Other Communication
Disorders www.nidcd.nih.gov
The Speech-Language Pathology Website <http://home.ica.net/~fred/>

Deaf and Hard of Hearing

Alexander Graham Bell Association for the Deaf and Hard of
Hearing www.agbell.org
American Society for Deaf Children www.deafchildren.org
Council on Education of the Deaf www.deafed.net/PageText.asp?hdnPageId=58
Hearing, Speech & Deafness Center www.hsdc.org
Helen Keller National Center for Deaf-Blind Youths and Adults
(HKNC) www.hknc.org

Low Vision/Blindness

American Foundation™ for the Blind www.afb.org
American Printing House for the Blind, Inc. www.aph.org
Helen Keller National Center for Deaf-Blind Youths and Adults
(HKNC) www.hknc.org
Kurzweil Educational Systems www.kurzweiled.com
National Association for Visually Handicapped (NAVH) www.navh.org

EDSE6002: INCLUSIVE CLASSROOMS: POLICY AND PRACTICE

COURSE DESCRIPTION

"Inclusive Classrooms: Policy and Practice" exposes participants to current inclusive policy within the Caribbean and globally. Participants will gain an understanding of how cognitive science, learning theory, and instructional technologies can guide practice in the inclusive classroom. In this course students will be exposed to the skills required to implement effective teaching strategies and assistive technologies to support learning in the inclusive classroom. This course will cover a range of techniques suitable for including students with special learning needs.

Purpose of the Course

The purpose of this course is to facilitate evaluation of current policy on inclusive practices in the Caribbean and other regions. Students who learn differently because of differences in intellectual, physical, social, or behavioural characteristics are entitled to equal opportunities to learn and develop. Teachers therefore must be equipped with the necessary skills to ensure that students who learn differently can still access the curriculum in a range of placement options. The goal of educating most students with special needs in inclusive classrooms remains challenging. This course has been designed to meet this challenge. Exposure to course content will give participants the opportunity to rely on their professional knowledge, instructional data, and research to build the capacity to organize, develop, and adapt programmes that are suitable for inclusive classrooms.

COURSE CONTENT

MODULE # 1 – FOUNDATIONS

1. Inclusive education - regionally & internationally. Current policies. Inclusivity issues. Multiple Intelligences. Universal design for learning
2. Characteristics of students with special learning needs - cognitive, academic, behavioural, emotional, social

MODULE #2 – INCLUDING STUDENTS WITH SPECIAL LEARNING NEEDS

1. Policy, procedures and services
2. Analyzing the classroom and assessing needs
3. Differentiated instruction

MODULE #3 – ADAPTING INSTRUCTION

1. Adapting the learning environment
2. Adapting lesson plans
3. Adapting teaching techniques
4. Adapting content
5. Adapting assessment and evaluation

MODULE #4 – ASSISTIVE TECHNOLOGIES

1. Assistive technologies for teaching in the content areas
2. Issues of implementation

GOALS/AIMS

Participants will use evidence, instructional data, research, and their professional knowledge to guide practice in inclusive classrooms.

GENERAL OBJECTIVES

1. To provide participants with opportunities to actively use their knowledge of cognitive science, learning theories, and instructional technologies to create inclusive lessons/units/programmes.
2. To provide participants with the opportunity to deepen professional knowledge, and enhance expertise with effective teaching strategies, assistive technologies, instructional technologies, curriculum standards, and policy guidelines to support teaching and learning in inclusive classrooms.

LEARNING OUTCOMES

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

1. integrate their knowledge of the characteristics of students with special needs and their knowledge of cognitive science, learning theories, and instructional technologies to create inclusive lessons/units/programmes;
2. integrate their knowledge of policies, theories, and practice to create appropriate inclusive lessons/units/programmes;
3. use appropriate teaching strategies, assistive technologies, instructional technologies, and curriculum standards to support teaching and learning in the inclusive classroom;
4. adapt current lessons/units/programmes, learning environment, teaching techniques, content, assessment, and evaluation to support inclusivity in classrooms;
5. implement policies related to the development and organization of inclusive programmes; and
6. advocate for resources and supports need to create inclusive classroom.

ASSESSMENT

This course will be assessed through coursework (60%) as described above and a final three-hour examination (40%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

EVALUATION

Formative evaluation

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organization of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

Summative evaluation

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

Teaching Strategies

- Lectures
- Discussions (both online and face-to face)
- Student presentations
- Case studies

RESOURCES

Required readings

- Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Upper Saddle River, NJ: Pearson.
- Wood, J. W. (2006). *Teaching students in inclusive settings adapting and accommodating instruction* (5th ed.). Upper Saddle River, NJ: Pearson.

Additional readings

- Cummings, E. O. (2011). Assistive and adaptive technology resources. *Knowledge Quest* 39(3), 70–73.
- Hart, K. C., Massetti, G. M., Fabiano, G. A., Pariseau, M. E., & Pelham, W. E. (2011). Impact of group size on classroom on-task behavior and work productivity in children with ADHD. *Journal of Emotional and Behavioral Disorders*, 19, 55–64.
- Hoyle, C. G., Marshall, K. J., & Yell, M. L. (2011). Positive behavior supports: Tier 2 interventions in middle schools. *Preventing School Failure*, 55, 164–170.
- Lawrence-Brown, D. (2004). Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class. *American Secondary Education*, 32(3), 34–62.
- Lewis, T. J., Jones, S. E. L., Horner, R. H., & Sugai, G. (2010). School-wide positive behavior support and students with emotional/behavioral disorders for prevention, identification and intervention. *Exceptionality*, 18(2), 82–93.
- McLeskey, J., & Waldron, N. L. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research and Practice*, 26, 48–57.
- Strickland, T. K., & Maccini, P. (2010). Strategies for teaching algebra to students with learning disabilities: Making research to practice connections. *Intervention in School and Clinic*, 46, 38–45.
- Wixson, K. K., & Valencia, S. W. (2011). Assessment in RTI: What teachers and specialists need to know. *Reading Teaching*, 64, 466–469.
- Yoshina, J. M., & Harada, V. H. (2007). Involving students in learning through rubrics. *Library Media Connection*, 25(5), 10–14.
- Zager, D., & Alpern, C. S. (2010). College-based inclusion programming for transition-age students with autism. *Focus on Autism and Other Developmental Disabilities*, 25, 151–157.

EDSE6003: ASSESSMENT IN INCLUSIVE AND SPECIAL EDUCATION

COURSE DESCRIPTION

"Assessment in Inclusive and Special Education" exposes the participants to systems and theories of educational assessment and evaluation in special education. There will be a focus on non-biased assessment procedures in the selection of assessment instruments, methods, and procedures for programmes and individuals. Participants will be exposed to a range of skills needed to implement evidence-based practice in assessment and evaluation. This course is underpinned by the following key components: measurement concepts, formal and informal assessment, stages of evaluation, and unbiased assessment and evaluation.

PURPOSE OF THE COURSE

The purpose of this course is to provide advanced training in the understanding and application of assessment and evaluation procedures in the inclusive/special education context. In inclusive/special education classrooms students need to be evaluated in a fair and unbiased manner to appropriately inform individualized programmes and other special programmes. This course will provide the opportunity for participants to apply knowledge and skill to all stages of the assessment and evaluation task as it relates to individuals and programmes in inclusive/special education. This course is designed to enable participants to understand measurement concepts as they apply to formal and informal assessment for evaluating academic skills, behavior, and social skills.

COURSE CONTENT

MODULE #1 – INTRODUCTION TO ASSESSMENT

1. Assessment of individuals. Assessment processes and issues
2. Special education law and assessment

MODULE #2 - MEASUREMENT CONCEPTS

1. Test performance and descriptive statistics
2. Reliability and validity. Test adaptation for students with special needs

MODULE #3 – CLASSROOM-BASED ASSESSMENT

1. Assessing behavior
2. Teacher-made tests
3. Alternate assessment

MODULE #4 – FORMAL ASSESSMENT

1. Assessment of academic achievement
2. Assessment of social and emotional behavior. Assessment of adaptive behavior

MODULE #5 - EVALUATION AND DECISION MAKING

1. Teacher decisions
2. Combining assessment data. Programmes. Accountability

GOALS/AIMS

Participants will use their professional knowledge to guide practice in inclusive and special education settings.

GENERAL OBJECTIVES

Participants will:

1. demonstrate knowledge of systems and theories of educational assessment and evaluation;
2. use non-biased assessment procedures to assess progress towards organizational vision, mission, and goals;
3. demonstrate knowledge and understanding of the ethical responsibilities associated with assessing students with special needs;
4. use the basic technical information that teachers need to understand in order to interpret assessment instruments; and
5. demonstrate knowledge of assessment techniques that are appropriate for various domains.

LEARNING OUTCOMES

Participants will:

1. engage in collaboration with various key personnel involved in the assessment process;
2. use appropriate assessment and evaluation procedures to determine the most appropriate programme for individuals with special needs;
3. use their knowledge of the assessment process as an integral part of the evaluation of students with special needs; and
4. effectively participate in all the stages of evaluation including:
 - a. pre-referral and screening
 - b. pre-placement
 - c. monitoring and reporting progress in the general education curriculum
 - d. monitoring and reporting progress on individualized education programme goals.

ASSESSMENT

This course will be assessed through coursework (60%) as described above and a final three-hour examination (40%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

EVALUATION

Formative evaluation

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organization of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

Summative evaluation

- Course evaluation questionnaires and follow up studies will be used to assess course effectiveness.

TEACHING STRATEGIES

- Lectures
- Discussions (both online and face-to-face)
- Student presentations
- Case studies

RESOURCES

Required text

Salvia J., & Ysseldyke, J. (2007). *Assessment: In special and inclusive education* (10th ed.). Boston, MA: Houghton Mifflin Company.

Additional readings

Cohen, L. G., & Spenciner, L. J. (2010). *Assessment of children and youth with special needs* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Cronbach, L. J. (1990). *Essentials of psychological testing* (5th ed.). New York, NY: Harper & Row.

Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children*, 52, 219–232.

Dunst, C. J. (2002). Family-centered practices: Birth through high school. *Journal of Special Education*, 36(3), 139–147.

Hosp, M. K., & Hosp, J. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure*, 48(1), 10–17.

Kritikos, E. P. (2010). *Special education assessment: Issues and strategies affecting today's classrooms*. Upper Saddle River, NJ: Merrill/Pearson.

Nitko, A. J., & Brookhart, S. (2006). *Educational assessment of students* (5th ed.). Upper Saddle River, NJ: Merrill/Pearson.

Overton, T. (2008). *Assessing learners with special needs: An applied approach* (6th ed.). Upper Saddle River, NJ: Merrill/Pearson.

Spinelli, C. G. (2002). *Classroom assessment for students with special needs in inclusive settings*. Upper Saddle River, NJ: Merrill/Pearson.

Taylor, R. L. (2009). *Assessment of exceptional students: Educational and psychological procedures* (8th ed.). Upper Saddle River, NJ: Merrill/Pearson.

Venn, J. (2007). *Assessing students with special needs* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

EDSE6004: COLLABORATION, CONSULTATION, AND INCLUSIVITY

PREREQUISITE: EDSE 6002: INCLUSIVE CLASSROOMS: POLICY AND PRACTICE

COURSE DESCRIPTION

This course examines consultation as a process designed to assist stakeholders who must collaborate for the benefit of students with special educational needs. The focus is on presenting consultation in inclusive contexts as a collaborative and solution-oriented multi-dimensional task. A range of concepts, models, techniques, issues, and cases that are critical to a thorough understanding of the collaborative consultation process will be examined. An emphasis on collaborative consultation in the Caribbean context will be maintained throughout the course.

PURPOSE OF THE COURSE

The purpose of "Collaboration, Consultation, and Inclusivity" is to provide advanced training in collaborative consultative service delivery to participants who must work with students who are at risk or have learning and behavioural difficulties. The current emphasis on special education in our schools, with the attendant individualized education programmes (IEPs), has created a need for collaborative consultation and prompted those who need everyday assistance with students with disabilities to recognize the value of collaborative consultation and teamwork. In inclusive settings, roles and expectations have changed from the traditional; consultative collaboration is expected among all stakeholders – special education teachers, general education teachers, school psychologists, guidance officers, schools supervisors, school principals, and parents.

COURSE CONTENT

MODULE #1 – WHAT IS SCHOOL-BASED CONSULTATION?

1. Fundamentals of collaborative consultation
2. Consultation paradigms
3. Consultation in the inclusive classroom

MODULE #2 – PROFESSIONAL PRACTICE

1. Ethics in collaborative consultation
2. Communication skills
3. Communicating with families

MODULE #3 – CONSULTING ABOUT STUDENTS WITH SPECIAL NEEDS

1. Students with academic difficulties
2. Students with emotional and behaviour problems
3. Students with social and economic problems
4. Research. Assessment. Case studies in Caribbean schools

MODULE #4 – THE CHANGE PROCESS

1. Policy and system-wide change
2. Attitude and school-wide change

GOALS/AIMS

Participants will have a deep understanding of the critical importance of consultative collaboration to the roles that all stakeholders must perform to adequately and appropriately provide for students with exceptionalities in the inclusive context.

GENERAL OBJECTIVES

Participants will:

1. understand the importance of promoting understanding among all stakeholders;
2. resolve conflicts and build cooperation and consensus among all stakeholders;
3. build upon their understanding of possible interactions of cross-categorical issues with existing factors and adequately and appropriately provide for students with exceptionalities; and
4. understand the importance of providing professional service to individuals with exceptionalities and their families.

LEARNING OUTCOMES

Participants will:

1. use their knowledge and skill to promote understanding in various contexts – special education and inclusive;
2. use problem-solving techniques to overcome barriers that hinder collaborative consultation in schools;
3. demonstrate effective communication skills necessary for building consensus and conflict resolution;
4. demonstrate how opportunities for exceptional individuals can be enhanced when there are issues of diversity, culture, and religion interacting with other contextual factors;
5. develop evaluation strategies for understanding and improving consultation and collaboration skills;
6. formulate appropriate strategies for managing ethical issues in the collaborative consultative process; and
7. formulate plans for managing change in their own context.

ASSESSMENT

This course will be assessed through coursework (60%) and a final examination (40%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

EVALUATION

Formative evaluation

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organization of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

Summative evaluation

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

TEACHING STRATEGIES

- Lectures
- Discussions (both online and face-to-face)
- Student presentations
- Case studies
- Group activities

RESOURCES

Recommended readings

- Council of Exceptional Children. (2010). CEC code of ethics and standards of practice. Arlington, VA: Author.
- Darling-Hammond, L. (1999). Target time towards teachers. *Journal of Staff Development*, 20(2), 31-41.
- Dunn, L. (1968). Special education for the mildly retarded: Is much of it justifiable? *Exceptional Children*, 35, 5-22.
- Friend, M., & Cook, L. (2009). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston, MA: Allyn & Bacon.
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Research Quarterly*, 41, 93-99.
- Kampwirth, T.J., & Powers, K.M. (2012). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (4th ed.). Upper Saddle River, NJ: Merrill/Pearson.
- Kavale, K., & Forness, S. (2000). History, rhetoric and reality: Analysis of the inclusion debate. *Remedial and Special Education*, 21, 279-296.
- Knotek, S., Kaniuka, M., & Ellingsen, K. (2009). Mental health consultation and consultee-centered approaches. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation* (pp. 127-145). New York, NY: Routledge.
- Martens, B. K., & DiGennaro, F. (2009). Behavioral consultation. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation* (pp. 147-170). New York, NY: Routledge.
- Turnbull, A. P., & Turnbull, H. R. (1997). *Families, professionals and exceptionality: A special partnership* (3rd ed.). Upper Saddle River, NJ: Merrill/Pearson.

CORE M.Ed. COURSES REVISED

EDFA6207: EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES

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 relevant to education that often arise in 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 helps students to identify, characterize and analyse some of these major dilemmas in contemporary social life as they would impact on educational issues. It would contribute to the development of theoretical and practical insights that can guide actors and agencies in education towards the formulation of practical solutions. Since agency is an attribute of persons as well as institutions, students are required to engage in a process of self-study and group evaluation even as they examine wider educational contexts. In addition to the cognitive dimension of the course, students are engaged in procedures that experientially target affective and psycho-motive competencies in themselves and other members of the group in which they are required to work through given issues, scenarios and problems.

PURPOSE OF THE COURSE

Though having no prerequisites, this course belongs to the genre of courses, albeit at a more advanced level, which focus more specifically on the foundational disciplines in education and perspectives these can afford on issues of human development in the Trinidad and Tobago context. At the B.Ed. level, these would include courses such as: EDFA 1401 Schooling, Personal and Social Development; EDFA 2401 Cultural Diversity, Citizenship and Schooling I; EDFA 2402 Cultural Diversity, Citizenship and Schooling II; and EDFA 3201 The Challenge of Human Development.

This course, as the title suggests, offers specific insight and analysis into the role individual and institutional agents play in outfitting citizens with suitable knowledge, skills and attitudes for life in a multicultural democratic society in the Caribbean today. The tack will be learner centered and developmental. Affect, knowledge and behavior will be all targeted and links explored toward an improved quality of "being" in the Caribbean context. The goal is nothing less than in-depth learning as fitting for the development of rounded human beings able to successfully negotiate the multiple social spheres in which they inhabit.

Efforts will be focused on providing experiences for students geared to the learning of social competencies; in providing such support the aim is to enhance the students' competencies as educators who in turn become more proficient in the facilitation of social competencies in their students and other educational personnel.

COURSE CONTENT

Through the critical analysis and particular perspectives afforded by the foundation disciplines of philosophy, sociology and psychology, the following themes are explored with regard to the development of social competencies:

- The nature of social competencies
- Respect
 - Education and the rights and duties of citizens in a diverse society.
 - Cultural diversity and desirable competencies associated with social respect, equity and tolerance of fellow human beings, especially minority groups and / or socially vulnerable groups.
 - The challenges of community building and "communities of differences" with competing and common values/ interests and power capabilities.
 - The role of schooling in the development of social competencies discussed above given a multicultural / plural society especially in Trinidad & Tobago and the broader Caribbean context. Also comparison with International and Southern perspectives.
- Reducing prejudice
 - The problem of the 'Other' & human cruelty.
 - Stereotyping and labeling.
 - Schooling and the perpetuation of prejudice
 - Prejudice as attitude and institutionalized injustice: sexism, classism, racism, creedism, ableism, and ageism. Deconstructing taboo.
 - Globalization and Nativism.
 - The social roles of modern mass media, information and communication technologies; Racism and the media; racism and skin colour.
- Power, reform and schooling: personal, institutional and social dimensions
 - Organization and power.
 - Creating and sustaining a thriving democratic society characterized by peace, prosperity and incorporation of human rights.
 - 'Schooling Then and Now'; the psychological bases of the traditional vs. the reformed curriculum.
 - Learning styles and teaching/ administrative approaches; new departures in learning and instruction: implications for the design of effective instruction e.g. constructivism.
 - Instituting alternative forms of assessment and associated challenges in implementation.
 - Globalization and ecological sustainability.
 - Power relations within schooling communities and their structuring along lines of difference and social demarcation.
 - The importance of understanding the changing social context of education in Trinidad & Tobago and post modernism.
 - Social construction, postmodern and social research.
 - A curriculum for peace and the challenge of reform by promoting a new learning culture by infusing curriculum of peace into existing curriculum.

GOALS/AIMS

In general, the course interrogates issues in personal and social development. It explores the role of educational agents in their task of equipping citizens with what is required for developing and sustaining a vibrant democracy in Trinidad & Tobago. The course focuses on developing an understanding of what is involved in learning the relevant competencies and how this learning may be more effectively facilitated.

General Objectives

Participants will:

- identify and examine some of the major dilemmas in contemporary social life that impact on educational practice;
- apply key principles, concepts and theories from the philosophy, sociology and psychology of education to the analysis of these major dilemmas;
- adduce and address the implications for education emanating from the analysis of these dilemmas; and
- Gain practical skills in creating learning communities.

LEARNING OUTCOMES

Participants will:

1. engage in the critique of major practices and goals of schooling;
2. formulate relevant ideas, standards and principles that animate desired social competencies;
3. enquire into the students' own experiences through self-reflection;
4. interrogate personal and group beliefs and values in the process of policy initiative, implementation and reform;
5. assess the competencies required in initiating, facilitating and managing school reform;
6. defend the rights of all citizens (individuals and groups) in a diverse society, particularly minorities and/or the socially vulnerable;
7. engage in debate on controversial issues in schooling; to contest with sound argumentation;
8. engage in group enquiry into a problem/ dilemma presented in schools and wider society drawing on their years of experience in dialogue with relevant literature;
9. connect learning outcomes in school and classroom activities with the competencies needed in citizens for a vibrant democracy;
10. be conscious of self as an active creative agent (who is in fact "creating worlds") and take responsibility for outcomes;
11. be open to critique and be able to respond constructively to same; and
12. develop the capacity of reasoned deliberation and toleration.

ASSIGNMENTS

The course work will be divided into two main assignments: the first assignment (20%) will be submitted by each student individually; the second assignment is a group effort with all members of the group receiving a common mark (30%); The remainder (10%) of the course work mark is submitted individually and takes the form of a group evaluation on members of the group and their contribution to the group effort during the process of doing the second assignment.

ASSESSMENT

This course shall be assessed through course work (60%) and a final, three-hour written exam (40%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items. Since a main objective of this course is to provide experiences whereby the student gains practical skills in creating learning communities by engaging in group work, the course work assignments are weighted more heavily than the final exam. The course assignments all relate to the various tasks that must be completed on the group level and require intra-group interaction where members are required to talk to one another, to share, to enquire together in the process of implementing the various tasks given. They are also required to reflect on the group process.

TEACHING/ LEARNING STRATEGIES

Mode of delivery: Blended

The course will be delivered face-to-face, with the aid of video conferencing (for Tobago students) and online using the following strategies:

- Interactive lectures, seminar/ tutorials where students work through certain questions posed during the lecture and present their views leading to general discussions.
- Tutored and independent group work. Use of plenary hall and various break-out rooms.
- Student presentation of result of group work
- Provision of feedback (face-to-face) on presentations and on the results of other group tasks.

Required Reading

- Boulding, E. (2000). Peace Culture: The problem of managing human difference. Retrieved from Aril Crosscurrents 2000 website: <http://www.aril.org/boulding.htm>
- Burke, B. (2000). Post-modernism and post-modernity. Retrieved from Infed website: <http://www.infed.org/biblio/b-postmd.htm>
- Clapham, A. (2007). Human rights: A very short introduction. Oxford, UK: Oxford University Press. Chapter 8.
- Crick, B. (1999). The presuppositions of citizenship education. *Journal of Philosophy of Education*, 33 (3), 337- 352.
- Cunningham, F., Lalonde, D., Neelin, D., & Peglar K. (2003). *Philosophy: The big questions*. Toronto, Canada: Canadian Scholars' Press Inc. Chapter 14.
- Endres, B. (2002). Transcending and attending to difference in the multicultural classroom. *Journal of Philosophy of Education*, 36(2), 171-185.
- Enslin, P., Pendlebury, S. & Tjiattas, M. (2001). Deliberative democracy, diversity and the challenges of citizenship education. *Journal of Philosophy of Education*, 35 (1), 115 - 130
- Haq, Mahbub ul. (1995). *Reflections on human development*. New Delhi, India: Oxford University Press.
- Hamm, C. (1989). *Philosophical issues in Education*. London, UK: Routledge /Falmer., Chapter 9.
- Impediments to cogent reasoning- Stereotypes, prejudice and scapegoats. (2011, June 8). Retrieved November 17, 2011 from Santa Rosa Junior College website: <http://online.santarosa.edu/presentation/page/?36963>

- Kubik, J. (n.d.). Stereotypes- Glossary. Retrieved November 17, 2011, from RUTGERS website: <http://gc2000.rutgers.edu/GC2000/MODULES/STEREOTYPES/Glossary.htm>
- Linn, R. (1996). A Teacher's introduction to post-modernism. Urbana, Ill: National Council of Teachers of English. Chapter 5.
- Trinidad & Tobago. National Task Force on Education. (1994). Education Policy Paper (1993-2003) (White Paper). Port of Spain, Trinidad: Ministry of Education.
- Truth Goodman, R., & Saltman, K. (2001). Dancing with bigotry. *Educational Researcher*, 30(6), 27-30.
- Ungoed-Thomas, J. (1997). Vision of a school: The good school in the good society. London, UK: Cassell.
- Wells, L. (2003). A culture of teaching peace. UNESCO Conference on Intercultural Education, Finland. Retrieved from <http://www.commondreams.org/views03/0616-01.htm>

Additional Reading

- Adams St. Pierre, E. (2002). "Science" rejects postmodernism. *Educational Researcher*, 31(8), 25-27.
- Clapham, A. (2007). Human rights: A very short introduction. Oxford, UK: Oxford University Press.
- Crick, B. (2002). Democracy: A very short introduction. New York, NY: Oxford University Press.
- Dawkins, R. (2006). The God delusion. Boston, MA: Houghton Mifflin Company.
- Hayden, P. (2001). The philosophy of human rights. St. Paul, MN: Paragon House.
- Kearney, R. (1994). Modern movements in European philosophy (2nd edition). Manchester, UK: Manchester University Press.
- Salzman, J. (2001). Why TV news ignores war's opponents. Retrieved from Rocky Mountain Media Watch, Texts & Press Releases website: <http://www.bigmedia.org/textsWar.html>
- Taylor, S. (Ed.), (1999). Sociology – issues and debates. London, UK: Macmillan.
- Télliez, K. (2001). Incommensurable views on multicultural education. *Educational Researcher*, 30(2), 34-36.
- Valadez, J. (2001). Deliberative democracy, political legitimacy and self-determination in multicultural societies. Oxford, UK: Westview Press.
- Tawa, J. & Kim, G. (2011). How does biological belief in race relate to our feelings towards in-group and out-groups? A cognitive dissonance framework. Retrieved from: http://www.uiowa.edu/~grpproc/crisp/crisp16_4.pdf
- Winch C., & Gingell J. (2004). Philosophy & educational policy- A critical introduction.. London, UK: Routledge-Falmer.
- Ungoed-Thomas, J. (1997). Vision of a school: The good school in the good society. London, UK: Cassell.
- Valadez, J. (2001). Deliberative democracy, political legitimacy and self-determination in multicultural societies. Oxford, UK: Westview Press.
- Wells, L. (2003). A culture of teaching peace. UNESCO Conference on Intercultural Education, Finland. Retrieved from <http://www.commondreams.org/views03/0616-01.htm>
- Winch C., & Gingell J. (2004). Philosophy & educational policy- A critical introduction. London, UK: Routledge-Falmer.

EDRS 6208: FUNDAMENTALS OF EDUCATIONAL RESEARCH 1

COURSE DESCRIPTION

This course provides postgraduate education students with an introduction to the quantitative research process and facilitates the development of the analytical thinking skills using basic and advanced techniques and tools in education research. Students will be equipped with the knowledge and competencies in quantitative methods they require to conduct research in education. They will be exposed to a variety of quantitative research designs; descriptive and inferential statistical techniques; statistical software; and quantitative research articles that utilize the quantitative paradigm.

COURSE RATIONALE

Postgraduate students need to be equipped with the requisite knowledge and competences in quantitative research methods to conduct independent research in education. This course will prepare students to select and implement research designs that are appropriate and adequate in investigating contemporary education issues and answering education policy questions.

Instructor Information: Madgerie Jameson

Course Content

- Introduction to Education Research
 - a. What is education research?
 - b. Types of education research
 - c. The research process
 - d. Choosing research topics and formulating research questions.
- Basic Concepts in Quantitative Research Methods
 - a. The role of theory in quantitative research
 - b. Quantitative designs for education research.
- Hypothesis testing
 - a. Hypothesis development
 - b. Variables and operation definitions
 - c. Tests of significance
 - d. Central limit theorem
- Methods and Tools of Research
 - a. Reliability and validity of research tools
 - b. Measurement and instrumentation.
 - c. Conducting surveys
 - d. Sampling
- Descriptive Data Analysis: Introduction to SPSS/SAS/EXCEL
 - a. Descriptive data analysis
 - b. Statistical measures
 - c. Introduction to SPSS/SAS data base design.
 - d. Key elements of database design
 - e. Creating a database.
- Measuring Association and Relationships
 - a. Correlation and regression
 - b. Using SPSS to understand relationships/
- Analysis and interpretation of inferential analysis
 - a. T-test
 - b. Factor analysis
 - c. Analysis of Variance
 - d. Chi square
 - e. Using SPSS/SAS/EXCEL for inferential analysis.
- Analysis of a quantitative research paper.

GOAL/AIM

Prepare post graduate students to conduct quantitative research in education.

LEARNING OBJECTIVES

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

- describe the nature of educational research;
- explain the role of quantitative research in education;
- explain the different types of research that employ quantitative methodologies;
- use educational theory in order to select and identify significant research issues;
- generate testable hypotheses;
- use appropriate sampling strategies to conduct quantitative research;
- apply ethical principles in the conduct of research;
- employ quantitative research methodologies to investigate educational issues;
- design appropriate tools and instruments for quantitative research investigations;
- access and use data to analyse, organize and make decisions on educational issues;
- select and use appropriate statistical tools for analysis of quantitative data;
- apply descriptive and inferential I statistical methods to make decisions about a data set.
- interpret and evaluate quantitative educational research findings competently; and
- evaluate the quality of quantitative research conducted by others.

ASSESSMENT

Formative or Continuous Assessment:

Students will be given a series of developmental tasks that build towards the mini-research project. Students will be required to complete the tasks and discuss them in the tutorial groups or online. After they receive feedback on the tasks they are required to improve on them.

RESOURCES

Required text

Best, J. & Kahn, J. (2006). Research in education. Boston: Allyn & Bacon (available at the UWI Bookshop)

Additional References

- American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed). Washington, DC: Author.
- Blaxter, I., Hughes C. and Tight M. (1996) How to Research. Buckingham, Open University Press.
- Borg, W. & Gall, M (1996). Education research – An introduction. NY: Longman.
- Bryman, A & Cramer, D. (2009). Quantitative data analysis with SPSS, 14,15 and 16. London: Routledge.
- Cohen, L (1984). Statistics for social scientists. London: Harper and Row.
- Cohen, L & Manion, L. (2000). Research methods in education. London: Routledge.
- Gay, L.R. & Airasian, P. (2003). Educational research; Competencies for analysis and application. Upper Saddle River, NJ. Merrill Prentice Hall.
- Gorard, S. (2001). Quantitative methods in education research: the role of numbers made easy. London: Continuum.
- Leedy, P.D. & Ormrod, J.E. (2005). Practical research: Planning and design. Boston: Pearson.
- Muijs, D. (2004). Doing quantitative research in education with SPSS. Thousand Oaks CA: Sage.
- Salkind, N.J. (2008). Statistics for people who think they hate statistics. Los Angeles: Sage

Internet Resources

Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <http://www.socialresearchmethods.net/kb/> (version current as of December 20, 2006). (This is the excellent site referred [and linked] to several times in the sections presented above.)

Electronic Statistics Textbooks and demonstrations:

- <http://www.statsoft.com/textbook/stathome.html>
- Hyperstat Online
- Simulations and Demonstrations
- http://onlinestatbook.com/stat_sim/
- The World of Visual Statistics
- Statnotes: An Online Textbook,

EDRS 6210 FUNDAMENTALS OF EDUCATIONAL RESEARCH II

Course Rationale

This course is offered by the School of Education, Faculty of Humanities and Education, St. Augustine. It is a compulsory course for students who are enrolled in post-graduate programmes at the master's and doctoral levels. The course seeks to develop in students an understanding and appreciation of qualitative inquiry, and to assist them in developing the necessary know-how in conducting qualitative research. Postgraduate students should have a sound grasp of different approaches to research and therefore this course complements the first semester offering of Fundamentals of Educational Research 1 which focuses on quantitative research methods.

COURSE DESCRIPTION

This course provides an introduction to the philosophical foundations and methodological strategies of research in education. It explores the nature of educational research and the origins and uses of different research methodologies. Specifically, the course focuses on educational research informed by the naturalistic tradition.

A key feature of the course will be interactive sessions designed to assist students in 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 the need to improve education in justifiable ways. Thus, the course will address both the technical side of research as well as its ideological dimensions.

Instructor Information

Dr. Jeniffer Mohammed

Dr. Margaret Cain

Dr. Freddy James

Ms. Sharmila Harry

COURSE CONTENT

The course is structured around the following topics:

- The quantitative-qualitative dichotomy. Philosophical underpinnings of the empirical-analytic and naturalistic approaches to research.
- Introduction to major research orientations and methodologies in the naturalistic paradigm:
 - Case study
 - Grounded theory
 - Ethnography
 - Phenomenology
 - Critical inquiry
 - Biography
 - Historical research
- Problem identification and formulation
- Designing research in the naturalistic tradition:
 - Identifying data sources
 - Data collection (nature and use of interviews, observation, document analysis, use of web-conferencing technologies such as Skype)
 - Data analysis (manual process and use of computer software for qualitative data analysis)
 - Ethical issues
- Reporting qualitative research

AIM/GOAL

This course aims to help students develop the basic knowledge and skills needed for conducting research in the qualitative tradition.

LEARNING OUTCOMES

Upon completion of this course, 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 and conduct educational research in the naturalistic paradigm;
5. analyse qualitative data; and
6. use a range of literary devices in reporting qualitative research

TEACHING/LEARNING STRATEGIES

- Small-group interactive sessions
- Lectures and discussions
- Workshops (data analysis etc.)
- Computer Lab. Sessions (data analysis software)
- Student presentations
- myElearning: Readings, Activities, Chat and Discussion forums
- video-conferences

ASSESSMENT

This course will be assessed through course work (40%) and a final, three-hour examination (60%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

COURSE EVALUATION

Formative:

The course will be evaluated formatively through analysis of feedback from students on their learning experiences in the various activities and assignments.

Summative:

In addition to the informal evaluation as the course progresses, a summative evaluation will be conducted at the end of the course through reflective statements from the students.

RESOURCES

- Tutors for tutorial sessions (approximately 1 tutor to 15 students)
- Multimedia classroom equipment
- Video-conferencing facilities
- Audio recorders
- Internet access
- Data Analysis software (NVIVO) on lab computers

Readings

- Coffey, A., & Atkinson, P. (1996). Making sense of qualitative data. Thousand Oaks, CA: Sage.
- Creswell, J. (1998). Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks, CA: Sage.
- Denzin, N. & Lincoln, Y. (2011). The SAGE handbook of qualitative research. Thousand Oaks, California: 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.
- Merriam, S. (2009). Qualitative research: A guide to design and implementation. San Francisco: Jossey-Bass
- Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Thousand Oaks, CA: Sage Publications, Inc.
- Walcott, H. (2009). Writing up qualitative research. Thousand Oaks, California: Sage
- Walford, G. (2001). Doing qualitative educational research. London: Cassell.
- Yin, R. (2009). Case study research design and methods. Thousand Oaks California: Sage

CONTACT PERSONS:

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Email: margaret.cain@sta.uwi.edu • Extension 83342

Dr. Jeniffer Mohammed

Email: jeniffer.mohammed@sta.uwi.edu • Extension 83894

EDRS 6203: GRADUATE RESEARCH SEMINARS (PASS/FAIL)

Each master's 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's programme is offered.

EDRS 6900: RESEARCH PROJECT (10 CREDITS)

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.

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* (5th 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
 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
 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

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

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/eleceref.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
7. APA Reference Style Guide
Publisher: Prof. Mike Strahan, Northern Michigan University
URL: 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.

Caribbean Educational Research Information Service (CERIS)

The Caribbean Educational Research Information Service (CERIS) is an information service that provides access to information on education in the English-speaking Caribbean. The services of CERIS are available to (a) staff and students of all tertiary institutions in the Caribbean engaged in research on the education systems of the region; (b) researchers, planners, and policy makers of the ministries of education in the region; (c) private researchers in the region; (d) educational practitioners in the region; and (e) all other persons and institutions interested in the development of the education systems of the English-speaking Caribbean.

CERIS provides the following services:

1. **Document supply** – copies of documents on education and training in the English-speaking Caribbean, including official policy documents, research reports, conference papers, journal articles, essays in collected works, monographs, and theses in dissertations in print and, increasingly, in digital formats
2. **Online databases** – online access is provided to three databases: Caribbean Education Bibliographic Database [CEDBIB]; Virtual Library (CVTLIB); and MEd Studies Database [MEDPRA]
3. **Institutional archiving** – a School of Education Community has been established in UWISpace
4. **Reference and referral services** – provides lists of references/bibliographies
5. **Editing** – edits all the publications of the School of Education
6. **Information Literacy Instruction** – provides instruction to graduate students of the School of Education and produces Research Guides to support information literacy.
7. **Current awareness** – scans the research literature to identify new articles, reports, etc. for dissemination to researchers



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