

Programme Aim

The broad aim of the Master of Arts in Education is to prepare a more able, efficient, internationally oriented, skilled teaching force. The programme's aim at equipping teachers with necessary knowledge and skills, as well as inculcate continuing education mindset to enable them to a) engage in best practices to maximize learning outcomes, b) employ sound educational theories and principles in day-to-day teaching and related tasks, c) provide creative and flexible opportunity to teachers who are busy, but nevertheless wish to gain an internationally recognized teaching credential to further boost their professional careers in education, d) contribute to the overall quality of education by becoming professionally attuned to wide range of effective educational practices, by identifying and discarding those that are not effective, and e) be part of a bigger group of professional teacher network that make up a constructive community of learners aimed at advancing the cause of good education for all, locally and internationally.

Programme Outcomes

The programme structure enables students to acquire the following knowledge and transferable skills:

- Develop comprehensive understanding about educational and psychological theories, principles and concepts that directly or indirectly affect teaching and learning
- Critically analyze and verify the application of such theories, principles and concepts in one's own day-to-day teaching practices
- Construct models and plan strategies aimed at improving curriculum delivery
- Employ assessment techniques that are in alignment with teaching approaches and pedagogic soundness
- Develop a sound educational philosophy that would be reflected in every thought-pattern, action plan and execution of lessons
- Evaluate contemporary educational ideas and practices and critically examine their relevance, appropriateness, and benefit to improving student learning and achievement
- Embrace, practice and advocate for educational best practices that maximize teacher satisfaction and students' success in learning

Awarding Body:

The European Global School (EGS) is an accredited international private university located in Paris, France, with multiple campuses worldwide. The university provides various bachelor's, master's and doctorate degree programmes in a wide range of fields / specializations. The university is recognized by the French Ministry of National Education, Higher Education and Research, and is registered as a private higher education institute under the French Code de l'Éducation - Décret du 25 janvier 1876, Articles L. 731-2, L. 731-3 et L. 731-4.

Entry Requirements:

Recognized Bachelor Degree in any field
Sufficient English language proficiency (IELTS 6.0 or its equivalent)
At least 3 years of working experience as a professional teacher
Note: Mature & high potential candidates without a degree could be considered on case-by-case basis

Type of Programme:

Regular

Learning Mode:

Full Time, Blended Learning, or Distance Learning

Modules:

- EDUC510 Educational Philosophies: An Overview
- EDUC520 Curriculum & Instruction Planning & Development
- EDUC530 Dimensions of Learning: Application in Classroom
- EDUC540 Assessment in Education: Measurement & Evaluation
- EDUC550 Psychology of Learning: Lessons from Cognitive Psychology
- EDUC560 Educational Technology: The 21st Century Classroom
- EDUC570 Classroom Dynamics and Behavior Management
- EDUC580 Educational Research: Designs and Procedures

Duration:

12 months

Intake:

Anytime / Throughout the Year

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Assessment Scheme:

A combination of traditional and non-traditional assessment techniques would be implemented to measure students' success in fulfilling the learning outcomes of each module at standards specified by the teacher trainer. The assessment would be on-going, i.e. formative in nature, as well as summative. As expected, some courses, such as more theoretically driven courses would be assessed using the more traditional assessment forms consisting of, but not limited to, multiple choice questions, short answers, matching exercises, true/false questions, essays – both extended and restricted forms, as well as interpretive exercises. In addition, modules that are heavy on skills development and transfer of those skills in an actual classroom setting (at school), where teaching is practiced and refined on a day-to-day basis, the teacher trainer would employ non-traditional assessment techniques such as performance-based assessment (both restricted and non-restricted types) such as individual project (directed independent study), seminar and/or workshop with oral presentation component, short-and long-term research projects, development of a portfolio containing yearly, monthly, weekly, and daily lesson plans, worksheet, assessment forms, and case studies of best practices. To make assessment of learning as closely reflective of students learning and mastery of knowledge and skills, a combination of assessment techniques would be utilized (i.e., Multiple Assessment Approach). A sample of assessment scheme typically utilized is presented below (to be completed over a period of 4 weeks):

Short Weekly Quizzes: 5%
 Directed Reading & Study: 5%
 Project Paper: 15%
 Workshop/Seminar (Presentation): 15%
 Teaching Portfolio: 20%
 Microteaching: 20%
 Final Examination: 20%
 Total 100%

Assessment Strategy:

Paper-and-Pencil methods, such as multiple choice questions, true/false, short answers, interpretive exercises, essays – restricted and extended response types, journal entry, oral presentation, individual and group projects, term paper, field research, mini-thesis, final-examinations, portfolio (documentation, showcase, and process types), and performance based assessment (restricted and extended response types).

Grading Scale:

The following grading scale would apply to all modules taught and assessed in the Master of Arts in Education programme:

70% & Above: Distinction
 60-69%: First Class
 50-59%: Second Class
 40-49%: Pass
 39% Below: Fail

Module Load:

The modules in the Master of Arts in Education are delivered for a duration of one month (4-week period). Each module carries 3 credits, equivalent to 48 hours of course delivery. The 48 hours are divided into the following format and would be delivered accordingly:

- 24 hrs. lecture
- 12 hrs. seminar/workshop
- 9 hrs. project paper
- 3 hrs. final exam

Delivery Mode:

All the modules will be delivered in a regular classroom set up, with lectures, and on-going assessment. There will be face-to-face lecture sessions with students; workshops; seminars; pre- and post-conferences; observation of classroom teaching (microteaching and/or actual classroom where the student is employed and is teaching at the time the module is taken); students would also be assigned term papers on special topics related to the objectives of a particular module; students would also need to present their research/project papers in the form of a self-organized seminar and/or workshop. The course culminates with a final exam. Each module requires a total of 48 hours of engagement and active involvement of students and the teacher trainer to be completed successfully. There would be time when students are asked to work on special projects involving research, investigative data collection, and problem solving; such learning activities may be carried out beyond the boundaries of the classroom. However through creative the approach and delivery mode (e.g. online, face-to-face, blended learning, etc.), both the teacher trainer and students are expected to fulfill the 48-hour per module per 4-weeks requirement.

Teaching-Learning Strategies:

A host of teaching-learning strategies would be utilized to fulfill the objectives of the modules in the Master of Arts in Education programme. Apart from the traditional lecture method, a variety of student-centered and learning-centered strategies, rooted in educational psychological principles, as well as breakthroughs in neuroscience and brain research would be utilized. Examples of teaching-learning strategies to be used are as follows:

- Engaging Lecture
- Direct instruction
- Demonstration (performance based)
- Discussion and Debates; Case-studies; Case-analysis
- Associated Readings and Tasks; Reflection writing
- Cooperative strategies such as turn-to-your-neighbor, round robin, inside-outside circle, the Jig Saw, etc.
- Inductive approaches such as inquiry methods, including guided inquiry, concept attainment, concept formation, K.W.L.
- Peer teaching, Microteaching, Directed Studies, Independent Studies
- Tutorials, Seminars, Workshops
- Fieldwork, Projects, Action Research
- Field trips (school visits)

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MODULE 1: MAED510 EDUCATIONAL PHILOSOPHIES: AN OVERVIEW

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To introduce students to the broad philosophical ideas of education in classical times and to review the reception of these ideas for today's classroom, such as idealism, realism, neo-scholasticism, perennialism, essentialism, futurism, re-constructionism, existentialism, humanism, pragmatism, progressivism, and behaviorism; to help students to understand how education has evolved and developed over the years beginning from the 19th century industrial revolution era up until today's scientific and information technological era.

Module Contents:

The influence of the Greeks on educational thinking; the rise of child-centered education and its issues. The course also examines the structure of the current education system and its development since the 19th century to the present time. It examines the current curriculum and examination system and its evolution since the nineteenth century.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Recognize and explain at divergent (philosophical) views on the purpose of education
- Present written evidence of a more in depth view of education according to one thinker treated in the module
- Show evidence of critical reflection on the process and purpose of teaching and learning
- Identify the major influences that shaped education in the period of 19th to 21st century
- Explain in detail how contemporary structures evolved from earlier systems
- Critically analyze critically the influences at work in current education, locally and internationally.

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

- Murphy, M. (2005). The history and philosophy of education: Voices of educational pioneers. Prentice Hall.
- Knight, G. (2006). Philosophy and education: An introduction in Christian perspective (4th ed.). Andrews University Press.

MODULE 2: EDUC520 CURRICULUM & INSTRUCTION PLANNING & DEVELOPMENT

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To raise awareness of the manner in which curricula are produced, changed and developed according to social and cultural contexts and circumstances.

Module Contents:

A survey of curriculum theories including theories pertaining curriculum planning and development, curriculum implementation and curriculum evaluation models: an overview of curricular frameworks as processes and plans embodying particular views of the role of education at philosophical, policy and practical level; relating these perspectives to international trends in curriculum constructs; contextualizing curriculum stances and student needs; the role and purposes of assessment in curriculum plans and designs.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Investigate ways of viewing curriculum and analyze policy changes in practice
- Investigate ways of viewing assessment (in relation to how it affects curriculum planning and designs) and analyze policy changes in practice
- Critically explore ideological influences on curricular theory, policy and cultural practices
- Develop a critical stance on how the above issues could inform teaching and assessment and their position in the classroom and the school.

Assessment:

Seminar/Workshop presentation: 50 Marks
Project Paper: 30 Marks
Final Examination: 20 Marks
Total Marks: 100

Recommended Text(s):

- Posner, G. J. & Alan N.R. (2005). Course design: A guide to curriculum development for teachers (7th ed.). Allyn & Bacon.

MODULE 3: EDUC530 DIMENSIONS OF LEARNING: APPLICATION IN CLASSROOM

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To enable the student teachers to understand the symbiotic relationship between teaching, learning and assessment theory and practice.

Module Contents:

This course focuses on enhancing student teachers' capacity to understand and plan for active learning in classrooms. The course is taught in two 12 hour-sessions. The course will address class management; developing a community of learners (e.g. group work; cognitive strategy instruction), approaches to learning (cognitive and socio-cultural theories); and literacy across the curriculum. It would also address effective teaching and learning including active learning, constructivism, multiple intelligences, teaching and learning styles, classroom planning, interaction, differentiation and assessment.

On successful completion of this module, students should be able to:

Learning Outcomes:

- Describe some core theories relating to effective teaching and learning in classrooms
- Recognize the value and the need for a variety of active and interactive approaches to foster learning in classrooms
- Implement an overall active learning/constructivist approach to teaching and learning across the preparation, implementation, assessment and appraisal of classroom lessons in their respective teaching subjects
- Understand approaches to classroom management, community of learners and literacy across the curriculum congruent with the promotion of a positive learning climate in classrooms
- Understand the application of principles and strategies related to classroom management, fostering a community of learners and literacy across the curriculum
- Evaluate the ethical and professional aspects of classroom practices side-by-side with classroom management, development of a community of learners and literacy across the curriculum

Assessment:

Seminar/Workshop presentation: 50 Marks
Project Paper: 30 Marks
Final Examination: 20 Marks
Total Marks: 100

Recommended Text(s):

- Burden, P.R. & Byrd, D. M. (2003). *Methods for Effective Teaching* (3rd ed.). Boston, MA: Allyn & Bacon.
- Shelton, C. and Stern, R. (2004) *Understanding Emotions in the Classroom: Differentiating Teaching Strategies for Optimal Learning*. Port Chester, NY: Dude Publishing.

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MODULE 4: EDUC540 ASSESSMENT IN EDUCATION: MEASUREMENT & EVALUATION

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

This course provides comprehensive definitions of test, measurement, evaluation and assessment, as well as roles of measurement and evaluation in education. Also, the interrelationship among evaluation, evaluation tools, and assessment techniques is explained. Students will evaluate and use appropriate tests in pupil diagnosis and attainment, interpret and apply tests results in appropriate teaching strategies. Taxonomy of educational objectives is also explained, laying emphasis on the cognitive and psychomotor domains.

Module Contents:

Key concepts in psychology, curriculum development, test construction administration and interpretation with particular emphasis on differentiation in the planning, application and evaluation of appropriate curriculum for students.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Evaluate appropriate test materials for students' educational diagnosis and attainment
- Apply and administer such tests in classroom practice
- Interpret such test results
- Implement appropriate intervention based on information derived through measurement and evaluation

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

- Airasian, P. (2001). Classroom Assessment (4th ed.). New York: McGraw-Hill.
- Linn, R. L. and Miller M. D. (2005). Measurement and Assessment in Teaching (9th ed.). Upper Saddle River: Pearson Education Inc.
- Taylor, C. S. and Nolen, S. B. (2005). Classroom Assessment: Supporting Teaching and Learning in Real Classrooms. Upper Saddle River: Pearson Education Inc.

MODULE 5: EDUC550 PSYCHOLOGY OF LEARNING: LESSONS FROM COGNITIVE PSYCHOLOGY

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To introduce students to some of the psychological and sociological contexts that impact directly on student learning.

Module Contents:

An overview of child and adolescent development and associated psychological theories of growth and maturation; theories of intelligence and learning arising from the ideas of Piaget, Bruner, Gardner and Vygotsky. Presentation of view on the significance of gender, ethnicity, social class, views of youth and cultural contexts on education

Learning Outcomes:

On successful completion of this module, students should be able to:

- Present an overview of child and adolescent development issues, taking into account the impact that the social contexts such as class, gender, ethnicity can have on these issues.
- Critically interpret various theories of intelligence and of learning and illustrate their relevance to education
- Examine the significance of theories of learning and the impact of these on the process of learning and social integration
- Critically evaluate educational challenges arising from specific school situations, involving psychosocial variable.
- Develop a sophisticated professional position on the complex impact of cultural contexts on educational processes.
- Assess and criticize as appropriate educational changes and initiatives in contemporary society

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

- Child, D. (2007). Psychology and the teacher (5th ed.). New York: Continuum.
- Schunk, D. H., 2004. Learning theories: An educational perspective (4th ed.). New Jersey: Pearson Merrill Prentice Hall.
- Woolfolk, A. E. (2003). Educational psychology (9th ed.). Boston: Allyn & Bacon

**MODULE 6:
EDUC560 EDUCATIONAL
TECHNOLOGY: THE 21ST
CENTURY CLASSROOM**

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To explore aspects of the use of Information and Communications Technology in Teaching and Learning.

Module Contents:

Contemporary local and international school ICT initiatives. Software Evaluation. Planning for ICT use in your classroom. Producing ICT materials for use in classroom teaching and learning. The role of the Internet in teaching and learning. Issues concerning ICT use in teaching and learning.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Prepare a range of ICT teaching resources for use in their classroom teaching
- Describe the development of ICT in teaching and learning.
- Describe the nature and origin of contemporary local and international school ICT initiatives
- Identify potential uses for ICT in teaching and learning
- Evaluate educational software to determine its appropriate use in school
- Describe the nature of Internet technology use in teaching and learning.
- Critically explore issues concerning ICT use in teaching and learning.

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

- Roblyer, M.D., & Doering, A.H. (2010). Integrating educational technology into teaching. (5th ed.). Boston: Allyn and Bacon/Pearson.

MODULE 7: EDUC570 CLASSROOM DYNAMICS AND BEHAVIOR MANAGEMENT

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To initiate students into developing professional approaches to classroom management and strategies for discipline in school.

Module Contents:

Exposing students of the range of theories and practices related to the management, motivation and maintenance of professional control involved in the education of children and adolescents. Emphasis will be placed on the essential need to create a suitable learning environment that is appropriate to the specific context of practice; Examination of the regulation of behavior through application of principles and theories of learning and motivation; Emphasis on behavioral management that results in optimum learning and development through the various stages of life. The course includes a focus on the application of behavior management for classroom control and supervision.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Explain in detail the circumstances and factors in modern society that lead to challenging behavior in the classroom Critically analyze disruptive behavior and how it impacts upon teaching and learning Critically evaluate aspects of school planning that promote positive behavior in a school Draw up an effective and viable strategy for classroom management
- Develop advanced pedagogical skills that will motivate and foster pupil engagement to prevent or minimize classroom management issues
- Critically evaluate and implement corrective behavior procedures

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

Smith, R. (2004). Conscious classroom management: Unlocking the secrets of great teaching. San Rafael, CA: Conscious Teaching Publications.

MODULE 8: EDUC580 EDUCATIONAL RESEARCH: DESIGNS AND PROCEDURES

Teaching Methods:

Well-balanced theoretical and non-theoretical methodology, which includes interactive discussions, case studies, interactive activities/exercises and assignments to understand the concepts and their applicability.

Module Objectives:

To introduce students to the range of methods currently employed by educational researchers. To enable students to conduct a piece of informed independent research work on some element of professional educational practice.

Module Contents:

The module will examine the theory that serves as the foundation for research methodology and also provide practical and detailed guidelines for conducting educational research. The main areas covered will include research design issues, approaches to research in education, research literature, research methods and their limits, interviews, case studies, action research, observation, survey research, documentary research, discourse analysis, qualitative and quantitative data, evidence-based education. Students are firstly required to actively participate in research seminars that engage the following thematic areas: Philosophy, Values and Educational Science; Research Questions and Research Design; Understanding Educational Research; Collecting and Analyzing Data; and Finalizing the Research Proposal. They then independently prepare a research plan/proposal followed by a complete action research report (5,000 words) by implementing their research plan under the guidance and with the support and feedback of their appointed supervisor.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Outline various research methods and design questionnaires, interview schedules and observation schedules
- Analyze and synthesize both qualitative and quantitative data; Discuss the validity and reliability of data
- Evaluate a research report in a comprehensive manner; Prepare a research proposal and choose a research strategy
- Write a research report in a professional manner
- Design and conduct a small scale inquiry and locate their inquiry in a broader research context
- Critically examine 'values' as a key ingredient of education research
- Design appropriate research questions and create a research plan/design
- Identify, review and evaluate some key studies related to their chosen field of inquiry
- Critically interrogate the use of particular research methods as well as deconstruct diverse meanings; critique validity of evidence and interpretation and critically engage objectivity/subjectivity debates and ethical issues; Display skills in analyzing quantitative and qualitative data
- Organize data thematically and write up one's 'findings'
- Reflect critically on the complexity of the process of carrying out a research study

Assessment:

Seminar/Workshop presentation: 50 Marks

Project Paper: 30 Marks

Final Examination: 20 Marks

Total Marks: 100

Recommended Text(s):

Best, J. W. and Kahn, J. V. (2003). Research in education (9th ed.). Boston, MA: Pearson Education Inc.

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