THE UNIVERSITY OF THE WEST INDIES

School of Education
Faculty of Humanities and Education

MASTER OF ARTS IN TEACHING

PROGRAMME HANDBOOK
2013/2014

School of Education
Mission Statement

- To provide quality teaching in our undergraduate and postgraduate programmes

- To contribute to the social and economic well-being of the Caribbean people through the empowerment of teachers, teacher educators, educational administrators and other educational professionals at all levels of the education system

- To enhance the University's international reputation as a leader in educational research and consultancy

- To contribute to educational development through professional outreach programmes.

Welcome from the Director of the School of Education

Welcome to the School of Education, Faculty of Humanities and Education, Mona Campus, University of the West Indies. The School of Education has a proud record of service to Jamaica and the rest of the Caribbean. Although teaching is a critical function of the School, it provides a range of services to other teacher training institutions in the region and offers a wide range of consultancy services to support educational development programmes.

The teacher education programmes of the School of Education are designed to prepare quality, twenty-first century teachers.   Pedagogy in the twenty-first century must reflect the advances we have made in our understanding of the attributes of the competent teacher. It has long been accepted that teacher competencies cannot be limited to mere knowledge and understanding of good practices. Quality teacher preparation must, therefore, provide the opportunity to develop and refine the skills we have come to associate with the good teacher.

The Master of Arts in Teaching (MAT) programme in which you are registered is designed for those who have at least a first degree with no previous formal professional preparation as a teacher and now wish to acquire such qualifications. There are two options available in the MAT programme. The first is to complete the full MAT programme comprising Parts 1 and 2 which leads to the award of the Master of Arts in Teaching. The other is to complete only Part 1 of the programme for which the Postgraduate Diploma in Education is awarded. Although we encourage you to complete the full MAT programme, we recognise that, for various reasons, some of you may wish to exit the programme after the first part and obtain the Postgraduate Diploma. The decision is entirely up to you.

This MAT programme is a postgraduate programme and you are expected to do all the critical reading associated with the courses you

will pursue. You are also expected to attend classes and complete the required assignments on time. This requires careful time management to ensure that you do not fall behind with your work.

Despite the tight schedule which is associated with the MAT programme, I urge you to set aside time to participate in the many other activities of the School of Education and the University in general. These include conferences, symposia, workshops and a wide range of entertainment, all of which should contribute to the total University experience from which you should benefit while you are registered as a student in the School of Education.

The Coordinator of the MAT programme is Dr. Camella Buddo who will provide you with advice in addressing administrative issues which may arise while you are registered as a student in the programme and any clarification you may need on aspects of your programme. She is assisted by Ms. Joy Douglas and Ms. Josephine Keise who are easily accessible in the MAT programme Office and who are, invariably, the first persons with whom you will have contact in seeking clarifications or obtaining advice. However, your specialist option tutor will probably be your most immediate source of guidance if you encounter difficulties during the year with respect to your courses or programme of study.

At times it may be necessary to refer matters to me, as Director of the School of Education, for advice and resolution, or even to the Dean of the Faculty of Humanities and Education, but such instances are likely to be rare, given the administrative and technical support you will receive from Dr. Buddo, Ms. Douglas, Ms. Keise and your option tutor.

On behalf of the School of Education, I thank you for choosing to pursue your professional teacher preparation through us. We are committed to making your experience with us worthwhile and memorable. We look forward to the time when we can extend our congratulation to you on the successful completion of your programme.

Professor Stafford A. Griffith
Director of the School of Education & Deputy Dean
Faculty of Humanities and Education
2013

WELCOME FROM THE PROGRAMME COORDINATOR

It is with great pleasure that I welcome you to the Master of Arts in Teaching (MAT) programme at the School of Education, Mona Campus, UWI. I sincerely hope that you will benefit immensely from your experiences here as you pursue the teacher-qualifying studies. Even though your main focus will be on your courses, always remember to schedule time to "smell the roses". Make use of the   facilities that the University offers and participate in the activities that the School hosts.

This handbook outlines the courses for the option areas that are offered in the programme, as well as pertinent information relating to course registration, in-school field experiences, University regulations and support services. Your specialist option tutor will provide immediate guidance; however, I shall be happy to discuss any queries with you if the needs arise.

Best wishes as you embark on a journey towards intellectual growth and professional development. We shall do our best to make your experiences pleasing and rewarding.

Camella Buddo (PhD)
Programme Coordinator
Master of Arts in Teaching (MAT)
2013

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STAFF MEMBERS WITHIN THE SCHOOL OF EDUCATION

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Dr. Swithin Wilmot

Director, School of Education / Deputy Dean
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STRUCTURE OF PROGRAMME
1.0 Rationale for the Master of Arts in Teaching (MAT)

In the upper levels of the secondary school system as well as in post-secondary, tertiary level and higher education institutions there are many teachers/lecturers who hold first degrees, and in some instances, higher education credentials but have no professional training for teaching. In the non-formal and private education sectors there are also many graduates involved in the training of adults and are desirous of formal training to increase their efficiency and effectiveness in programme delivery.

Designed to suit the varying needs for training in the formal, non-formal and private education sectors, this programme has three tracks.

TRACK 1
For the training of teachers who will prepare students at the secondary level for CAPE and Advanced level examinations. Often this includes persons who are entering teaching for the first time.

TRACK 2
For the preparation of teachers in post-secondary institutions, Teachers Colleges and Universities.

TRACK 3
This caters to persons who are desirous of obtaining a general teaching qualification. These persons should normally have responsibilities for training in their place of work. **Candidates must be employed in an institution that will facilitate an internship.**

The programme is based on the premise that all teaching and training activities are designed to bring about change and that teachers and trainers should therefore be able to function as effective agents of change empowered with skills for self-evaluation and transformation.

2.0 Qualifications for Admission
To be eligible for admissions, applicants must:

    i.   have a first class or a second class degree (at least lower
        second or its equivalent) from an approved university**.**

OR

ii.   have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First degree as in (i).

iii.   satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses.

iv.   candidates who apply to track 1 or 2 should have at least a first degree in the specialisation they wish to pursue.

3.0   Aims

The programme is designed to prepare participants who will be able to:

i.   Prepare students for CSEC, CAPE and Advanced Level examinations in an area of specialisation.

ii.   Prepare trained teachers for all levels of the school System.

iii.   Employ appropriate methodologies for teaching post-secondary and tertiary level students, as well as those in Higher Education.

iv. Deliver general training programmes to suit the needs of a varied clientele.

4.0 Length of programme

The MAT is a flexible delivery programme offered by part time and full time study.

Full Time
i.   This programme shall normally extend over a minimum of four semesters.
ii.   A full time student shall normally register for not more than sixteen and not less than twelve credits per semester.

Part Time

i.   This programme shall normally extend over a minimum of six semesters, and two summers and a maximum of twelve semesters.
ii.   A part time student shall normally register for a minimum of six credits and a maximum of nine credits per semester.

The part-time programme begins in June, while full-time September.

The programme is designed so that on successful completion of PART 1, participants who wish to terminate may be awarded the **Postgraduate Diploma in Education**. For those who proceed further, successful completion of PART 2 will lead to the award of the Master of Arts in Teaching.

Candidates may apply for the following:

i.   The MAT by full time study. Candidates are advised to check the website of the Ministry of Education to see if any scholarships are available.

ii. The MAT by part time study.

Candidates must state the track for which they are applying and the area of the specialisation.

5.0 Programme Content

The programme normally consists of a minimum of forty six credits and prepares candidates for both general teaching and studies which focus on one area of specialisation with credits distributed as follows:

1. Theory of Education

> a) A minimum of sixteen (16) credits in the Foundations of Education and Educational Theory, including research methodology
>
> b) A minimum of eighteen (18) credits in a professional specialisation or general area.

2. Practice of Education - Internship (3 credits)

3. Research into Teaching (9 credits) comprising:

> a) *Curriculum Action Research Study (3 credits)
> b) Research Project in Teaching (6 credits)

This is the same as Enquiry into Teaching

A professional option may specify a required combination of courses in the Theory of Education.

6.0 Programme Structure

**Programme Structure (Part time): Track 1(T1), Track 2 (T2), Track 3 (T3)
Leading to the Award of the Postgraduate Diploma in Education**

	Courses	**Credits**
Summer 1	ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (T1)	**3**
	ED60P/EDAE6001Adult Learning Methods and Teaching Strategies (T2,T3)	**3**
	ED50X/EDPH5001: Overview of the Foundations of Education (T1)	**4**
	ED67J/EDPH6710: Seminar on Issues in Caribbean Education (T2, T3)	**4**

Semester 1	2 Courses in Area of Specialisation (T1,T2) Or 2 General courses (T3)	**6**
Semester 2	2 courses in Area of Specialisation (T1, T2) or 2 General courses (T3)	**6**
	Internship (Teaching Practice & Log) (T1,T2, T3)	**3**
	Curriculum Action Research Study (T1,T2, T3)	**3**
	Total	**25**

Programme Structure (Part-time): Track 1(T1), Track 2 (T2), Track 3 (T3)

Leading to the Award of the M.A. in Teaching

	Courses	**Credits**
Semester 1	1 Course in Area of Specialisation (T1,T2) Or 1 General course (T3)	**3**
	EDTL6022: The Assessment of Teaching and Learning (T1,T2,T3)	**3**
	ED69A/EDRS6901: Action Research in Higher Education OR ED60N/EDRS6002: Research Methods (T1,T2,T3)	**3/4**
Semester 2	1 Course in Area of Specialisation (T1,T2) Or 1 General course (T3)	**3**
	EDTL6002 Research Project in Teaching (T1,T2,T3)	**6**
	ED69A/EDEA6901: trends and Issues in Higher Education (T1, T2, T3)	**3**
	Total	**21/22**

6.1 Specialisations offered for Tracks 1 & 2 are:

- Language Education
- Science Education
- History Education
- Mathematics Education
- Computer Science / Information Technology
- Modern Foreign Language (Spanish)
- Social Studies / Geography

All specialisations may not be available every year and are dependent on the number of applicants

6.2   On successful completion of 25 credits as stipulated in (6), a candidate may opt to terminate with the award of the Post Graduate Diploma in Education. To proceed to the M.A in Teaching, a candidate must normally have attained at least a B+ average.

6.4   Candidates who have successfully completed the M.A. in Teaching are eligible for consideration for entry to the MPhil/PhD degree. They may be required to do up to an additional nine (9) credits, depending on the area of specialisation chosen.

7.0 Fees

7.1   All fees are payable in advance.

7.2   Repeated courses and /or resit examinations attract additional fees.

7.3   Contact the bursary for details regarding the University's re-fund policy.

7.5   Grades for the summer or particular semester for which the candidate has not paid fees, will not be released.

7.6   **Every student is subject to the fee paying procedures governing graduate programmes funded by the University Grants Committee.**

7.8   Cuts in the budget to the University of the West Indies make it no longer possible to provide all materials free. Where possible, materials will be made available online.

8.0 General Regulations for Postgraduate Degrees

It is the responsibility of participants to acquaint themselves of the general Regulations for postgraduate degrees. See handbook from Graduate Studies and Research.

8.1 EXAMINATION REGULATIONS

(For details, *please refer to Graduate Studies Booklet*)

8.2 Identification at Examinations

Candidates are required to bring their EXAMINATION CARDS and IDENTIFICATION CARDS to each examination. You must produce your Identification Card at the request of the invigilator or other authorized person, and you must display your Examination Card in a prominent position on your desk. (Examination Regulation 71(i) handbook).

8.3 Identification Cards

If you forget to take your ID Card to the Examination Room, you should report to the Chief Invigilator and you will be fined {Examination Regulation 71(ii)}

A student will not be barred from sitting the examination without the ID Card **provided that** he/she can identify himself/herself to the satisfaction of the Chief Invigilator and he/she signs an undertaking to report to the Examinations Section immediately after the relevant examination.

Should a student lose his/her ID Card, he/she should immediately contact the Personnel Section of the Registry for advice on arrangements for the issue of a new ID card.

8.4 Borrowing of Equipment

No borrowing of equipment will be permitted during an examination. Students should come to examinations fully equipped with the tools which they may need for the particular examination.

8.5 Pass List

The Pass List published by the Examinations Section after Examiners' Meeting constitutes the official results of the examination results. Failure will not appear on the Notice Board.

It is the responsibility of the student to acquaint himself/herself with Faculty Regulations which are printed in the Student's Handbook.

9.0 SCHEME OF ASSESSMENT

Courses in the School of Education will be examined in a variety of ways appropriate to the objectives and subject matter of the course. Submission dates for Assignments will be given by tutors and will be published in the School. *These dates must be strictly adhered to and late submission, unless due to extenuating circumstances, will bring penalties.*

9.1 LATE SUBMISSION OF ASSIGNMENTS

9.1.1   Assignments should be submitted on the due date to the MAT office no later than 4:00 p.m. on the given day.

9.1.2   A request in writing should be made to the option coordinator for permission to submit the assignment late. This should be done at least one week before the assignment is due and, in the case of illness, a letter from the University Health Centre should be submitted. See 9.3.

9.1.3   Assignments submitted late on grounds not considered extenuating will be penalised five marks for each day late.

9.1.4   Assignments submitted later than six working days after the final date for submission shall not be accepted and will be deemed fail.

9.1.5   Students to whom 9.2.5 applies who wish to appeal their   case must make a written submission to the Director of the School of Education.

9.2 Assignment Extensions:

In the event that a student has to seek an extension for the submission of a particular assignment, the procedures are as follows:

i.   Complete a request for extension available from Graduate Studies Unit, The Director's Office.

ii. Write a letter explaining the circumstances why an extension is being requested.

iii. Attach a copy of a medical certificate, if applicable, and return completed form, letter and medical certificate to the Programme Coordinator, Option Co-coordinator, or Administrators in the M.A.T. Office.

As this is a graduate programme, the pass mark on any course is 50%.
The performance in each course is graded in the following manner:

GRADING SCHEME

Grade	Percentage Range
A	70+
B+	60-69
B	50-59
*F/S	45-49
*F	Less than 45

* F/S (Failed with supplemental), F (Failed)

A student who has gained a pass in any course cannot be re-examined in that course.

10.0 REFERRALS

Students may be re-examined in a course in which they have been awarded the F/S grade. When a resubmitted assignment is deemed satisfactory it is awarded at the lowest passing grade (B).

11.0 FAILURE

Students who fail a course shall be required to repeat that course the next time it is offered.

Under extenuating circumstances, students may be allowed to substitute the course failed for another course approved for the programme.

12.0 REGISTRATION

- It is <u>solely</u> the responsibility of each student to ensure that he/she is registered correctly.
- Students will not be permitted to make amendments to their registration after the published deadline.
- Students will not be allowed to drop curses outside of the stipulated time-frame, nor add or substitute courses after the examination time-table has been published.

Please see page 42 for Registration Guidelines.

13.0 LETTERS

Students requiring a letter from the office should put their request in writing. The letter will take between three to five business days for processing.
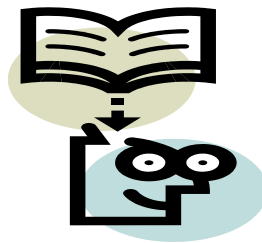
PART 1 (Leading to the Postgraduate Diploma in Education)

Summer 1 (7 credits)
EDTL5000/ED50Z: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

EDPH5001/ED50X: Overview of Foundations of Education (4 credits)

Nature of the Programme
The Programme aims to provide the knowledge, understanding and skills needed for teaching/training in the formal, non-formal and private education sectors. However, teaching has to be seen within the context of education on a wider scale. Thought, research and experience in education worldwide have led to the development of knowledge and theories, which can promote thinking and provide methodologies for teachers to use in their work. The courses aim to provide an introduction to some of these ideas.

As graduates, participants are expected to be capable in basic study skills. But experience suggests that these will be developed further through undertaking the programme. We anticipate that participants will be robust in supporting an argument or defending a position, but that they will also show themselves capable of listening to and learning from others. They will need to show themselves capable of change and development as their knowledge and ideas develop. Over and above the meeting of course grade requirements, achieving success in the programme means becoming a reflective practitioner and one who is capable of further development as a professional.

It is recognised that participants enter this programme with a variety of backgrounds, which for many will include substantial teaching experience. Such a variety may make some students over-confident and others unnecessarily anxious. These varied backgrounds and experiences are seen as significant resources for learning by students in the programme.

We hope that participants will come willing to participate and contribute to the programme. There are bound to be some difficulties along the way but that is in the nature of our work as teachers/trainers.

Achieving greater understanding, resolving tensions and, finding solutions are what making progress in education is about. Education students find themselves in a unique position when training—they are students who are also teachers; keeping a balance between these roles are vital and challenging. Tutors and lecturers may inform you, annoy you, stimulate you, disappoint and frustrate you but hopefully inspire you from time to time. As a learner, you may react one way, but also being a teacher means that there are other implications upon which you should reflect.

We hope you will want to get involved in the activities of the programme and the wider University and that you will be stimulated and well prepared by the experiences of this year in the Department. If there are problems with a course, first try to resolve them with the course lecturer. If problems persist use your representative committee or see the programme coordinator.

DETAILS OF PROGRAMME STRUCTURE

HISTORY EDUCATON
The History Education specialisation is designed to provide professional training for practising pre-trained graduate teachers or graduates desirous of entering the teaching profession. The programme provides participants with a core of experience in the theory and practice of education with special courses catering to the training needs of teachers of history. It is expected that the programme will stimulate the desire to acquire further knowledge and skills in the discipline on an ongoing basis.

Combined, the courses offered in the programme are intended to address some of the fundamental weaknesses which plague the teaching and learning of history in secondary institutions. Chief among these is the continued perception students have that the study of history requires the acquisition and recall of large amounts of information. This perception is surely related to their own experience.

This issue must be addressed as we consider the teaching of the subject. History teaching must cease to be heavily content-based, unidirectional and monotonous. It should be exciting and activity-based and reflect the nature of the subject. Teachers must be able to illustrate its relevance and practical value if required to justify history's place in the curriculum.

The programme therefore offers, among other things; insight into the nature of the discipline, how to organise and plan for instruction, the selection and use of the appropriate teaching/learning strategies and how to assess student achievement in the learning of history.

Summer 1 (7 credits)
ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)
ED59E/EDHE5905: Understanding the Process of Historical Inquiry (3 credits)

ED59G/EDHE5907: Learning to Teach History in the Secondary School (3 credits)

Semester 2 - Specialisation (12 credits)
ED59F/EDHE5906: Curriculum Development in History (3 credits)

ED59L/EDHE5912: Selecting Methods and Resources for Instruction in Caribbean and World History (3 credits)

ED59P/EDHE5916: Practicum (History) (3 credits)

ED59S/EDHE5919: Study (History) (3 credits)

MATHEMATICS EDUCATION
Mathematics is a subject which is generally regarded as being very important within the curriculum both for its significance in gaining entry to employment and further/higher education and for its use in other school subjects. Regrettably it is a subject in which students consistently perform poorly in national examinations. This is a real challenge for those entering teaching, who are amongst the relatively successful students in the subject.

To become an effective teacher requires us to revisit the nature of the
subject and to work towards an understanding of what learning mathematics involves and why it is problematic for many people. Too often students simply learn techniques which they cannot apply in the real world. This is to sell them short and to misrepresent what mathematics can offer them. Mathematics has been described as a way of looking at the world and for dealing with certain kinds of problems.

As a subject it has a rich history which is seldom shared with students. It represents one of the greatest human achievements over the centuries with contributions from many parts of the world - East and West, North and South.

A vision of the subject's power and beauty together with its utility provides a strong starting point for thinking about teaching mathematics to students in school. We shall look at the ideas and practice of others, we will share our thinking and experience and work to develop our own understanding of teaching and of course, our skills in the classroom.

Summer 1 (7 credits)
ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)
ED52M/EDMC5213: Understanding How Children Learn Mathematics (3 credits)

ED52N/EDMC5214: Investigating the Nature of Mathematics (3 credits)

Semester 2 - Specialisation (12 credits)
ED52E/EDMC5205: Teaching Mathematics in Grades 10-13 (3 credits)

ED52Q/EDMC5217: The Teaching of Mathematics (3 credits)

ED52P/EDMC5216 Practicum (Mathematics) (3 credits)

ED52S/EDMC5219: Study (Mathematics) (3 credits)

Citing material from the Internet

The main purpose of citing materials is to enable the reader to trace the source, should they wish to access the original materials. Web-site materials can be modified easily and can be removed or replaced. This encourages some particular practices in citing.

Electronic sources
The retrieval statement provides the date the information was retrieved, along with the name and/or address of the source.

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). **Retrieved October 23, 2000 from http://www.apa.org/journals/webref.html**

Eid, M., & Langeheine, R. (1999). The measurement of consistency and occasion specificity with latent class models: A new model and its application to the measurement of affect. *Psychological Methods, 4,* 100 - 116. **Retrieved November 19, 2000, from the PsycARTICLES database.**

Information from an information service

Chamot, A. U., Barnhardt, S., El-Dinary, P.B., Carbonaro, G., & Robbins, J.
 (1991). **Methods for teaching learning strategies in the foreign language.**

LANGUAGE EDUCATION: ENGLISH

We live in a dynamic language environment where many different voices can be heard. Language issues are constantly and hotly debated. We note, however, the dissatisfaction with the examination results at all levels. There is a need for dynamic teachers of English who can respond creatively to the challenges of the moment. This option is for those who either want to embark on a career in English teaching or who, after some teaching experience, are ready to reflect on what they can further offer in the classroom. We concentrate on secondary English teaching, which ranges from Grade 7/Form 1 to the CSEC level. Some of the content which forms the knowledge base of the courses can be used for CAPE teaching.

Even though there is a strong emphasis on language, most of us came to English teaching with a strong love of literature. There is a need to encourage a similar response in our students, so the importance of literature teaching, and its challenges, is recognized in the option.

Summer 1 (7 credits)
ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (9 credits)
ED51F/ EDLA5106: Language Use Content of the Teaching of English (3 credits)

ED511/EDLA5109: Key Factors in English Language Curriculum in the Caribbean (6 credits - Year Long). *Candidates are advised to register for the course in semesters 1 & 2.*

Semester 2 - Specialisation (12 credits)
ED51J/EDLA5110: Writing in the Secondary School (3 credits)
<div align="center">OR</div>
ED51C/EDLA5103: Literature Content & Pedagogy at the Secondary and Post-Secondary Levels (3 credits)

ED51P/EDLA5116: Practicum (English) (3 credits)

ED51S/EDLA5119: Study (English) (3 credits)

LANGUAGE EDUCATION: MODERN FOREIGN LANGUAGES

Contemporary views on modern foreign-language education reflect a focus on the acquisition of language for the purpose of **communication**, thus overshadowing the once popular traditional approach which emphasized **knowledge about** the language. Fundamentally, a living language, such as the modern foreign language, is perceived primarily as a means by which persons **use** the language to exchange ideas and feelings among themselves, thereby opening a gateway to opportunities and activities which otherwise would have remained closed. The growing importance of the foreign language as a means of communication can be linked to the shrinking of the globe through social, economic and political interactions which necessitate competence in more than one's natural language.

Bilingualism and multilingualism are a characteristic feature of most of the countries in the world. In many places the ordinary person in the street commands several languages. In contrast, English-speaking countries, such as those of the Caribbean, have been struggling to find effective ways of achieving bilingualism among the school population. Success has been minimal and the drop-out disturbing.

The communication goal invites us to examine in our study the nature
of language and how it is acquired in its natural setting, to find clues which may assist us in our re-conceptualization and re-formulation of foreign-language classroom teaching and learning. Foreign-language
pedagogy is a very fertile field. It encourages the active contribution of the classroom teacher to its further development through the exploration of the literature, critical thinking, practice and reflection.

Summer 1 (7 credits)
ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)
ED55D/EDML5504: Theories & Skills in Modern Language Teaching (3 credits)

ED55J/EDML5510: Teaching the CSEC Spanish Syllabus (3 credits)

Semester 2 - Specialisation (12 credits)

ED55K/EDML5509: Technologies in Foreign Language Education (3 credits)

ED55M/EDML5513: Culture in Modern Language Teaching/ Learning (3 credits)

ED55P/EDML5516: Practicum (Modern Foreign Language) (3 credits)

ED55S/EDML5519: Study (Modern Foreign Language) (3 credits)

SCIENCE EDUCATION
The common analogy of likening the study of science to the challenges of trying to determine the contents of a closed, opaque box is
an interesting one. If nothing else, it forces us to recognize the uncertainties of science and the fascinating experiences that one may encounter as one attempts to discover what is actually inside the box.

 Science teachers have the challenge of passing on this sense of intrigue and adventure to the students and at the same time meeting what some might consider to be the more mundane professional competence.

There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the demands of syllabus coverage and passing external examinations. The extent to which the science teacher is able to do the latter is often used to judge her/his professional competence.

There is little doubt that there is an urgent need for students to excel in science at all levels of the education system. There is also the disturbing reality that many students are "turned off" from doing science, often because of how it is presented.

The science education component of the diploma in education programme is designed to help teachers to reflect on improving in their classroom practices. There is much evidence to suggest that as we reflect on what we do as science teachers, we will become better at teaching science. In this regard a number of courses spanning the pedagogical and the epistemological issues of science teaching are offered.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)
ED54A/EDSC5401: Teaching Methodologies in Science for the Post-Secondary Level

ED54E/EDSC5405: Psychology of Science Teaching (3 credits)

Semester 2 - Specialisation (12 credits)
ED54C/EDSC5403: Curriculum Development in Science (3 credits)

ED54J/EDSC5410: The Sociology of Science Teaching (3 credits)

ED54P/EDSC5415: Practicum (Science) (3 credits)

ED54S/EDSC5419: Study (Science) (3 credits)

INFORMATION TECHNOLOGY/COMPUTER SCIENCE

Rationale
The programme is designed for graduates who have earned a non-education Bachelors' of Science degree in Computer Science or Computer studies and who have been teaching at the CXC and CAPE levels as pre-trained graduates.

The main purpose of the programme is to provide teacher training for the candidates entering the programme. The graduates of this programme will be equipped to train students to succeed at the Caribbean Examination Council's Technical, General Proficiency and CAPE level examinations. It will also equip them to become instructional leaders in the field of Information Technology.

Aims
• To increase the number of competent Information Technology teachers in the education sector.

• To develop in the candidates a sound knowledge base of the theories of teaching and learning.

• To provide these candidates with an opportunity to undertake research related to the information technology environment.

• To help the candidates to understand their roles in the education of children in the information age.

Summer 1 (7 credits)
ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)
ED58X/EDIT5824: Information Technology in Education (3 credits)

ED58Z/EDIT5004: Approaches to Teaching and Learning Information Technology (3 credits)

Semester 2 - Specialisation (12 credits)
ED58W/EDIT5823: Networks and Education (3 credits)

ED58Y/EDIT5003: Coursework Assessment in Information Technology Programmes (3 credits)

ED50P/EDIT5015: Practicum (Information Technology) (3 credits)

ED50S/EDIT5019: Study (Information Technology) (3 credits)

SOCIAL STUDIES / GEOGRAPHY EDUCATION
This option is designed both for participants who are preparing to teach Geography as well as for those preparing to teach Social Studies. The latter is interdisciplinary in nature, consisting of combinations of subjects such as geography, history, social anthropology, and economics to name a few. The teaching of social studies enables students to acquire the skills, knowledge, attitudes and values necessary for good citizenship. The courses expose students to a variety of skills such as enquiry and communication skills, critical thinking and decision-making skills as well as a range of enquiry learning strategies. Geographical skills which are also important for the teachers of Social Studies are also introduced. Students also acquire competence in procedures necessary for unit and for lesson planning and for developing learning activities. The use of the enquiry approach is emphasized. Research, an important component of the course, enables students to acquire the skills of content research, also the selection and organization of material. Seminars, field trips, mini-investigations and community surveys are important aspects of this option.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1 - Specialisation (6 credits)

EDSS5902: Enquiry Methods in Teaching Social Studies / Geography (3 credits)

EDGE5911: Teaching Geography in the Caribbean Classroom (3 credits)

Semester 2 - Specialisation (12 credits)
EDGE5920: Teaching Geography at Grades 10-13 (3 credits)

EDSS5903: Secondary Schools Social Studies / Geography Research and Selection (3 credits)
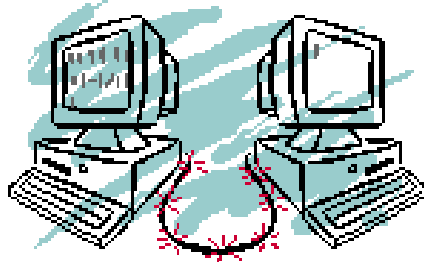
EDSS5916: Internship (Social Studies (3 credits)
OR
EDGE5916: Internship (Geography) (3 credits)

EDSS5919: Study (Social Studies) (3 credits)
OR
EDGE5919: Study (Geography) (3 credits)

Guidelines for the Internship

The Internship

In the second semester of the MAT Programme (Part 1) teacher candidates will engage in a period of supervised practice in their specialist areas in their own schools or in a school identified by the option tutor where such candidates are not in teaching positions. The internship commences in the first or second week after schools reopen for the Easter term and consists of approximately 10 weeks or 40 hours of teaching. During the period of supervised teaching, candidates/interns are expected to employ the curriculum in use by the department to which they are attached and to teach in keeping with the topics assigned but with a view to delineating an area of interest which will form the basis of the action research study.

Before commencing the internship period, candidates are expected to conduct at least three classroom observations of teachers in their subject area and to use these observations to guide the selection of a topic or problem of practice to be investigated / implemented during the internship period (regarded as the period of intervention). Candidates are urged to keep a personal record of their teaching and of classroom events from the outset which will serve as a data source for the teacher's log and later for the action research study. The internship is graded as outlined below:
40% - The Teacher's Log
60% - Classroom Teaching

The Internship - Log

The Teacher's Log (40%)

- **Instruction:** Prepare a log to record selected aspects of your teaching experience during the period of the internship/practicum. Your log should contain the following:

- **A title page –** This page outlines your personal identification and course details

- **An introduction –** This should set out briefly what the log is about and how it is structured

- **The three entries –** identified as entry # 1, entry # 2 and entry # 3. Each entry should:
  - ◊ Include a heading which gives the date of the lesson, the time of the lesson and a title for the significant episode(s) to be described in the entry
  - ◊ Identify the sequence of events for a particular lesson - this is a listing of the events which includes the episode or episodes to be elaborated on
  - ◊ Elaborate on an episode or episodes within the over all sequence of events
  - ◊ Analyze and interpret the episode(s)

- **The lessons plans** – These plans are those which relate to the events which are reported in the three entries

- **An evaluation** - This should be a concisely written critical reflection and evaluation of the period of the internship/practicum teaching with specific reference to the significant events which characterised your practice.

How the log will be assessed:

- **Introduction-**   5 marks
- **Entry # 1 –**   10 marks
- **Entry # 2 –**   10 marks
- **Entry # 3 –**   10 marks
- **Evaluation –**   5 marks

Total Marks = 40

Due Date: <u>Thursday, May 15, 2014,</u> by <u>3:00 p.m.</u> in the MAT Office.

Guidelines for the
Curriculum Action Research Study

Abstract (5 marks)

♦ Succinct summary of the investigation/project – the purpose,

    methods, results and implications. The abstract is to be

    written in the *past tense* to report your intervention/activities

    and in the *present tense* to describe conclusions based on

    your findings

♦ *Word limit (approximately 150-200 words)*

Chapter 1: Introduction (10 marks)

♦ Explanation of how the topic, problem or focus of your investigation or intervention was

    arrived at. That is, why was the topic chosen by you?

♦ State the question (s) you hope to answer from your enquiry

♦ State the significance of the study in terms of its likely contribution to available knowledge on

    the topic and its potential for improving practice.

♦ *Word limit (approximately 1,000 words)*

Chapter 2: The Review of Related Literature (20 marks)

♦ In this section you report in a critical manner what others have written about your area of
interest.

♦ A literature review is a critical summary and assessment of the range of existing materials
dealing with knowledge and understanding in a given field... and indicates your response

to the work and conclusions of what others have written.

(Blaxter, Hughes and Tight, 1996, pp.110 -11).

♦ The literature review provides the context for your study while at the same time demonstrating your awareness and understanding of the current state of knowledge on the subject (Bell, 2000).

♦ One way in which you can organise the literature is to

a) Identify the significant themes that have emerged from your readings

b) Introduce the ideas by *themes* rather than by listing different author's viewpoints

c) Introduce each theme and explain what that particular theme is. Then present the evidence from your readings, both agreements and disagreements between experts

d) (Koshy, 2005, p.51).

♦ The literature review should demonstrate your ability to integrate ideas and to present different points of views/interpretations in the spirit of academic discourse.

♦ The following suggestions from Blaxter et al (1996) about the use and abuse of references are insightful. They suggest that you should use references to:

a) justify and support your arguments
b) allow you to make comparisons with other research
c) express matters better than you could have done
d) demonstrate your familiarity with your field of research

♦ They also suggest that you should not use references to:

    a) impress your readers with the scope of your reading

    b) litter your writing with names and quotations

    c) replace the need for you to express your own thoughts

    d) misrepresent other authors (p.115)

♦ ***Word limit (approximately 2,000 to 2500 words)***

Chapter 3: The Classroom/Field Enquiry: Methodology (20 marks)

♦ ***The research methodology***: In this section of the chapter, provide a brief and analytic discussion of action research – its features and suitability for teacher researchers investigating classroom related issues/problems.

♦ ***Gaining access:*** An explanation of how permission was gained to conduct the research at the site and with the participants.

♦ ***The research site/setting:*** Brief description of the relevant features of the research context – type of school (traditional/non-traditional/technical high), location of school, the curriculum, culture, climate, leadership among other contextual features.

♦ ***Description of the intervention:*** Description of the nature of the classroom intervention/action research study that was carried out.

♦ ***The sample/participants:*** In this section of the study you describe your research sample/participants (students/parents/other teachers etc), numbers/gender and any other information relevant to the research and why/how they were selected for inclusion in the research.

♦ ***Data collection methods and procedures***: Describe how the data were collected and the data collection instruments (observation schedules, field notes/journal/log, questionnaires, tests, interviews, documents/artifacts etc) used. You should also provide a justification for the methods selected and used. Describe the procedures followed in carrying out the investigation

♦ *Trustworthiness of data and ethical considerations:* In this section, provide a succinct commentary on how you ensured that the data collected satisfied the trustworthiness criteria (validity/ reliability). The ethical guidelines which were observed should be discussed, that is the issue of informed consent, anonymity, confidentiality etc.

♦ *Methods of Analysis:* Describe how the data from the questionnaires, interviews, observations, tests (pre and post), field diary/journal etc., were organized, coded (finding of themes) and categorized

♦ *Word Limit (approximately 1,500 words)*

Chapter 4: The Classroom/Field Enquiry: Reporting the Findings (30 marks)

♦ *Presenting the data*: Discuss the meanings you have derived from the data, that is, share what the analyzed data revealed. Interpretation is the process by which you put your own meaning on the data you have collected and analyzed, and compares that meaning with those advanced by others (Blaxter et al., 1996, p.197).

♦ Data should be presented as clearly as possible using the most appropriate media where necessary – tables, charts, diagrams, extracts from interview transcripts, research diary/journal, students' work samples, classroom observations etc. These should illuminate and clarify your presentation.

♦ *Discussion of findings*: Findings should be discussed in relation to the literature. Ability to analyze, synthesize and communicate ideas fluently and cogently is critical to this section of the report. Where questions were posed they should be addressed in this section to guide discussion of the findings**.** Conclusions should be well argued and substantiated.

♦ *Action plan:* Provide an outline of the actions you intend to take or that you recommend should be taken to improve classroom practice based on the findings from your investigation and in keeping with the action-oriented nature of action research. (This represents the action phase of the research where implications of findings and recommendations arising from those are taken into account as you plan to implement changes/actions based on the findings).

♦ *Reflection*: Reflect on the period of teaching/researching and discuss the learning experiences you gained from carrying out the investigation into your practice and the personal/professional meanings you derived from the process.

♦ *Word Limit (approximately 2,500 to 3,000 words)*

Referencing (10 marks)

Accuracy in the citing of references according to the documentation style of the APA – American Psychological Association. The style recommended by the APA is the author-date style cited parenthetically in the text by the author's last name and the publication date of the work e.g. (Brown, 1999). Works cited are listed in a reference list at the end of the paper.

Presentation, Mechanics, Editing (5 marks)

♦ Report must demonstrate acceptable level of academic writing paying careful attention to grammar, spelling and punctuation, paragraphing etc. The paper must adhere to the word limit.

♦ **Word Limit – Approximately 7,000 to 8,000 words/about 20 pages excluding title page, front matter (table of contents page, list of figures etc.), back matter (reference list, appendices)**

Structuring the Curriculum Action Research Study

Title Page: (Provides biographical and administrative details)

Abstract

Acknowledgements

Table of Contents Page

List of Figures (if applicable**)**

List of Tables (if applicable)

List of Appendices (if applicable)

Chapter 1: Introduction

Chapter 2: The Review of Related Literature

Chapter 3: The Classroom/Field Enquiry: Methodology

Chapter 4: The Classroom/Field Enquiry: Reporting the Findings

Reference List

Appendices

<u>**Due Date: Monday, June 30, 2014 by 3:00 p.m.**</u>

Director
School of Education

The University of the West Indies, Mona
School of Education
Submission of the Action Research Study

1.0 Two unbound (spiraled) copies of the research studies and one electronic copy must be submitted by **June 30, 2014 by 3:00 p.m.** at the MAT office. Electronic copies of studies should be submitted to Josephine Keise at josephine.keise02@uwimona.edu.jm.

2.0 Only students who are properly registered and financially cleared will be allowed to submit their studies. In order to confirm this, students must submit with their studies a printout of their registration status, accessed on the day of submission.

3.0 Studies submitted later than May 30, 2014 may not be processed in time for graduation.

4.0 Extensions for submission of studies may only be granted in Extenuating circumstances. Extensions must be applied for by **May 30, 2014** and submitted to the Director of the School of Education.

5.0 An extension beyond **July 31, 2014** will be treated as a new registration to which required fees apply.

Director
School of Education

Courses in Areas of Specialisation leading to the Award of the Postgraduate Diploma in Education - Part 1

MODERN FOREIGN LANGUAGE

Course Title: **Culture in Modern Language Teaching/ Learning**
Course code: ED55M/EDML5513

Course Title: **Teaching the CSEC Spanish Syllabus**
Course Code: ED55J/EDML551

Course Title: **Technologies in Foreign Language Education**
Course Code: ED55K/EDML5509

Course Title: **Theories and Skills for Modern Language Teaching**
Course Code: ED55D/EDML5504

HISTORY EDUCATION

Course Title: **Understanding the Process of Historical Inquiry**
Course Code: ED59E/EDHE5905

Course Title: **Curriculum Development in History**
Course Code: ED59F/ EDHE5906

Course Title: **Selecting Methods and Resources for Instruction in Caribbean and World History**
Course Code: ED59L/EDHE5912

Course Title: **Learning to Teach History in Secondary Schools**
Course Code: ED59G/EDHE5907

SCIENCE EDUCATION

Course Title: **History of Science & Science Teaching**
Course Code: ED54K /EDSC5411

SCIENCE EDUCATION (CON'T)

Course Title**: Trends in Science Education**
Course Code: ED54D/EDSC5404

Course Title: **Sociology of Science Teaching**
Course Code: ED54J/EDSC5410

Course Title: **Psychology of Science Teaching**
Course Code   ED54E/EDSC5405

Course Title: **Teaching Methodologies in Science for the Post-Secondary Level**
Course Code: ED54A/EDSC5401

MATHEMATICS EDUCATION

Course Title: **The Teaching of Mathematics**
Course Code: ED52Q/EDME5217

Course Title: **Investigating the Nature of Mathematics**
Course Code: ED52N/EDME5214

Course Title: **Understanding How Children Learn Mathematics**
Course Code: ED52M/EDME5213

Course Title: **Teaching Mathematics in Grades 10 to 13**
Course Code: ED52E/EDME5205

LANGUAGE EDUCATION: ENGLISH
Course Title: **The Language-Use Content of the Teaching of English**
Course Code: ED51F/EDLA5106

Course Title: **Key Factors in English Language Curriculum in the Caribbean**
Course Code: ED51I/EDLA5109 (6 credits)

Course Title: **Literature Content and Pedagogy at the Secondary Post Secondary levels**
Course Code: ED51C/EDLA5103

Course Title: **Writing in the Secondary School**
Course Code: ED51J/EDLA5110

SOCIAL STUDIES / GEOGRAPHY

Course Title: **Enquiry Methods in the Teaching of Social Studies/Geography**
Course Code: EDSS5902

Course Title: **Teaching Geography in the Caribbean Classroom**
Course Code: EDGE5911

Course Title: **Secondary Schools Social Studies/Geography Research and Selection**
Course Code: EDSS5903

Course Title: **Teaching Geography at Grades Ten to Thirteen**
Course Title: EDGE5920

INFORMATION TECHNOLOGY/COMPUTER SCIENCE

Course Title: **Coursework Assessment in Information Technology Programmes**
Course Code: ED58Y/EDIT5003

Course Title: **Approaches to Teaching and Learning Information Technology**
Course Code: ED58Z/EDIT5004

Course Title: **Networks and Education**
Course Code: ED58W/EDIT5002

Course Title: **Information Technology in Education**
Course Code: ED58X/EDIT5001

Part 2 - Leading to the Award of the Master of Arts in Teaching
Courses
Semester 1
1 Course in Area of Specialisation (T1, T2) (3 credits)
      Or
1 General course (T3)

ED69A/EDRS6901: Action Research in Higher Education (4 credits)
      OR
ED60N/ EDRS6002: Research Methods (T1, T2, T3)   (3 credits)

EDTL6022: The Assessment of Teaching and Learning   (T1, T2, T3) (3 credits)

Semester 2
1 Course in Area of Specialisation (T1, T2) (3 credits)
      Or
1 General course (T3)

ED69A/EDEA6901: Trends and Issues in Higher Education
(T1, T2, T3) (3 credits)

EDTL6002: Research Project in Teaching (T1, T2, T3)
(3 credits)

14.0 Course Outlines
All course outline blurbs are available on the School of Education website. You will be given a course outline on OURVLE for each course that you take.

Courses in Areas of Specialisation leading to the Award of the Master of Arts in Teaching - Part 2

ENGLISH
Course Title: Approaches to Language Learning and Teaching in a Creole Context
Course Code: ED61K/EDLA6111 (4 credits)
        AND
Course Title: The Teaching of Literature at the Secondary Level
Course Code: ED61H/EDLA6108 (3 credits)
        OR
Course Title: Teaching of Writing
Course Code: ED61F/EDLA6106 (3 credits)

MODERN FOREIGN LANGUAGE

TWO of the following:

Course Title: The Foreign Language Curriculum
Course Code: ED65A/EDML6501 (3 credits)
Course Title: Early Foreign Language Learning
Course Code: ED65B/EDML6502 (3 credits)
Course Title: Trends, Issues and Research in Modern/World Language Education
Course Code: ED65D/EDML6504 (4 credits)

SCIENCE

Course Title: Issues, Readings and Research in Science Education
Course Code: ED64E/EDSC6405 (4 credits)
        AND ONE of the following:
Course Title: Measurement and Assessment in Science Education
Course Code: ED64C/EDSC6403 (3 credits)
Course Title: Learning and Teaching in Science
Course Code: ED64B/EDSC6402 (3 credits)

Course Title: Trends in Curriculum Development in Education
Course Code: ED64A/EDSC6401(3 credits)

MATHEMATICS
Course Title: Mathematical Thinking and Learning
Course Code: ED62A/EDME6201(3 credits)

Course Title: Mathematics Curriculum
Course Code: ED62B/EDME6002 (3 credits)

INFORMATION TECHNOLOGY
Course Title: Courseware Design
Course Code: EDIT6001 (3 credits)

Course Title: Implications of IT in Education
Course Code: EDIT6002 (3 credits)

HISTORY
Course Title: Issues in and Approaches to the Teaching of History
Course Code: EDHE6901(3 credits)

Course Title: Education and Citizenship
Course Code: ED66A/EDSS6608 (3 credits)

SOCIAL STUDIES / GEOGRAPHY

Course Title: Geography Education
Course Code: ED66B/EDGE6602 (3 credits)

Course Title: The Social Theoretical Foundations of Geography/ Social Studies
Course Code: ED66D/EDGE6604 (3 credits)

Course Title: Social and Cultural Geography
Course Code: ED66E/EDGE6605 (3 credits)

The University of the West Indies, Mona

School of Education

Submission of EDTL6002: Research Project in Teaching

1.0   Two unbound (spiraled) copies of the research project and one electronic copy must be submitted by **May 30, 2014 by 3:00 p.m.** in the MAT office. Electronic copies of the Research in Teaching Projects should be submitted to Josephine Keise at josephine.keise02@uwimona.edu.jm.

2.0   Only students who are properly registered and financially cleared will be allowed to submit their projects. In order to confirm this, students must submit with their projects a print-out of their registration status, accessed on the day of submission.

3.0   Projects submitted later than **May 30, 2014**, may not be processed in time for graduation.

4.0   Extensions   for submission of projects may only be granted in extenuating circumstances. Extensions must be applied for by **April 30, 2014** and submitted to the Director of the School of Education.

5.0   An extension beyond **July 31, 2014** will be treated as a new registration to which the required fees apply.

6.0   Any change or modification of title of the project from what was submitted in the proposal should be referred to the Director of the School for approval by **April 30, 2014.**

Director
School of Education

OTHER GRADUATE PROGRAMMES OFFERED BY
THE SCHOOL OF EDUCATION

Call 927-2431 for more information on the following programmes:

- Master in Education (face-to-face)
- Master in Education (online)
- M.Phil
- PhD
- Postgraduate Diploma in Educational Administration
- Technical Vocational Education & Training / Workforce Development (TVET/WFD)

APPENDICES

ONLINE REGISTRATION GUIDELINES
LOGON TO SAS

1. Go to the SAS Web Site The SAS Web site is accessed from the UWI Mona home page at http://www.mona.uwi.edu/   Click on the **SAS** link in the *Online Systems* menu (in the left panel)
2. Click on *Enter Secure Area*
3. Type your *ID number* in the space provided e.g. 620000001
4. Enter your *Password*: The default is your date of birth in the format **YYYYMMDD.**
5. Click on Login

6. The "*MAIN MENU*" will be displayed
      Personal Information
      Student Services

SEARCH FOR COURSES
Note: When selecting a course, you must use the CRN (Course Registration Number) instead of the course code to add the course to the Add/Drop worksheet.

1. Go to the Registration Menu
     Click on the Student Services link
     Click on Registration

2. Click on the Look-up Classes to Add link
3. Select the appropriate term (choose from the drop down menu) and click *Submit*

4. Identify what course or group of courses you are looking for.

      i) Look for a specific course

           Click on the subject area and enter the course code. e.g. for ACCT1002, ACCT is the subject and 1002 is the course number

      ii) Look for courses in specified subject area(s)

          Click on a single subject area, or

          Select multiple subject areas by simultaneously pressing the Ctrl key and clicking on the areas

      iii) Look for courses at a specified Campus

          There are six campus options

               Mona

               Mona – Affiliates

               Mona – Bahamas

               Mona – Weekend

               Mona – Western Jamaica

               Mona – Tertiary Level Institutions

Note: You are offered to a programme at a specified campus and cannot register for courses at another campus without special permission.

Mona – Affiliated

Available to all students and include courses taught at the following institutions:

- St. Michael's Theological Center
- United Theological College
- Edna Manley School
- MICO
- Shortwood
- Moneague
- Bethlehem Moravian College

Click on the campus you attend

Note: "All" is selected by default and if you do not specify a single campus, the resulting report will show all courses offered at all the campuses. This can be a very long list!

<table>
<tr><td>

iii) Look for a specific type of course
    "All" is selected by default and the resulting report
        will show all types, lectures, tutorials, labs, etc.
    Click on a single schedule type (lecture, tutorial,
        lab, etc)
Select multiple schedule types by simultaneously pressing
    the Ctrl key and clicking on the type

</td></tr>
<tr><td>

5. Click on *Class Search – to obtain information*

</td></tr>
<tr><td>

6. Identify courses you wish to select
   i) Write down the CRN
      OR
   ii) Click the box in the *Select* column next to the course(s)
 a) Click *Add to Worksheet* to place the CRN in the *Add/Drop*
   page
     OR
b) Click Register to select the course(s)

</td></tr>
</table>

Note: A student can also use the <u>Class Search</u> link on the Add/Drop page and repeat steps 4-6.

**REGISTRATION FOR MULTIPLE SCHEDULE TYPES
[Lectures, Tutorials, Labs, Seminars, etc.]**

Students are required to register for lectures, tutorials, labs and any other schedule type(s) where applicable

Examples
BIOL1261 has lecture, tutorial and laboratory components. Students registering for this course must therefore register for three streams/sections of the course:

1. Lecture: BIOL1261 (BL12B) Diversity of Organisms
2. Tutorial: BIOL1261 Tutorial BIOL1261
3.   Lab: BIOL1261 Lab BIOL1261

GOVT1008 has lecture and tutorial components. Students registering for this course must register for two streams/sections of the course:
1. Lecture: GOVT1008 (GT12A) Intro to International Relations
2. Tutorial: GOVT1008 Tutorial GOVT1008

Identifying lectures, tutorials and labs

CRN	All streams/sections, i.e. each lecture, lab or tutorial will have a unique CRN.
Course Code	Each section of the same course will have the same course code, i.e. the lecture, lab and tutorial sections all have the same course code.
Course Title	Lecture Title of the course, e.g. (BL12B) Diversity of sections: Organisms Tutorial Tutorial '*Course Code*', e.g. Tutorial sections: BIOL1261 Lab sections: Lab '*Course Code*', e.g. Lab BIOL1261

Finding lectures, tutorials and labs
Use the Class Search feature; see guidelines on how to "Search for Courses".

You can view all the streams/sections for a course, which will include all the types, or you can search for one type only.

ADD COURSES
Note: Students are required to select courses for both Semesters I and II at the start of the Academic year, Course Selection for each Semester will have to be done separately.

---

1. Go to the Registration Menu
Click on the Student Services link
Click on Registration

---

2. Click on the *Add/Drop Classes* link.

---

3. Select the appropriate term (choose from the drop down menu) and click *Submit*

---

4. In the Add Classes Worksheet area, enter the CRN for each course (NOT the course code).
        i) Type in the CRN* for each course if you know it
        OR
        ii) Click on *Class Search* to look for courses and CRN

* CRN- "Course Reference Number" is a unique code assigned by the system to each stream/section of a course.

Note: Students are required to register for all applicable 'schedule types' associated with a course, i.e. lectures, tutorials, laboratories, etc. See 'Registration for Multiple Schedule Types' for further details.

---

5. Click on *Submit Changes*

---

6. Review System Output
        Web Registered - Course Criteria Satisfied and the course selection is complete. (Courses added to record)

        Registration Add Errors - Course Criteria NOT Satisfied. Courses will **NOT** be added to record
    A message will appear listing all the courses where the course criteria were not satisfied. Before such courses can be added to the record, the student must receive permission from the Faculty by requesting a course override.
        Student can :
            Choose another course
            OR
            Request an Override

REGISTRATION ADD ERRORS

When a Course Criteria is NOT Satisfied, a message will appear when the student attempts to add the course to their record. Course Criteria include the Departmental and Faculty criteria identified below.

Criteria	Description	Error Message
Pre-requisite	UWI Course(s) that the student must have already passed.	PREQ and TEST SCORE-ERROR
Test Score	Non-UWI Course(s) that the student must have already passed, e.g. CXC, A' Level, CAPE, etc.	PREQ and TEST SCORE-ERROR
Co-requisite	UWI Course(s) that the student must be registered for in the same semester.	CORQ_{Course Code} (CRN} REQ e.g. COREQ_MATH3130 11236 REQ
Faculty Credit Limits	Limit on the maximum number of credits a student can register for in a semester, without Faculty approval.	MAXIMUM HOURS EXCEEDED

Criteria	Description	Error Message
Quotas	Limit on the number of students allowed to register in the stream/section of a course.	CLOSED SECTION
Student Restrictions	Stream/Section of the course restricted to a specified group of students, e.g. History Majors, Faculty of Social Sciences students, Final Year students, etc. There could be one of seven (7) possible error messages.	LEVEL RESTRICTION COLLEGE RESTRICTION DEGREE RESTRICTION PROGRAMME RESTRICTION MAJOR RESTRICTION CLASS RESTRICTION CAMPUS RESTRICTION
Repeat Course Already Passed	Students cannot register for courses they have already passed in their current programme	RPT HRS EXCEED
Linked Sections	Students are required to register for all applicable 'schedule types' associated with a course. Schedule types include the following: • Lectures • Tutorials • Labs • Seminar	Please register for Lecture section simultaneously Please register for Tutorial section simultaneously Please register for Lab section simultaneously Please register for Seminar section simultaneously

Criteria	Description	Error Message
Linked Sections	• Clinical • Field Work • Internship Workshop	Please register for Clinical section simultaneously Please register for Field Work section simultaneously Etc. Note: The message "LINK ERROR" may also occur

SUPPORT SERVICES

To support your work in the programme there are a number of facilities with which you should become familiar as quickly as possible:
- Libraries (Main Library, Natural Science Library)
- Computer Facilities

The Main Library

Mission
The Library is the intellectual heart of the University Community. It provides vital information support for teaching, learning and research activities on the Campus. The Library takes advantage of modern information technology to develop systems and services which improve access to information in both print and digital formats for all its clients. The Library supports the ongoing acquisition of skills by both its staff and its clientele for the effective use of information technology in a constantly evolving technological environment.

Services which the Main Library provides:

- **The Online Public Access Catalogue (OPAC)**. You can learn to use this in special classes for which you can register.

- **MERIC, our Electronic Reference and Information Centre**. This provides access to the internet and the electronic data bases to which we subscribe.

- **RBC**, the reserved book collection where you can access both print and electronic copies of articles identified as prescribed reading for your courses.

- **The Overnight Reading Room** where you can spend all night studying or word processing your assignments in air conditioned comfort, if you wish.

- **WI&SC (The West Indies and Special Collections)**, which is a closed access collection geared to the needs of post graduate students and advanced researchers.
  It is hoped that you will make full use of the various facilities and services and that you will participate in the training programs which are offered by the library for your benefit. By doing this, when you face the pressures of preparing assignments or writing exams, you will not have to panic, but you will be able to find the required information without any difficulty.

Enjoy your stay at UWI, MONA, and remember this:

" *effective exploitation of the library is one of the keys to success in the academic world.*"

Photocopying

Photocopying facilities are available. However, students are expected to do their own photocopying. Enquire about the cash less system at the Issue Desk.

Rules and Regulations

Please abide by the rules and regulations of the Main Library. Joining procedures and familiarization will be provided following registration.

Computer Facilities

In recent years there has been a considerable increase in computing facilities in the University. However, these never seem to be enough as students' demand increases with the recognition of the advantages of using computers in their day to day work. It is clearly an advantage for students to have access to their own computers both for the MAT and for their continuing work as teachers but it is recognised that this is not yet possible for all. A significant part of the 'Teaching with Technology' course is aimed at providing education-related computer skills. A UWI e-mail address can be obtained through the Mona Information Services Unit for a small charge.

The Humanities and Education Faculty has two laboratories with access on the ground floor of the Education building through the entrance to the Language Lab Centre. While one of these is frequently used for teaching purposes, the other is on an open access basis with some technical support available. Students in the M.A.T. are able to use this facility free for one hour each week. Additional time can be purchased. (This lab has been set up with monies raised by the Faculty - additional income is needed to staff the lab and for inevitable maintenance). The Main Library also has computer facilities.

The Education Computer Laboratory is situated in the Science, Mathematics and Information Technology building on the ground floor. It is used principally for teaching purposes.

THE PRACTICUM
Tutors will visit students on about 3 occasions to observe teaching and to make an assessment of the student's preparation for teaching, their work in the classroom and their ability to reflect on their work. A major point of concern will be the student's ability to work at his/her development as a teacher, since this will be a measure of how their development will continue as they take up a teaching post after finishing the programme. Written notes on each lesson observed will be provided by the tutor, but the overall assessment will consider these lessons in relation to the whole programme of teaching carried out by the student. A written end of practice report will be given to the student, prepared by the UWI tutor after consultation with relevant school staff.

Finding References

You can obtain references from several sources:

Books and Journals: you will often be referred to books and journals (such as the Caribbean Journal of Education) in the Main Library. The Main University Library and the Science Library, for example, carry several education journals not found in the Documentation Centre. Apart from sections of the University Library, there are other libraries you may find useful references. For example, The Ministry of Education's Caenwood Centre, the USIS library in the Mutual Life Building, ISER (on the Mona Campus), and CFNI (if you are interested in nutrition) and UNESCO's library may all be worth checking.

- ***Studies and Theses***: M.A (Ed.), M.Ed. and Ph.D. dissertations provide much useful information. Two advantages of using these sources are that they are easily accessible, and the bibliographies usually provide numerous leads.

- There are disadvantages, however, the most serious being that the study you consult may be a poor one. Your tutor may be able to help you in this regard. Persons undertaking a teaching study should also consult existing studies in the relevant subject submitted for the Master of Arts in Teaching Programme.

- ***Supervisors***: Your supervisor and other members of staff should be seen as resources themselves. They often have information readily available which would take you many hours to acquire. Use them as a short-cut to information, ask them for specific references on your topic and record these carefully.

- ***Abstracts***: The Education Resources Information Centre (ERIC), Resources in Education (RIE) and many more specific abstract journals, list research under various headings, and provide a brief description or abstract of the work. The references cited here and elsewhere may be available locally or it may be possible to obtain photocopies through the Main Library's inter-Library Loan Service.

Branching Out
When you have found some references, do not just look for the paper or book referred to. Check whether the author has written anything else that is relevant to your work. Almost certainly the original author and the other authors that he or she cites will have written other works - find these, and then use the new bibliographies to go further again. Much of this can be done using the Author catalogues in the Libraries. You should also check the Subject catalogues as well by looking up subjects with a bearing on your research project.

Read widely! Use the bibliography of a work to follow up other references. This has been dealt with in terms of using the Author and Subject catalogues. It also applies to 'adjacent' materials as well. Suppose you have found a reference in the *British Journal of Educational Psychology, 1989*.

Do not look up this reference alone, but quickly search the contents pages of other volumes of the journal for relevant papers. Read the abstract of any paper which sounds relevant; if it looks useful, make a note of the paper for future reading and then resume the search. This kind of approach also ensures that you become familiar with the type of material available in different journals, and will aid your reference searching for subsequent assignments.

How to read references
Quickly look through the entire work or passage to get an overall impression of what is being said. For example, if you have a Master of Education study to examine, read the abstract and conclusion first; do not read page by page through the entire work until you have established it is worth reading.

Always make notes as you read. At the end of a section, summarize what has been said in a couple of sentences, and comment on how this might be used in your paper or study. Keep an exact record of what these notes refer to in case you do come to use them later.

Collect quotations which are interesting, dramatic and not so long. Introduce such quotations sparingly and carefully to break up long passages of text. The quotations must 'fit', however, and you should not get into the habit of using a quotation at the beginning of every section nor too frequent use at any point in your writing. Normally you will have to discuss the idea expressed in the quotation showing how it relates to your developing argument.

Planning a paper

As you are reading around a topic you should also be sketching out ideas for your own contribution. You should always make a detailed plan for any written work that you do. It is no good hoping for inspiration to come at the last moment.

There are different kinds of plans. Some are little more informative than reminding you that your paper will have a beginning, a middle, and an end. You get a little further by noting that you will normally begin by saying, briefly, what you are about to do, and by sketching in the most important background to your topic. What you do next will depend a lot on your particular question, but you will tend to be presenting evidence or arguing a case for or against something. In the latter case, you will need to consider the main arguments for and against, and the main objections to those arguments. If you are presenting findings, there will usually be some pointing one way while others suggest a different interpretation. You may have research questions to answer that can give order and structure to your presentation. Finally, you will want to sum up your work and relate it to the background you began with.

So far your plan is sketchy. To get a useful plan for your particular topic you will have to fill in the actual background, the actual arguments, or the actual evidence for your issue. When you do this you can begin to see where you need to do more work, you can see where your case is strong and where it is weak. You can often see that neither side in a controversy has all the winning cards, and that your own position might best be kind of compromise, or a qualified acceptance of one view. You can also see where you are going so you can indicate this to the reader. You do not need to break up your work into subsections (this can have the effect of making it more disjointed in fact) but you should be able to guide the reader through your paper by signposts at the major boundaries. Try to bear in mind that your written study is a piece of communication.

If you plan properly you will also know what your conclusions will be before you start writing the final draft. This helps to give coherence to your writing, since you can give consistent cues to your reader as to how to see the different issues.

Accuracy of reporting and clarity with respect to your own view are extremely important. People often put down statements that read as if they are their own view and then in the next paragraph put down diametrically opposed views. What they are trying, unsuccessfully, to do is to report both sides of an argument; but what they write says they are committed equally to both. A sequence that goes: 'some psychologists think that infantile sexuality is decisive...., others consider the evidence inadequate..., it can be seen that so-and-so's view is most plausible in the state of our present knowledge' is at least coherent. If you had written 'infantile sexuality is decisive, there is scarcely any evidence for infantile sexuality... I think so-and-so's view is most plausible' it would have been dismissed as incoherent. This is not only important for your own writing, it is important when you read as well. Authors will often do what has been suggested above - report other people's views in order to criticize or qualify them. It is sheer laziness and inattention if you report those other views as if the author in question held them himself.

Plagiarism - a warning

It is unfortunately necessary to point out that when you are asked to write a study or an essay, we are asking for your study or essay, not a scrap-book made up of fragments of your reading. Since, in this Faculty, most of the written work you do counts as examination material, *PLAGIARISM IS EXACTLY PARALLEL TO CHEATING IN A SIT-DOWN EXAMINATION, AND WILL BE TREATED ACCORDINGLY.*

Quotations from other writings should only occur in your work for good reason, and these writings must always be clearly referenced. Unacknowledged quotations are a case of plagiarism and can only affect the assessment of your work in a negative way.

References

References are works you have specifically referred to in your text and not just sources you may have read.

What to Reference

Your list of references contains only those sources that you actually refer to in the text. It is not a record of your general reading.

Your list of reference should contain **all** the sources you mention in

your text. There are a couple of qualifications to made here. You might, for instance, think it necessary to quote from some classic work of literature or a book like the Bible. Unless your text is about literature or biblical exegesis, it would not be necessary to include bibliographic information about such sources in your references.

The second qualification concerns how often you should invoke sources in your text itself (and thereby what should occur in the references). This is often a matter of judgment, and there is always an area of uncertainty.

The point of including references is to indicate the origin of ideas you are using or where support for those ideas or claims is to be found. Given the rationale, there will be ideas and claims in your text for which you will note, offer sources, since you do not need to offer support for what is widely known. Of course, what is widely known is itself a relative matter - at one time, you might need to offer references for the claim that the four-colour theorem has been proved, whereas later it can be taken as an item of four common knowledge. Again, as the example might suggest, what is taken to be widely known depends on your focus or subject matter. In a philosophy essay you might be able to mention a distinction between categorical and hypothetical imperatives, where in a psychology essay that distinction would need to be explained and its source indicated. But again, if the philosophy essay were focused on that distinction, it would be sensible to explain it carefully and refer to authors who have used or criticized it.

In both cases - literary illusions and matters of fact or opinion - the question is whether a reader would expect to be told where to find out more. If it is reasonable to expect the reader to want this backup, then give your source and include it in the references. If your intended reader would not want more than you can affirm yourself, then there is no need to mention other writers.

Second-hand References

In reading textbooks and articles, you will often find the authors referring to other sources. You may not be able to track these sources down, so what should you do in supporting your own claims made on the basis of these authorities? The simplest answer, and the best, is that you should refer to <u>your</u>

source. Since textbook writers and other authors make mistakes and misunderstand their sources, it is also a lot safer to let them take the responsibility

they said whatever it was. So you might write, "According to Peters (1978), Freud thought…' which requires that Peters, 1978, occur in your references

but not Freud) and not 'Freud (1900) thought…" (Which would lead the

reader to expect a listing of Freud, 1900 - a text you may not have read and which Peters may have utterly misunderstood). Of course, when you find a reference in what you are reading, it is often sensible to follow it up. If you do find it necessary to use a quotation that itself includes a further reference you have not been able to track down or to refer in your text in some other way to an actual source you have not consulted, you should include both references in your reference list as illustrated in the later subsection on presenting references.

Recording References

It is essential that you make a complete record of any work that you read. The best way to accomplish the recording of references is to keep a card filing system, with alphabetical divisions. A card in such a system might look as follows:

PENDANT, A. (1980) How to Reference. London: Macmillan

An alternative to a file card system is an alphabetical notebook. The usefulness of such a book obviously depends on the space available for references as at some time the sections will be filled, whereas a card system is expandable. For a short piece of work, you may decide simply to write the references on a piece of paper. In this case, write on one side of the paper only, so you can 'cut and paste' the references into alphabetical order.

Presenting References

The format recommended for referencing in the Department/School of Education follows the American Psychological Association Style (APA). There are two basic features of the APA style:
Consult the Main Library for details.

Using Internet Materials

The Internet is becoming a major source of information. On the plus side this is giving students all over the world access to information that local and regional libraries may not hold. However there are a
number of potentially negative aspects to using the Internet, which need recognition, for example changeability of web pages and the dubious quality of the material on some sites. It is suggested that sound use of the Internet as a source can usefully be considered under two headings – (i) careful evaluation of the material and (ii) meticulous referencing as for any other source.

Evaluating materials

It has to be recognised that anybody can create a web-site and place
on it material that can be accurate or false, fair or biased. Materials
may be designed to inform, to discuss or to persuade. Unlike most
books and journals the materials have not been scrutinised by professional and academic referees.

In Social Studies through Discovery* (p97) the authors suggest that it is necessary to be diligent, thorough and consistent in evaluating web-based material. They suggest the following criteria should be used in making a judgment about using the materials:

'*Purpose*: Is the site designed to entertain or inform? Is it designed for teachers and students who have a serious interest in the subject?

Authority: Is the site hosted by a reputable institution? Is the author qualified to provide information or opinions on the subject?

Are the materials accurate?

Currency: How up-to-date is the web page? Is information given as to when it was published or updated?

Objectivity: Is the purpose to provide objective, balanced information or to persuade through presentation of selected facts?

Complexity: Are the materials too simple or too complex for your needs?'

Citing material from the Internet

The main purpose of citing materials is to enable the reader to trace the source, should they wish to access the original materials. Web-site materials can be modified easily and can be removed or replaced. This encourages some particular practices in citing.

Electronic sources

The retrieval statement provides the date the information was retrieved, along with the name and/or address of the source.

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). **Retrieved October 23, 2000 from http://www.apa.org/journals/webref.html**

Eid, M., & Langeheine, R. (1999). The measurement of consistency and occasion specificity with latent class models: A new model and its application to the measurement of affect. *Psychological Methods, 4,* 100 - 116. **Retrieved November 19, 2000, from the PsycARTICLES database.**

Information from an information service

Chamot, A. U., Barnhardt, S., El-Dinary, P.B., Carbonaro, G., & Robbins, J. (1991). **Methods for teaching learning strategies in the foreign language.**

USEFUL ADDRESSES / TELEPHONE NUMBERS

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School of Education
Faculty of Humanities and Education
UWI, Mona, Kingston 7
Telephone: 927-0221 / 927-2130 / 927-2431
Fax: 927-0221 / 977-0482

Master of Arts in Teaching Office
School of Education
Telefax: 977-4248

Office of Graduate Studies & Research
The University of the West Indies
927-1660-8

Ministry of Education
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Ministry of Education
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