



**Kathmandu University
School of Education**

Courses of Study

**For
DIPLOMA IN GLOBAL EDUCATION**

In Collaboration with

British Council

2014/15

EDUC 502 – Human Development and Learning (3 credits)

Course Description

This course intends to provide participants an understanding of the learning process with emphasis on how the learning process is affected by individual differences, growth and development and personality. Participants will also examine classroom issues from psychological perspectives, including questions about how people learn, what motivates them, how learning is assessed, and how learning should be designed and managed to optimize students learning.

Course Objectives

- Explore different applications of psychology to education.
- Explain human learning from behavioral, social constructivist, cognitive development and information processing models.
- Describe cognitive, social and moral developmental stages for children and adolescents.
- Discuss individual and group differences in learning and motivation, and describe ways of accommodating difference in instruction.
- Describe ways in which the physical, emotional and social context of classrooms can facilitate students' motivation, learning and positive attitudes toward schooling.
- Describe effective approaches to managing students' behavior and learning in the classroom.
- Discuss classroom management and classroom dynamics and considerations in assessment of students' learning.

Content Outline

The course will cover the following content:

Human development across life span; theoretical perspectives of human development; developmental aspects of the learner; introduction to learning; different types of learning styles; psychology of individual differences; exceptional learners and counselling; learning psychology; motivating learners; group dynamics; factors affecting learning in the classroom; transfer of learning and memory; classroom management and assessment

Indicative References

Anastasi, A. & Urbina, S. (1997). *Psychological testing* (7th Ed.). New Delhi: Pearson Education.

- Berk, L. E. (2003). *Child development* (6th Ed.). Delhi: Pearson Education.
- Daniels, H. (ed.). (1996). *An introduction to Vygotsky*. London: Routledge.
- Gerrig, R. J. & Zimbardo, P. G. (2005). *Psychology and life* (17th Ed.). New Delhi: Pearson Education.
- Hurlock, E. B. (1997). *Child Development* (6th Ed.). New Delhi: Tata Mcgraw Hill.
- Hurlock, E. B. (1998). *Developmental Psychology: Life-span Approach*, New Delhi: Tata Mcgraw Hill.
- Mangal, S. K. (2005). *Advanced educational psychology* (2nd Ed.). New Delhi: Prentice Hall.
- Nanda, V. D. (1998). *Principles of child development*. New Delhi: Anmol Publication.
- Ormrod, J. E. (2003). *Educational psychology: Developing learners* (4th Ed.). NJ: Merrill Prentice Hall.
- Santrock, J. W. (2006). *Educational psychology: classroom update: preparing for praxis and practice* (2nd Ed.). New Delhi: Tata McGraw Hill.

EDU 506 – Seminar: Issues in education (2 credits)

Course description

This is a practical course to familiarize participants with different issues prevailing in education system and practices in Nepal. Participants will take issues in diverse areas, undertake a mini-scale research and present a paper.

Course Objectives

- Develop communication skills of the students so that they will be capacitated in giving a seminar on a given topic
- Develop skills of students in identifying pertinent issues in education, in analyzing the issues, in preparing a research report and in presenting it before others with confidence.

Content Outline

Seminar issues may be but not limited to the following:

Digital citizenship: the need for 21st century learners; education as an instrument for sustainable global change; north south educational partnership; importance of global education; multicultural classroom; good governance, democracy and civic Education

Process

Each participant will prepare for presenting a seminar paper. For this participants are required to identify an issue related to education in close consultation with the tutor and devote their time to search for the relevant documents and literature and/or empirical data collection if necessary. The issues participants will take will be as listed above or others which are professionally relevant for them. Based on the literature review and or filed data, each participant will write a paper and present it in the class. Depending upon the issue and the participants' interest, two to three participants are allowed to work on one issue and undertake the task jointly. A suggested format for the paper consists of these elements: introducing the issue; purpose of studying the issue; methods of the study; data presentation and analysis; findings and conclusion; and implications.

EDU 507 – Curriculum and Evaluation (3 credits)

Course Description

This course aims at helping students to conceptualise, develop and design curriculum for school subjects. Focussing more on the blend of theory and practice of the curriculum issues, the course also addresses various models of education and research issues in school curriculum. This course also aims at developing participants understanding on the concepts and practises of evaluation. Participants are given hands-on experience on assessment and evaluation.

Course Objectives

- To develop an acquaintance with the concept of curriculum, nature of different curricula
- To analyse school curricula in accordance with different models and types.
- To explore research issues related to curriculum
- To construct appropriate test instruments in order to test the different skills and knowledge.
- To make them familiar with the management and procedures of administering tests.
- To enable them to use appropriate techniques in marking the different types of test-items.
- To enable them to analyze test items, improve them and to interpret the test results.

Content Outline

The course will cover the following content:

Conceptualising the notion of curriculum; human interests in curriculum development; sociological perspectives of curriculum; politics of knowledge and curriculum; curriculum development approaches; different Teaching styles; developing culturally relevant curriculum and instruction; outcome based teaching, enhancing creativity and critical thinking; recognizing and addressing diversity in the classroom and community; global Education through the curriculum; research issues in curriculum; learning outcomes & Bloom's Taxonomy; forms of evaluation and assessment; types of tests and best practices; continuous assessment and feedback.

Indicative references

- Applebee, A. N. (1996). *Curriculum as conversation*. Chicago: The University of Chicago Press.
- Bean, J. A. (1995). *Curriculum integration and the disciplines of knowledge*. Phi Delta Kappan, 76(8), 616-622.
- Connelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience*. Toronto, ON: OISE Press.
- Murphy, P. K. (2001). Teaching as persuasion. *Theory into Practice*, 40(4), 224-.
- Slattery, P. (1995). *Curriculum development in the postmodern era*. NY: Garland Publishing.
- Worthen, B. R., White, K. R., Fan, X. and Sudweeks, R. R. (1999). *Measurement and assessment in Schools* (2nd ed.). New York: Longman.
- Payne, D. A. (2003). *Applied educational assessment* (2nd ed.). Toronto: Nelson Thomson.
- Cangelosi, J. S. (1990). *Designing tests for evaluating student achievement*. New York and
- Khaniya, T. R. (2000) Washback: Emerging Validity. *Journal of NELTA* Kathmandu: Nepal English Language Teachers' Association. **5/1**.
- Rea-Dickens, P. and Germaine (1992) *Evaluation*. Oxford: Oxford University Press.

ELED 531 Classroom Studies and Action Research (2 Credits)

This course is intended to familiarize students with the real world classroom problems and the ways to solve such problems. Students are required to work in real classrooms, identify a problem, propose an action plan, implement it and reflect on the experience. This experience is aimed at bridging the gap between the theories and the practice by way of theorizing from the practice and practicing the theories.

Course outcomes

- a) Identify the problem for the action research and phases and cycles in action research.
- a) Design and implement action research plan.
- b) Develop the necessary tools for action research
- c) Reflect upon the action and continue in the profession
- d) Report the activities and implications in a proper format
- a) Carry out action research independently and continue in professional life.
- b) Help in carrying other types of research

Modules for Action Research

- 1. Module One: Exploring inquiry questions
- 2. Module Two: Formulating and implementing strategies
- 3. Module Three: Documenting the process
- 4. Module Four: Reflecting upon the process
- 5. Module Five: Preparing the final report
- 6. Module Six: Evaluation of the course

References

- Best, J. W. & Kahn, J.V. (2006). *Research in Education* (10th Ed). New Delhi: HLI Learning Private Limited
- Burn, A. (2009). *Action research in second language teacher education*. In Burn, A. & Richards, J. C. (2009). *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press
- Cohen, M. Manion, L. & Morrison, K. (2008). *Research methods in education* (6th Ed). USA: Routledge
- Costello, P. J.M. (2005). *Action Research*. New York: Continuum
- Norton, L, S. (2009). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*. London: Routledge