

Degree of Master of Education

Course Hand Book



Department of Teacher Education
Faculty of Alternative Education & Teacher Education
National Institute of Education
Maharagama

Degree of Master of Education National Institute of Education

The Master of Education degree Program is conducted by the Department of Teacher Education of the National Institute of Education. The program is specifically meant for those graduates who had successfully completed Post Graduate Diploma in Education or the Bachelor of Education Degree.

This degree program is basically focussed in providing opportunities to the clientele to pursue further studies in Education and develop professional competencies and practices. The students who complete the course successfully should be able to contribute to develop high quality education.

Subjects

Compulsary

1. Psychology of Learning
2. Philosophical & Sociological thoughts on Education
3. Research Methods in Education

Optional

1. Educational Management
2. Educational Measurement & Evaluation
3. Teacher Education

Evaluation

1. Written Examination - Written Papers in all four subjects (3 Hours)

Eligibility

- * 80% attendance at contact sessions
- * Completion of Continuous Assessment

2. Continuous Assessment

- i. Psychology of Learning - 01 Assignment
- ii. Philosophical & Sociological thoughts of Education - 01 Assignment
- iii. Optional Subject - 01 Assignment
- iv. Research Methods in Education -
 - * Research Proposal
 - * Oral Presentation
- v. Dissertation

General Instructions

- * To be eligible to re-sit the written examination, the participants must have put in 80% attendance at contact sessions and this will be strictly monitored. 70% attendance is counted for the participants on maternity leave.
- * Students will have to produce NIE student card for the purpose of identification, whoever called upon.
- * All the students are required to come in decent attire which is suitable for a professional student.
- * Students are required to be seated in the lecture hall ten minutes prior to the sheduled time of the lecture.
Shedule time : Morning session 09.00 a.m - 12.00 noon
 Evening session 01.00 p.m - 04.00 p.m.

Full time participation is compulsory in contact sessions.

- * Students should complete the assignments of continuous assessment for the subjects (1), (2), & (4) and be submitted on or before the stipulated dates.
- * For subject No. 3 (Research Methods in Education) a Research Proposal and its oral presentations are required.
- * The research proposal should be presented to a pannel of academics and get the approval.
- * The dissertation should be submitted on or before the stipulated date within three months after the final examination.
- * The dissertation should be continuously developed along with the course work under the supervision of research supervisor.
- * The final examination will be conducted after one month from the date of completion of all the study sessions.
- * Course fees paid once will not be refunded under any circumstances.

Psychology of Learning

1.0 Individual Differences (09 hours)

- 1.1 Aspects of individual development :
 - i. Childhood
 - ii Adolescence
- 1.2 Aspects of individual differences : Physical, Social, Emotional, Intellectual
- 1.3 Psychological needs of Childhood and Adolescence
- 1.4 Implications for the teacher.

2.0 Learning and Instruction (18 hours)

- 2.1 Theories of learning
 - 2.1.1 Humanistic Learning Theory
 - 2.1.2 Cognitive Learning Theory
 - 2.1.3 Constructivist Learning Theory
 - i Social Constructivism
 - ii Radical Constructivism
- 2.2 Memory
 - 2.2.1 Theories of Memory and Forgetting
 - 2.2.2 Meta Cognition
 - 2.2.3 Practical Applications

3.0 Intelligences (09 hours)

- 3.1 Multiple Intelligence
- 3.2 Emotional Intelligence
- 3.3 Left and Right brain differences

4.0 Development of Thought Process (18 hours)

- 4.1 Thought Process and Development
- 4.2 Higher Order Thinking Skills
 - 4.2.1 Reasoning, Decision Making, Problem Solving, Creativity
 - 4.2.2 Theories
 - 4.2.3 Creativity and thinking
 - 4.2.4 Creativity and intelligence
 - 4.2.5 Characteristics of a creative person
 - 4.2.6 Education for encouraging creativity

- 5.0 Motivation (06 hours)**
- 5.1 Theories of motivation
 - 5.2 Application and Practice
- 6.0 Personality and Adjustment (15 hours)**
- 6.1 What is personality?
 - 6.1.1 The person and the situation
 - 6.1.2 Defining personality
 - 6.1.3 Factors affecting personality
 - 6.2 Theories of Personality
 - 6.2.1 Freud's psychoanalytical theory
 - 6.2.2 Jung's and analytical theory Eysenck Trait Theories
 - 6.2.3 Maslow's theory of needs hierarchy
 - 6.2.4 Carl Rogers's humanistic theory
 - i. Self concept
 - ii. Development of self
 - iii. Locus of control theory
 - 6.3 Concept of Adjustment
 - 6.3.1 Characteristics of a well adjusted person
 - 6.3.2 The adjustment process and mechanisms
 - 6.3.3 Psycho Social Intervention in adjustment
 - 6.3.4 Role of counselling in adjustment
 - 6.3.5 Guidance – Personal, educational and vocational
- 7.0 Development of Attitudes (06 hours)**
- 7.1 Foundation and development of attitudes
 - 7.2 Taxonomy of the affective domain
 - 7.3 Principles and techniques for intervention
 - 7.4 Professional ethics for teachers
- 8.0 Psychological Assessment and Evaluation (09 hours)**
- 8.1 Learning outcomes and assessment of learning
 - 8.2 Cognitive, affective and psychomotor outcomes
 - 8.3 Formative and summative evaluation, formal and informal methods of assessment
 - 8.4 School-based Assessment

Philosophical and Sociological thoughts on Education

Philosophical thought on Education

(09 hours)

1.0 *Meaning of Philosophy*

1.1 Different Schools of Philosophical Thought

1.1.1 Idealism

1.1.2 Realism

1.1.3 Pragmatism

1.1.4 Existentialism

The above Philosophies in relation to the following aspects

Reality

Knowledge

Values

Emphasis on learning

2.0 *A Comparative Study of the Schools of Educational Philosophy*

(09 hours)

2.1 Perennialism

2.2 Progressivism

2.3 Essentialism

2.4 Reconstructionism

Educational Philosophy keeping in view the following aspects

Aims of Education / National and Global

Knowledge

Role of Education

Trends in Curriculum

Teacher's Role-Ethics of teaching

3.0 *Relevance of Educational thinkers for the Present Society*

(09 hours)

3.1 Mahathma Gandhi

3.2 Rabindranath Tagore

3.3 C.W.W. Kannangara

3.4 Julius Neyerere

3.5 Paulo Freire

- 4.0 *Perspectives of Eastern Thoughts on Philosophy of Education* (09 hours)**
- 4.1 Religious values from the perspective of Education in relation to Teacher, Pupil and Society
 - 4.1.1 Ethics of Hinduism
 - 4.1.2 Ethics of Buddhism
 - 4.1.3 Ethics of Christianity
 - 4.1.4 Ethics of Islam
- 5.0 *Philosophical Issues in Education* (09 hours)**
- 5.1 Education for Human Development
 - 5.2 Education and world of work / work ethics
 - 5.3 Global learning for a peaceful world
 - 5.4 Aestheticism in Education
 - 5.5 Towards of a good society
 - 5.6 Holistic person
 - 5.7 Developing a Philosophy of Education for Sri Lanka

Sociological thoughts on Education

- 1.0 *Overview of Sociology of Education* (09 hours)**
- 1.1 Meaning and scope of sociology
 - 1.2 Sociology of education and its significance
 - 1.3 Process of socialization
 - 1.4 Social groups and education
 - 1.4.1 Informal and formal groups in education
 - 1.4.2 Effects of group behavior on education
- 2.0 *Culture and Education* (09 hours)**
- 2.1 Concept of Culture
 - 2.2 Impact of Culture on Education
 - 2.3 National Culture in the context of Global Culture
 - 2.4 School Culture
 - 2.5 Multicultural Education / Education for National Integration in Sri Lanka
 - 2.6 Influence of Cultural Issues on Curriculum Change

3.0 *Social Stratification and Social Class Education* (09 hours)

- 3.1 Concept of Social Stratification
- 3.2 Social Class and Education
- 3.3 Social Mobility and Education
- 3.4 Family, School and Cultural Capital
- 3.5 Family School and Social Capital

4.0 *Teacher, School and the community in a changing Society?* (06 hours)

- 4.1 The School and the Community in transition
- 4.2 Social change and School Education
- 4.3 Knowledge Society / The Learning Society / Learning Teacher
- 4.4 Social Role of the Teacher
- 4.5 Professionalization of the teachers

5.0 *Key issues in contemporary Sociology of Education in Sri Lanka.* (12 hours)

- 5.1 Education in the globalization context
- 5.2 Equity, excellence and relevance in Education
- 5.3 Youth unrest and Social Competence
- 5.4 Mass media in transition
- 5.5 State of anomie in Society
- 5.6 Impact of technology on person and society
- 5.7 Accountability of Education
- 5.8 Disadvantaged groups in Society and Education. (Marginalization, Discrimination, Exclusion, Gender.....)

Research Methods in Education

1.0 Introduction to Educational Research

(03 hours)

- 1.1 Historical aspects of research
- 1.2 Characteristics of research
- 1.3 Approaches of research with examples
- 1.4 Scope and purpose of educational research
- 1.5 Factors hindering educational research
- 1.6 Ethical considerations in research
- 1.7 Stages of a research study

2.0 Research Process : Research Problem

(03 hours)

- 2.1 Characteristics of a research problem
- 2.2 Sources of research problem
 - experience
 - deductions from a theory
 - related literature
 - policy decisions
 - contemporary field of Education
- 2.3 Narrowing the range of a problem

3.0 Research Process :Review of related literature

(03 hours)

- 3.1 Advantages of reviewing related literature
- 3.2 Sources of information
 - reference books : Encyclopedia, Dictionaries, Directories, Biographical sources, Bibliographical sources.
 - books and monographs : Cards Catalog, Book-lists and Reviews.
 - periodicals and pamphlets : Newspapers, Periodicals, Microfilms and other aids.
 - dissertations, theses and research journals.
 - ERIC data.
 - internet, websites.
- 3.3 Referencing related literature

- 4.0 Research Designs (21 hours)**
- 4.1 Historical research
 - 4.2 Descriptive research :
 - surveys (school surveys, public opinion surveys, community surveys)
 - case studies,
 - comparative and co-relational studies
 - evaluation studies
 - ex-post facto research
 - ethnographic research
 - 4.3 Development studies and policy research
 - longitudinal studies
 - cross-sectional studies
 - trend studies
 - 4.4 policy research
 - 4.5 Experimental research
 - 4.4 Action research
- 5.0 Research Hypothesis (03 hours)**
- 5.1 Concept and importance of research hypothesis
 - 5.2 Characteristics and forms of hypothesis
 - 5.3 Formulating research hypothesis (the null and alternative hypothesis)
 - 5.4 General hypothesis testing procedure
- 6.0 Sampling and Data Collection (09 hours)**
- 6.1 Concepts of population and a sample
 - 6.2 Sampling techniques
 - probability sampling techniques
 - non probability sampling techniques
 - 6.3 Errors in sampling
 - 6.4 Types of data
 - 6.5 Tools of data collection
 - questionnaires
 - individual interviews
 - focus group interviews
 - observations

- rating scales
 - standardized tests
 - sociometric techniques
- 6.6 Qualities of data collection tools
- reliability
 - validity
 - practicability
- 6.7 Data triangulation
- 7.0 Research Proposal (06 hours)**
- 7.1 Basic structure of a research proposal
- 7.2 Writing a research proposal
- 8.0 Data Analysis and Interpretation - Quantitative Data (24 hours)**
- 8.1 Descriptive Statistics
- quantitative data & scales of measurement (nominal, ordinal, Interval & ratio).
 - data presentation (univariate data, bivariate data)
 - univariate analysis
 - bivariate analysis
- 8.2 Inferential Statistics
- the normal probability curve.
 - sampling distribution, concept of standard error. Levels of significance and Type I & II errors.
 - testing hypothesis of difference : t-tests for independent and correlated samples
 - testing hypothesis of relationship : chi-square and correlation.
- 9.0 Data Analysis and Interpretation – Qualitative data (12hours)**
- 9.1 Data reduction and data coding
- 9.2 Qualitative analysis of data
- 9.3 Interpretation

10.0 Writing a Research Dissertation (06 hours)

- 10.1 Basic structure of a research dissertation
- 10.2 Writing a research dissertation

Educational Management

1. Organizational Behaviour (18 hours)

- 1.1 The Individual and the Organization
- 1.2 Influencing Individual and Organizational Behaviour
- 1.3 Personality
- 1.4 Factors affecting Personality
- 1.5 Factors affecting Perception
- 1.6 Values, Attitudes and Job Satisfaction
- 1.7 Theories of motivation
- 1.8 Motivation in practice

2. Motivation (12 hours)

- 2.1 Theories of Motivation
- 2.2 Motivating people
- 2.3 Work stress

3. Social behavior Analysis at the Group level (21 hours)

- 3.1 Definition and Classification of Groups
- 3.2 Group Formation and Structure
- 3.3 Groups and Teams
- 3.4 ✓ Leadership
- 3.5 Communication
- 3.6 Individual and Group Decision Making

4. ✓ The organization and Analysis at the Organizational level (18 hours)

- 4.1 ✓ Organizational Structure
- 4.2 ✓ Organizational Culture
- 4.3 ✓ Organizational Change and Development
- 4.4 ✓ Institutional Development
- 4.5 Power, Politics and Conflict

5✓

School Management in Sri Lanka
(21 hours)

- 5.1 Decentralization
- 5.2 Programme of School Improvement
- 5.3 Roles of School Leaders at different levels
- 5.4 Teacher Appraisal
- 5.5 Teacher Development
- 5.6 School Based Teacher Development
- 5.7 Career Planning and Succession

Educational Measurement and Evaluation

1.0 Educational Measurement and Evaluation: Its nature and Scope
(18 hours)

- 1.1 Introduction to Measurement and Evaluation
- 1.2 Evolution of Concepts of Measurement and Evaluation
- 1.3 Use of Measurement and Evaluation in Education
- 1.4 Accuracy, Precision and Acceptability as Attributes in Measurement and Evaluation
- 1.5 Educational Measurement and Evaluation in the present context
- 1.6 Types of Measurement and Evaluation (Formative and Summative, Norm Referenced and Criterion Referenced)
- 1.7 Scales of Measurement (Normal, Ordinal, Interval and Ratio)
- 1.8 Role of Statistics in Educational Measurement and Evaluation (Descriptive and Inferential Statistics)
- 1.9 Uses of Educational Measurement and evaluation
- 1.10 Ethical Considerations in Educational Measurement and Evaluation

2.0 Domains and Taxonomies of Educational Objectives and use of Educational Objectives for test Construction
(12 hours)

- 2.1 Need for a Classification of Objectives in Education
- 2.2 Classification of Objectives in the Cognitive Domain (Eg. B.S. Bloom's Classification of Objectives)
- 2.3 Classification of Objectives in the Affective Domain (Eg. D.R. Krathwohl's Classification of Objectives)

- 2.4 Classification of Objectives in the Psycho Motor Domain
(Eg. E.J. Symptom's Classification of Objectives)
- 2.5 Writing of Behavioural Objectives for Construction of Test Items.

3.0 Measurement and Evaluation of Cognitive Abilities (06 hours)

- 3.1 Achievement Testing
 - 3.1.1 Different Types of Achievement Tests (Supply Type and Selection Type)
 - 3.1.2 Specific Characteristics of each type
 - 3.1.3 Principles of Test Construction
- 3.2 Intelligence Testing
 - 3.2.1 Different Types of Intelligence Tests
(Verbal/Non-Verbal, Individual/Group)
 - 3.2.2 Specific Characteristics of each type
 - 3.2.3 Principles of Construction of Intelligence Tests
- 3.3 Aptitude Testing
- 3.4 Diagnostic Tests

4.0 Measurement of Non-Cognitive Abilities (12 hours)

- 4.1 Non Cognitive Attributes
- 4.2 Problems Encountered in Measurement of Non-Cognitive Attributes
- 4.3 Measurement of Personality
- 4.4 Measurement of Attitudes
- 4.5 Measurement of Interests and Values

5.0 Measurement and Evaluation of Performance and Product (12 hours)

- 5.1 Need for Assessment of Performance and Product
- 5.2 Different Types of Performance and Product Tests
- 5.3 Evaluation of the Process and the End Product
- 5.4 Different Techniques used in Measurement of Performance and Product
- 5.5 Difficulties in Measurement of Performance and Product

6.0 *Use of Evaluation Information for Diagnosis and Remediation* **(12 hours)**

- 6.1 Meaning of Diagnosis and Remediation
- 6.2 Diagnosis
 - 6.2.1 Identifying Students with Hearing and Vision Difficulties
 - 6.2.2 Determining Strengths and Weaknesses
 - 6.2.3 Determining Causes for Unsatisfactory Achievement
- 6.3 Remediation
 - 6.3.1 Providing Motivation
 - 6.3.2 Using Clinical Personnel
- 6.4 Examination of Class Achievement
- 6.5 Individual Diagnosis and Remediation

7.0 *Desired Characteristics of Measurement Instruments and Test Construction* **(12 hours)**

- 7.1 Reliability
 - 7.1.1 Reliability of Tests
 - 7.1.2 Factors Affecting the Reliability
- 7.2 Validity
 - 7.2.1 Types of Validity (Content Validity, Criterion Validity, Construct Validity)
 - 7.2.2 Factors Affecting the Validity
- 7.3 Practicality
- 7.4 Item Analysis
- 7.5 Construction of Tests

8.0 *School Based Assessment* **(12 hours)**

- 8.1 Nature, Philosophy and Techniques
- 8.2 Meaning of School Based Assessment
- 8.3 Philosophy of School Based Assessment
- 8.4 Objectives of School Based Assessment
- 8.5 Different Types of Assessment Instruments
- 8.6 Reporting and Interpretation of Assessment Information

Teacher Education

- 1.0 Concepts and Objectives of Teacher Education (06 hours)**
- 1.1 Meaning, nature and concepts of teacher training and teacher education
 - 1.2 Needs of the educational system and the teacher education program
 - 1.3 Objectives of teacher education for primary and secondary level
- 2.0 The development of teacher education in Sri Lanka (06 hours)**
- 2.1 The indigenous Efforts
 - 2.2 Post-independence period
 - 2.3 Modern period
- 3.0 Nature of Teacher Education (12 hours)**
- 3.1 Pre-service teacher education.
 - 3.2 In-service teacher education (Continuing Teacher Education)
 - 3.2.1 Short term
 - 3.2.2 Long term
- 4.0 Learning Component of Teacher Education (18 hours)**
- i. Initial teacher development
 - ii. Block teaching
 - iii. Teaching practice
 - iv. Internship
 - v. Mentoring
 - vi. Assessment and Evaluation
- 5.0 Approaches, Methods and Techniques of Teacher Education (18 hours)**
- Approaches**
- i. Distance teacher education
 - ii. Traditional teacher education
 - iii. School –based teacher education
 - iv. E- learning

Methods

- | | | | |
|------|-------------------------|-------|----------------------------|
| i. | Micro Teaching | vi. | Brain Storming |
| ii. | Team teaching | vii. | Demonstrations |
| iii. | Workshops | viii. | Simulation |
| iv. | Project- based learning | ix. | Research – Action Research |
| v. | Program learning | x. | Reflective Practice |
| | xi. | | Journal Writing |

6.0 *Teacher Education Institutions in Sri Lanka* (12 hours)

- 6.1 Intuitions.
- 6.2 Organizational structures
- 6.3 Recruitment procedures
- 6.4 Curricula
- 6.5 Evaluation Procedures
- 6.6 MOE/NIE/ NCOE/TTC/TC/OUS/ Universities

7.0 *Teacher Education in a few other Countries* (09 hours)

- 7.1 Asian Countries
 - India
 - Malaysia
 - Thailand
- 7.2 Western countries
 - England
 - America
 - Australia
- 7.3 Recruitment procedure, Goals, Content, Methods, Evaluation

8.0 *Research and Innovation in Teacher Education* (09 hours)

- 8.1 Nature and scope of research in teacher education in Sri Lanka.
- 8.2 Areas of research in teacher education
- 8.3 Trends in research in teacher education
- 8.4 Innovations in teacher education at local and international level

Implementation of the Course

The course is conducted by the Faculty of Alternative Education & Teacher Education of the National Institute of Education.

Guidance

- * Professor.Gunapala Nanayakkara
Director General, National Institute of Education

Supervision

- * Mr.B.Sanath Pujitha - Atg. Deputy Director General,
Faculty of Research & Planning
Faculty of Alternative Education & Teacher Education
- * Ms. R.M. Saman Kumari Ranasinghe
Director, Department of Teacher Education

Organizing and Administration

- * Ms. A.K.Panagoda- Lecturer / Program Co-ordinator
- * Ms. Chandana Alahakoon - Management Assistant
- * Ms. M.M.F.Naadiya - Technical Assistant

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