MASTER OF ARTS IN TEACHING

(MAT)

PROGRAMME HANDBOOK

2018/2019
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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.
INTRODUCTION

Early days to the present
Since 1953, one year after its establishment, the School of Education, under various other nomenclatures – the Department of Education (1952-1972), the Teaching Section (1972-1984), the Department of Educational Studies (1984-2011) – has been preparing teachers for the secondary education system in Jamaica and beyond. Initially, the focus of this teacher education department was to provide professional training for teachers in Jamaica and the English speaking Caribbean who had at least a first degree in an academic subject but teaching without professional certification.

In 1961, the programme of the School extended to the upgrading of college trained teachers through a certificate in education programme. There was a further expansion in 1966 when the Bachelor of Education Degree programme was introduced to facilitate the upgrading to the degree level, graduates of Teachers’ College with certificates or diplomas. Holders of certificate completed within the School, or a diploma granted after three years of study from a College were admitted into a two-year degree programme. This degree programme was designed to cater to both generalist and subject specialist at all levels of the education system. Another development in our offerings took place in 1974 when the post graduate diploma programme introduced an in-service component. This meant that graduate teachers could become professionally certified while still on the job. This was discontinued by 1984 however due to financial constraints.

Beginning in the 1994/95 academic year, yet another track was added to our teacher education programme with the introduction of the three-year Bachelor of Education programme. This programme saw our movement into the field of initial teacher education for graduates coming directly from the upper level of the secondary system (sixth form) with advanced level qualifications. Our first cohort consisted of five students.

In summary and at present, we have three groups of teacher candidates pursuing one of our three teacher education programmes as follow:

1. Teacher candidates who are Teachers’ College diploma graduates. They enter the School of Education to complete a two-year Bachelor of Education Programme.
2. Teacher candidates who are graduates of a sixth form programme with advanced level qualifications. They enter the School of Education to complete a three-year Bachelor of Education Programme.
3. Teacher candidates who are holders of at least a first degree who are currently teaching without
certification. Sometimes entrants come directly from a first degree programme or from another profession or occupation as career changers. Whatever their entry status, they enter the School of Education to obtain professional certification usually over a period of one academic year (now part of a two-year Master of Arts in Teaching Programme (MAT) since the 2007/08 academic year). It is upon completion of the two years that the MAT rather than the post graduate diploma certification is awarded.

Providing Quality Service to a Diverse Clientele
Given the varying backgrounds and educational experiences of our potential teacher candidates, our teacher education programmes are designed to meet the professional needs of a diverse clientele and to lay the foundation for continued growth and development over the span of their career in teaching. It is the mission of the School of Education to provide our students with among other things, a world class education in keeping with the strategic goals of the University of the West Indies. Of specific relevance here is the strategic goal which commits “… to provide high quality student experience as a platform for enhanced regional and international student success…” (UWI Strategic Plan 2012 – 2017, 2012, p.6). This goal articulates well with the education sector goal of Vision 2030 Jamaica to achieve a standards-based education system that is internationally recognized (UWI Strategic Plan, 2012 – 2017; Vision 2030 Jamaica National Development Plan, 2009).

The goal to which the Vision speaks is already taking shape as we continue to mature as a teacher education institution of choice, catering to an increasingly diverse clientele and using an ever evolving multimodal approach to the delivery of our programmes. While the programmes and the range of courses within them – academic content courses, pedagogical, curriculum, foundations and those courses deemed mandatory for all university students to take - are integral to your preparation, they constitute only a part of your overall programme of study. That is, with all the preparation you receive at the university including simulation of professional practice such as microteaching, your professional preparation is incomplete without actual practice in real schools.

The Role of Schools in Teacher Education Preparation
Schools have always played a pivotal but often unheralded role in the preparation of teachers given that it is within them that the core of their professional field experience -the act of teaching - takes place. As the understanding of the community of teacher education practitioners and researchers has expanded, it is now commonly agreed that the field experience component of teacher education
should be more substantial and organized more around schools in terms of:

- The time spent in actual practice and learning about schools as learning organizations
- The involvement of experienced and exemplary teachers in the socialization of novice teachers into teaching and their subject disciplines
- The provision of mentoring support and guidance for novice teachers by trained mentors
- The provision of formative support for the improvement/development of practice as a part of the supervisory and overall assessment process

It is important to bear in mind therefore that the professional field experience is an essential and non-negotiable component of your overall preparation to teach. Teaching has an explicit moral imperative and should be undertaken with an ethic of care.
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 competent 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 is 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 School. 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.
STRUCTURE OF THE 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 CSEC, 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 MAT 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 full-time and part-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 starts in 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.

**PROGRAMME CONTENT**

The programme normally consists of a minimum of forty-six (46) 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 (6 credits)

3. Research into Teaching (9 credits) comprising:  
   a) Curriculum Action Research Report (3 credits)  
   b) Research Project in Teaching (6 credits)

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)

Only Track 1(T1), will be offered for the 2018/2019 academic year

Leading to the Award of the Postgraduate Diploma in Education

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Summer 1</td>
<td>ED50X/EDPH5001: Overview of the Foundations of Education (T1)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1 Course in Area of Specialisation (T1)</td>
<td>3</td>
</tr>
<tr>
<td>Semester 1</td>
<td>EDTL6022: The Assessment of Teaching and Learning (T1) (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 Courses in Area of Specialisation (T1)</td>
<td>6</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Internship (Teaching Practice including microteaching and professional portfolio) (T1)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Curriculum Action Research Study (T1)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Programme Structure (Part-time): Leading to the Award of the M.A. in Teaching

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
</table>
6.1 Specialisations offered are:
- Language Education: English
- Science Education
- History Education
- Mathematics Education
- Information Technology Education
- Language Education: Modern Foreign Language
- Social Studies/Geography Education

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 refund 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 the Office of 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 School of Education building (first floor) 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.

9.1.3 Assignments submitted late on grounds not considered extenuating will be penalised five (5) marks for each day late.

9.1.4 Assignments submitted later than six (6) working days after the final date for submission shall not be accepted and will be deemed to have failed.

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, First Floor, School of Education.

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:

<table>
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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>70+</td>
</tr>
<tr>
<td>B+</td>
<td>60-69</td>
</tr>
<tr>
<td>B</td>
<td>50-59</td>
</tr>
<tr>
<td>*F/S</td>
<td>45-49</td>
</tr>
<tr>
<td>*F</td>
<td>Less than 45</td>
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* 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 solely 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 courses outside of the stipulated time-frame, nor add or substitute courses after the examination timetable has been published.

*Please see page 50 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 (3) to five (5) business days to be processed.
PART 1 (LEADING TO THE POSTGRADUATE DIPLOMA IN EDUCATION)

DETAILS OF THE PROGRAMME STRUCTURE

HISTORY EDUCATION
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)
- ED50X/EDPH5001: Overview of Foundations of Education (4 credits)
- ED59E/EDHE5905: Understanding the Process of Historical Inquiry (3 credits)

Semester 1 – Specialisation (9 credits)
- EDTL6022: The Assessment of Teaching and Learning (3 credits)
- ED59G/EDHE5907: Learning to Teach History in the Secondary School (3 credits)
- ED59L/EDHE5912: Selecting Methods and Resources for Instruction in Caribbean and World History (3 credits)

Semester 2 – Specialisation (9 credits)
- EDTL5001: The Internship in Education (6 credits)
- EDTL5002: Enquiry into Teaching (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)
- ED50X/EDPH5001: Overview of Foundations of Education (4 credits)
- ED58W/EDIT5002: Networks and Education (3 credits)

Semester 1 – Specialisation (9 credits)
- EDTL6022: The Assessment of Teaching and Learning (3 credits)
- ED58X/EDIT5001: Information Technology in Education (3 credits)
- ED58Z/EDIT5004: Approaches to Teaching and Learning Information Technology (3 credits)

Semester 2 – Specialisation (9 credits)
- EDTL5001: The Internship in Education (6 credits)
- EDTL5002: Enquiry into Teaching (3 credits)

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 level 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)**
- ED50X/EDPH5001: Overview of Foundations of Education (4 credits)
- ED51C/EDLA5103: Literature Content & Pedagogy at the Secondary and Post-Secondary Levels (3 credits)

**Semester 1 – Specialisation (9 credits)**
- EDTL6022: The Assessment of Teaching and Learning (3 credits)
- ED51F/EDLA5106: Language Use Content of the Teaching of English (3 credits)
- ED51J/EDLA5110: Writing in the Secondary School (3 credits)

**Semester 2 – Specialisation (9 credits)**
- EDTL5001: The Internship in Education (6 credits)
- EDTL5002: Enquiry into Teaching (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. Foreign-language pedagogy is a very fertile field.

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 especially when students’ ability to communicate in the target language after three or more years of language learning at the secondary level is considered.
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 reformulation of foreign-language classroom teaching and learning. 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)
- ED50X/EDPH5001: Overview of Foundations of Education (4 credits)
- ED55D/EDML5504: Theories & Skills in Modern Language Teaching (3 credits)

Semester 1 – Specialisation (9 credits)
- EDTL6022: The Assessment of Teaching and Learning (3 credits)
- ED55K/EDML5511: Technologies in Foreign Language Education (3 credits)
- ED55M/EDML5513: Culture in Modern Foreign-Language Teaching/Learning (3 credits)

Semester 2 – Specialisation (9 credits)
- EDTL5001: The Internship in Education (6 credits)
- EDTL5002: Enquiry into Teaching (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.
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.

Furthermore, there is 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)
ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

• ED54E/EDSC5405: Psychology of Science Teaching
Semester 1 – Specialisation (9 credits)
• EDTL6022: The Assessment of Teaching and Learning (3 credits)
• ED54A/EDSC5401: Teaching Methodologies in Science for the Post-Secondary Level (3 credits)
• ED54K/EDSC5411: History of Science & Science Teaching (3 credits)

Semester 2 – Specialisation (9 credits)
• EDTL5001: The Internship in Education (6 credits)
• EDTL5002: Enquiry into Teaching (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)
• ED50X/EDPH5001: Overview of Foundations of Education (4 credits)
• EDSS5902: Enquiry Methods in Teaching Social Studies / Geography (3 credits)

Semester 1 – Specialisation (9 credits)
• EDTL6022: The Assessment of Teaching and Learning (3 credits)
• EDGE5911: Teaching Geography in the Caribbean Classroom (3 credits)
• EDGE5920: Teaching Geography in the Caribbean Classroom (3 credits)

Semester 2 – Specialisation (9 credits)
• EDTL5001: The Internship in Education (6 credits)
• EDTL5002: Enquiry into Teaching (3 credits)
Guidelines for 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. 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 report.

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 portfolio and later for the action research report.

The internship is graded as outlined below:

40% – The Teacher’s Portfolio
60% – Classroom Teaching / Field Experience (Practicum)

The Internship in Education

The Internship in Schools is a six (6) credit course and represents the practice-based component of your preparation to become certified teachers. To be eligible to register for this course and to engage in the practicum experience in Semester 2 of the academic year, you are expected to have successfully completed the prerequisite courses in your specialist option in Semester 1 of the
programme.

Though the *Internship in Education* is primarily field-based, it includes on-site/campus-based preparatory seminars as well as other seminars and workshops which are scheduled during the practicum period to bridge the theory-practice gap and to facilitate discussions and clarification of issues related to teaching/learning in the field.

The course carries a maximum of **140 hours** of field related work and contact time as follows:

- 9 hours of pre-field experience workshops/seminars/lectures
- 3 hours of classroom observations
- 12 hours of in-house clinical experience
- 120 hours of field teaching

To successfully complete the course, each participant is expected to:

a) Fulfil the hours outlined above by attending and participating in the seminars and workshops

b) Engage in the observations of lessons as a preliminary activity before the practicum teaching begins

c) Attend scheduled workshops/seminars/lectures during the practicum period and participate in the in-house clinical experiences planned (for example group micro-teaching or other presentations)

d) Complete the designated number of practicum teaching hours *and*

e) Submit the teacher portfolio assignment linked to the field based teaching and other activities at the time specified

**Assessment of the Internship in Schools**

The course is assessed as follows:

1) The Field Experience (Practicum) – 60%

2) Teaching Portfolio – 40%

**The Assessment of the Practicum**

- Your teaching is assessed in relation to the principles of effective classroom practice. Your teaching performance is assessed in **four main areas/categories of accomplishment** which are
further clarified by statements which indicate what performance in the specific category looks like. The categories of performance are as follows:

1) Planning and Preparation
2) Management of the Instructional Context: Classroom Environment
3) Classroom Instruction: Lesson Presentation, Delivery and Management
4) Teacher Professionalism.

• **Understanding the assessment rubric**: Your teaching performance is graded on a continuum from *outstanding* to *unsatisfactory*. On the scoring rubric you will see *specific descriptors* of what an *outstanding* performance looks like and what performance deemed to be *unsatisfactory* resembles. The same is true for the other performance levels in between – *proficient, acceptable/developing, needs improvement*. These criteria are public and will help you to recognize your performance and to self-assess as the supervisors share the results of their observations of your lessons with you. A sample copy of the scoring rubric is included for your information in the appendix.

**The Teaching Portfolio**
An assignment sheet for your portfolio will be provided separately and will outline the specific instructions for the development of your teaching artifacts. The teaching portfolio will consist of the following:

- Personal conception of teaching/teaching philosophy statement, informed by the theoretical literature and personal experience of teaching
- Description and evaluation of *two lessons* observed in preparation for the field experience teaching
- Unit plans developed for the field experience period and the lesson plans related to any *two classroom teaching/learning events* which held significance for you over the period of practicum teaching
- Reflections on teaching/learning resources used/developed and their suitability, strengths/limitation for the lessons taught
- Critique of any curriculum material used (textbook, an aspect of the subject syllabus, audio-visual or any other instructional resource), and its suitability for instruction in the subject domain
- Evaluation of the professional experience period (using log of activities done to support the
evaluation).

About this Guide
This interim professional experience guide sets out the essential protocols to be observed throughout your professional field experience period. In essence, it contributes to laying the foundation for your ongoing development as a soon to be certified professional teacher. This guide is an interim document as we work to complete a more expanded handbook for the professional experience component of our teacher education programmes.

We hope that you will find this document of practical use and value and that it will set the stage for a meaningful and enriching learning experience for you and all the members of the school community with whom you will interact as you learn more about teaching.

The Professional Field Experience Period: What You Need to Know
As you embark on this phase of your ‘learning to teach’ journey, you are encouraged to attend to the following reminders and protocols to ensure that your field experience teaching activities progress as smoothly as possible. Note also that are some slight variations in the protocols to be observed by our teacher candidates who are full-time teachers in schools, and by those who are placed.

- The letter to the school about professional experience period: MAT teacher candidates teach for the most part in the schools in which they will be assessed. A formal letter is provided for the school informing the principal of your enrolment in the programme and to seek permission for your supervisor to visit to assess your teaching. In cases where teacher candidates are placed, a letter of introduction is provided for you to take to the assigned school. This letter indicates the period of the professional field experience period and the requirements for the number of hours of teaching and classroom observations of lessons ahead of the commencement of your teaching. For this academic year, the number of classroom observation is ……

- Explain rationale for classroom observation: Explain clearly the reasons for classroom observation and how it fits into the field teaching. Be sure to prepare yourself so that you do not sound uncertain about why observation is important. We do not want classroom teachers to perceive this important aspect of learning to teach as an opportunity to criticize their teaching. This initial aspect of your field teaching can be challenging as in some cases
it is difficult to work out a timetable which is satisfactory to both parties – the school and the teachers seeking placement. Generally, the heads of department or other staff member responsible for placements are skilful at carving out a timetable from their existing one to facilitate you. Show your appreciation for their effort by thanking them sincerely and then commit yourself to do your best for the students entrusted to you for the period.

- **Be punctual**: You are expected to report regularly and punctually to the school and classes assigned to you. This is one way of demonstrating your growing professionalism.

- **Plan for contingencies**: Plan for all your sessions and inform the class teacher in sufficient time if you have to be absent for a critical reason such as to do a test on campus. Discuss this impending absence with the class teacher or teacher mentor so that you do not cause too much disruption to the delivery of the curriculum.

- **Seek out critical contact information**: Obtain the contact information for the school, class teacher or the school-based teacher mentor, so that you can make a call in an emergency situation – defined here to mean an unplanned/unexpected absence from your teaching assignment.

- **Register your attendance**: Please remember on the days you teach to register your attendance in the register provided to you by the School of Education. This register will be used by us to ensure that you fulfil the requisite number of hours for the field experience component of the programme. All teaching days must be signed by the class teacher. Returning the register to us is an indication that you have completed the requisite hours of teaching and/or other teaching related activities to satisfy the professional experience hours.

- **Obtain the relevant curriculum guides and policy handbook**: Become familiar with the school’s policies and codes. Obtain the curriculum guide for the class assigned to you so that you can plan your teaching within the larger framework of the students’ programme of study. This is especially important at the lower school where curricula may be more diverse than at the upper levels where you can obtain your own copy of the curriculum guide provided by the Caribbean Examinations Council online.

- **The school’s academic calendar is very handy**: Obtain, if possible, a copy of the school’s handbook and/or academic calendar to acquaint yourself with the daily activities and significant traditions/customs of the school. Try to know ahead of time, the special events/activities that will affect your lessons and inform your supervisor. This will help
them to make any necessary adjustments to their schedule for the day.

- **About the loss of instructional time**: Note that instructional time lost during the field experience period due to school activities including scheduled midterm tests cannot be counted in the number of hours completed.

- You need to convince the school/teachers of the rationale and purpose of your observation of teaching.

- **Teaching hours – Minimum number of hours required and documentation of activities:**
  a) Your full school day will be designated as your professional field experience which means that your supervisor can visit at any time. This will allow you to satisfy the requirements for the total number of hours needed. The actual period of the practicum extends over a **12-week period**. Over this period you should have logged a minimum of **10 hours per week of classroom teaching and other teaching related activities to give you the number of hours. At the end of the designated period of the practicum, you should have a maximum of 120 hours to your credit.** This stipulation as to number of hours applies to both teacher candidates who are full-time teachers and those who are placed. In consultation with your option coordinator, supervisor, or cooperating or mentor teacher, explore other possibilities for satisfying the teaching hours if scheduled class time alone will not do. For example consider providing individualized instruction to students who are behind or are in need of additional help for one reason or another.

  b) Engage in other activities such as conducting form time activities or volunteering in the school library. The idea is to think of additional school-based activities that you can perform to make up for the teaching time where it is likely that you might not achieve the minimum number of hours stipulated.

  c) **Documenting practicum hours**: you will be required to use a log sheet (to be provided) to document your teaching and other related activities over the period. Critical details to be provided include:

  - Date and time period of specific activities;
  - Nature of the activity (e.g. teaching grade 10A, or tutoring of individual or small group of students; work in library or any other activity done by you to make up teaching hours where necessary). You must indicate the session in which you were observed and/or assessed by your practicum supervisor or a school-based teacher/mentor/head of department;
Your teaching and other practicum-related activities that you log must be verified by your head of department and supervisor in the case of teacher candidates who are full-time teachers and by the cooperating teacher or head of department to which you are attached in the case of teacher candidates who are placed. Please make sure therefore that they are kept aware of your activities and can sign off on these at the end of the practicum period;

The logging of your activities should be done on a consistent basis. Please note that you will be required to submit your completed log of activities as an annex to your teacher’s portfolio assignment.

Teacher Professionalism: Professional Conduct, Dress, Disposition and Expectations

The following protocols are applicable to all MAT teacher candidates:

- **Dress professionally**: Whether you have been placed or you are a full-time teacher, the requirements to dress professionally and to comport yourself likewise applies to you. You are expected to dress professionally. Some schools have developed their own dress code while the Ministry has provided one for the sector.

- **Let good sense prevail**: Generally, good sense should prevail in dressing to engage in this phase of your professional preparation. Do not wear jeans on a Friday and certainly no flip-flops (for the female teachers) or sneakers (for the male teachers) generally. The profession frowns on the wearing of too many accessories and in particular nose rings by females and earrings by males.

- **Professional behaviour**: Be respectful in your speech and mannerisms to all with whom you interact – the student, teachers and any other school personnel.

- **Know the school’s rules before enforcing your own**: for our teacher candidates who are placed, consult with the class teacher or school-based mentor on matters of sanctions and punishments for students. Be familiar with the school’s codes for late assignments, non-submission of assignments, and absence from a class test among other things, before instituting your own. We expect our teacher candidates who are full-time teachers in the schools to be familiar with their school rules.

- **Establishing good relationship with the teachers**: Make every effort to cultivate a genuine working relationship with the class teacher if you are placed; invite them to observe and give comments, share your thoughts and ask for their suggestions. Offer to help with any additional work that you can manage – for example the reading/marking of school based
assessment drafts (SBA’s) if you are working in the upper school, or assist with the marking of scripts or the class register if in the lower school. The thing to do is to offer to help with manageable tasks given your busy campus schedule. For our full-time teacher candidates, you also need to rely on the good will of your colleague teachers, in observing your classes for you if you are seeking feedback on an aspect of your teaching performance you wish to improve or study. You will also need to make observations of your colleagues, informing them of your enrolment in the programme and the requirements can go a long way in getting them to be cooperative.

- **Ambassadors of the School of Education**: For our teacher candidates who are placed, be reminded that in going into the schools, you are not only representing yourself as an individual but you are representing the University of the West Indies generally and the School of Education in particular. We are counting on you to be a good ambassador.

- **Make a clean exit from your professional field experience setting**: This applies to our teacher candidates who are placed. Return materials borrowed from the school/teachers as well as students’ test and written assignments. Ensure that all materials borrowed from the department to which you are attached are returned in the condition in which you received them. Work done by students for assessment purposes must be marked and returned to them.

**Preparation for Teaching**

**Taking care of the preliminaries:**

- **Have planning document in hand at all times**: As a teacher candidate (whether teaching alone or with a peer) you are expected to have a copy of your lesson plan with you at all times. Your supervisor will instruct you specifically on whether you are to have an additional copy to present to them to be appended to their assessment instrument or if they will only need your plan to copy information in their observation booklet.

- **Resources and materials for teaching**: Preparation for teaching includes obtaining the resources necessary for the lesson or requesting such resources in time from the department – globes, maps, books, multimedia or any other instructional resource that the school is willing to make available to you.

- **Do preliminary checks to ensure needed aids/resources/ and other items critical to your lesson are available/working**: Check beforehand that the classroom is equipped with electrical outlets in working order before turning up with electrical gadgets without
alternative sources of energy (batteries).

- **Forward planning**: Plan ahead if you need to reorganize the classroom for your lesson so that too much time is not lost in organizing for the lesson. This advance planning also means finding out the policy for the replication of test papers or other paper-based activities so that these are not done immediately before the commencement of your lesson. Usually, this last minute preparation causes much anxiety and things tend to go wrong to worsen the situation (machines out of paper, the staff responsible to address this is nowhere to be found, power outage...)

**Key Features of Classroom Practice**

**Unit and Lesson Planning**

- Your unit and lesson plans are tangible evidence of your engagement in the cognitive side of planning. They tend to serve as *aides-mémoire* by the time you are ready to implement your lessons, but only if you spent quality time in preparing them.
- Before you can begin to plan for your teaching, discussions with the cooperating teachers must take place. This is to establish the topic on which your unit and lesson plans will be based and to take into consideration any suggestions or advice the teacher might offer.
- Be reminded that the unit plan organizes a specific topic/theme/concept into a series of lessons for a specific period which can extend over a few to several weeks. Review your course notes on this aspect of classroom planning and ensure that you make use of the syllabus for the specific grade to note the specifications (breadth and depth) for the topic/s.
- Decide carefully on your goals/aims for the unit for these will help you in working out the sequence and focus of your individual unit lessons.
- Select appropriate resources and materials for your lessons and ensure that the activities are in keeping with your unit goals and lesson objectives.
- Your plans for assessment should be an integral part of your unit and lesson planning activities. The assessments should be linked to your objectives and contain the right amount of challenge appropriate to the students’ level of cognition and preparedness.
- Your actual teaching represents your plan-in-action. Do not think, however, that you cannot make changes-in-action. Very often, teachers have to make adjustments to their lesson plan in the implementation stage because of a variety of unforeseen events that can occur during
a lesson. Show some flexibility and think through why the changes were necessary. Be prepared to document and justify the adjustments made. This decision-making activity during a lesson is an example of reflection-in-action; your conscious interrogation of the events of a lesson and the reasons for their occurrence is referred to as reflection-on-action/practice, taking place after a lesson.

**Lesson Structure**

- Lesson structure refers to the logical arrangement of a lesson into its distinctive components.

- **Set induction/Introduction**: The commencement of your lesson should provide the appropriate motivation and stimulation for students and enable them to call on the necessary prerequisite knowledge to link previous knowledge with the lesson at hand. Vary your introductions and familiarize yourself with the different types of lesson introductions - how you use these is a matter of personal choice and individual creativity.

- **The Major Phase of the Lesson or the Development or Body**: Different subject areas have their own unique ways of planning and describing the components of a lesson. Some terms are common across disciplines. The actual body of the lesson in any discipline will consist of a major activity – or two or more activities – depending on the length of the session. Irrespective of disciplinary variations, all lessons are similar in their formal structure. Thus your supervisors will focus on a number of teaching/learning issues which include but are not limited to the following:
  
a) Your *use of language* generally; how you communicate, verbal and non-verbal – the use of tone, inflection, body language, facial expression;

b) How you *give instructions* for the commencement of an activity, how you provide *explanations* and how you *transition* from one activity to the next;

c) How you *pace* your lesson and the momentum you achieve

d) How you *ask questions* (the strategies used), the types and levels of your questions and how you manage students’ responses

e) The *strategies/instructional methods* and *resources* selected

f) and their appropriateness for the content to be taught, the cognitive levels of the students and in keeping with the objectives to be achieved;
g) How you conduct *specific types of lessons*. For example in a demonstration lesson, sequencing is as important as your explanations. For a lesson in which group activities are given, how you give instructions, distribute resources to groups, organize the group tasks, monitor and attend to group processes are important. Issues of timing, reporting phase and the handling and summarizing of findings are critical to the effective use of grouping as a method of instruction;

h) Your use of *stimulus variation to prevent fatigue, relieve boredom* and to cater to differences in learning styles by making use of the different senses;

i) Your ability to *manage* (prevent or deal with) students behavioural problems.

- *Lesson Culmination/Closure:* Lessons should not end with the bell/buzzer. The end of the lesson is just as critical as the beginning. Practise good time management so that the ending of the lesson is not rushed and so that sufficient time is available to bring the lesson/session to an appropriate closure. Attend to the function of the closure so that students’ learning can be gauged, time is given for a general review or guidance given for them to engage in extension learning (the homework task), or a framework established to move on to a new topic. Vary your closure. Familiarize yourselves with or review the different types of lesson closure.

**Teaching Style: What distinguishes one teacher from another?**

- Every teacher possesses his or her own unique disposition and demeanour which in turn influence teaching preferences. In recognition of the artistic nature of teaching, your supervisors are open to variations in teaching approaches.

- At the same time, supervisors will guide you in the examination of teaching styles which are not suited to the learning styles of students and which are not facilitative enough of their learning needs. In other words, your supervisors will help you to recognize where modifications can be made to enhance students’ learning.

- Be conscious of the need therefore to vary your teaching styles and to work on the use of methods which you might initially feel uncomfortable with. With practice you should overcome this feeling of discomfort. Try therefore to become open-minded and flexible so that you focus on catering to the learning needs of your students.

**Management of Lesson and Students’ Behaviours**

- *Keep housekeeping matters to a minimum:* Try to minimize the time spent on
housekeeping activities before the commencement of the lesson. In other words, plan so that you maximize the time spent on lesson delivery.

- **Practice certain well-documented teacher behaviours:** Learn some more about the type of behaviours that effective teachers display and use your field teaching as an opportunity to practise some of these behaviours. Among those that you should try to do some additional reading on, are the following:
  
  i. *Being with it* – this means trying to be aware of what is happening around you in the classroom. Try not to speak while facing the white-board; establish eye contact with the students while addressing them. Let students realize that you are keeping an eye on them at all times.
  
  ii. *Overlapping behaviours* – this ability comes with experience, but you will find that the very nature of classroom teaching will require you to engage in more than one task at a time. Know your limit and get students to be aware of your willingness to attend to their needs on an individual basis until you develop the skills to do otherwise.
  
  iii. *Desist* – the effort teachers make to stop a potentially disruptive behaviour. Be careful how this is done and assess the situation before making a decision on what to do (Manning & Butcher, 2007).

- **Avoid those behaviours that research suggest are counterproductive:** As with the behaviours which characterize effective teachers, read some more about those which can reduce the effectiveness of your lessons:
  
  i. *Satiation* – this happens when a lesson is taught for too long that the students grow tired of the topic. If this happens there is likely to be some flaw in the planning process. Make sure your plan for any topic is not too drawn out and that you make use of a range of strategies appropriate to your lesson objectives.
  
  ii. *Jerkiness* – this occurs when the lesson lacks smoothness and and appropriate rhythm. The lesson becomes ‘jerky’ when the teacher switches from one activity to another too suddenly or when activities are left incomplete to commence another. This concept of jerkiness has a lot to do with issues of improper pacing, flow and momentum.
  
  iii. *Stimulus bound* – when the teacher becomes distracted by an event or issue and leaves the lesson ‘in suspension’. This causes a loss in focus and momentum. It might be difficult to get students back on track.
iv. **Thrust** – when the teacher fails to consider the readiness of students to receive new instructions, or any other form of teacher talk which is ill-timed, especially when they are engaged in an assigned task.

v. **Flip flops** – when teacher moves from one activity to the next then returns to the abandoned activity (Manning and Bucher, 2007).

- **On managing your lessons effectively:** We certainly do not expect our teacher candidates to engage in any of these ineffective teaching practices. We therefore urge you to find the time even as you are inundated with reading for your lessons, to consult the education literature on topics such as planning, classroom management and on other issues linked to practice. We recommend this so that you not only increase your knowledge about teaching through practice but also through the complementary activity of reading and researching.

**Assessment of Learning**

- **For our teacher candidates who are placed, work with the classroom teacher in making decisions about assessment:** Provisions for the assessment of learning should be made in consultation with the classroom teacher to establish the protocols followed by the schools.

- Assessment should be continuous and varied. Use the time dedicated to the planning of your lesson and instructional activities to decide on how you will gauge, monitor and measure students’ learning. Assessment opportunities should feature throughout your lessons. Become familiar with the concepts **assessment of learning** and **assessment for learning** and incorporate them into your classroom practice. This will ensure that you do not fall into the trap of appending assessment to the tail end of your lessons.

- **Providing feedback to students:** the provision of constructive, meaningful and timely feedback concretizes the concept of assessment for learning. Make this an ongoing feature of your lessons and reward students with a grade or some other incentives for significant work done in addition to the paper and pencil test you will give.

- **Making your assessment processes public:** Inform students of your plans for assessment (whatever form it takes) and make public (that is, inform students), the criteria you will use to assess their work – whether a group activity, an individual piece done in class/at home or a class quiz used to gauge learning at the beginning or end of a lesson.

- **Handing over grades to the incumbent teacher:** Ensure that you pass on all grades assigned to students’ work to their class teacher with sufficient evidence of the work
assigned and criteria used to allocate the marks given. Get the classroom teachers to trust your work by doing it well.

Teaching and Classroom Inquiry

- **Teaching as experiment**: Remember that your activities in the schools during the field experience period combine both teaching and classroom inquiry. This is the case for all teacher candidates in the different programmes, but there are differences in emphases for each group.

- **Integrating unit/lesson planning with plan of action for teaching and finding a suitable topic to investigate**: You must see your planning for teaching as your plan for collecting data on the issue of practice your are investigating.

- **Collecting relevant data as you teach**: This will not be easy but neither is it all that difficult if your teaching intervention is well planned and made into a purposeful activity. You therefore need to think about the different ways you can collect data as you teach, while at the same time not compromising your primary responsibility to the students, which is to teach them.

- **Observation data**: Think of how to conduct your observation of students while they are doing a task, so that if you are interested in how students work in a group setting, you can make anecdotal notes during the time they are working together. You might also seek the help of the classroom teacher or a peer to help collect data on your teaching. If, for example, you are interested in knowing how well you manage the flow of conversation in your classroom, you will need another pair of eyes to observe and graphically represent the flow of conversation by drawing a verbal flow diagram. This diagram will show how you interact with students, how students interact with each other and who initiates talk. This is one way to establish how student- versus teacher-centred your lessons are. Ask for assistance in learning how to construct this verbal flow diagram if interested in doing so.

- **Being a real classroom practitioner-inquirer**: Knowing what you would like to find out about your teaching or about students’ learning or about the usefulness of a theory/method/instructional resource is the first step in linking your teaching and researching/investigating activities to obviate the need to return to the school to collect additional data after the teaching period has ended. For your teaching to be focused you must spend some time in the first few days of teaching or at least in the first week in
thinking about an area of focus. This will help you to plan lessons with that focus in mind and to begin your collection of data early.

- **Reading the relevant literature to keep abreast.** You need to read the relevant educational literature/texts/journals while you teach to inform what you do. The literature can also provide you with additional insights into the issue as well as ideas that you might include in your teaching that you had not thought about previously. Consulting the educational literature or material relating to teaching and learning in your subject area while you teach is a good way to avoid learning after the fact, about something you could have done.

- **Explaining your work to students:** Explain to students, that in addition to teaching them, you are also doing research on classroom teaching/learning. Inform them that you will need to collect some data from them such as work samples, and possibly interview them and require responses to questionnaires or any other type of data from them. Let them feel valued rather than used and ensure that the necessary research protocols are observed. That is:
  
  a) Ensure that you seek their permission (*informed consent*) and indicate to them that school data produced by them such as their test papers and class work done, or their journals or reflections on their learning that you will ask them to keep/write, will help you in your study. Collect, copy/scan and return to them. Remove names and any other means of identifying the students or the school.
  
  b) Assure both students and staff from whom you collect data that the information will be treated confidentially and pseudonyms used to protect their identities.
  
  c) Find out the correct way to proceed (that is whether you need parental consent to collect sensitive data depending on the age of students). The suggestion here, however, is to confine your work as far as possible to data that can be reasonably collected without the need to seek parental consent.
  
  d) Share with the class teacher and/or school based mentor, as well as your supervisor, the data you intend to collect to establish the ethical issues you need to take into consideration. As a rule of thumb, you are expected to read around these research matters, so consult the texts recommended on the ethical issues involved in doing classroom research.

- **Stages in the Development of your Classroom Action Research Study:** Having done a full semester of courses relating to your subject area and other educational courses which provided the foundational knowledge needed for teaching,
you should have begun to think about the difference these different categories of knowledge have made to your overall knowledge about teaching and how you can apply these different areas of knowledge in your practice. The professional field experience period will provide you with the initial opportunity to become a teacher researcher as you purposefully document your teaching and identify an aspect of your practice that you would like to investigate or study.

- **Step 1**: decide on a topic on which to focus: describe in writing the issue or problem of practice that you wish to focus on/investigate and say why this issue is important to you.

- **Step 2**: do a literature search, beginning with the UWIMONA Main Library databases to see what has been written on the topic.

- **Step 3**: formulate at least three questions that you think will help to guide your classroom investigation. Make sure that your activities are reflected in your unit and lesson plans. The lesson plan should be seen as your action plan for you classroom based inquiry/investigation/intervention.

- **Step 4**: decide on the methods of data collection that will most likely help you to acquire the data needed. If your own practice is at the centre of your investigation it would be wise to engage the services of your cooperating teacher, teacher mentor or the head of department or a trusted colleague to observe your teaching. You should discuss your focus with the observer so that the specifics of the observations are worked out prior to the actual observations. Remember that you will most likely need to gather data from students through interviews, questionnaires and from samples of their written work depending on the issue of concern. Consult regularly with your supervisor on the steps in the action research process.

### Supervision of Teaching

- **When does supervision begin?** The supervision of your teaching is expected to commence at least one full week after you assume your teaching activities.

- **What precisely should I do to ensure that the process works smoothly?** You can begin by providing your option coordinator/supervisor with a copy of your timetable as soon as this has been settled. Ensure that you indicate clearly the location of your classroom, especially if the sessions are not held in the actual form room.

- **How often will I be supervised?** Supervision has a developmental focus so your supervisors will pace/schedule their visits to ensure that they can track the progression of
your teaching from one visit to the next. Their visits, however, are likely to be scheduled depending on:

i. the number of teacher candidates they are supervising,
ii. how lessons are timetabled,
iii. the geographical distances between schools, and
iv. their other scheduled activities.

- **Will supervisors inform us of the time of their visits?:** You might discern a pattern as the supervisory visits gain momentum but please note that supervisors are not obliged to inform you of their schedule to visit. The main advice for you here is to be prepared for your classes at all time. It is becoming increasingly common for supervisors to collect phone numbers and email addresses from their teacher candidates to aid in the timely communication with them if there are changes in schedules. Alternatively, you might need to communicate with your supervisor about any changes. For logistical reasons, supervisors will likely inform you of an impending visit so that last minute changes to your teaching schedule can be communicated to them.

- **Reflection on practice:** Supervisors will allow you to reflect on and evaluate your lesson before making their evaluative comments. Your ability to engage in reflection-on-practice is also assessed, so attend to the lessons learnt and the materials provided in your seminars about reflective practice and the habits of mind to cultivate as a reflective teacher. In addition to your oral reflection, you are required to provide a written reflection on all your lessons (those observed) to your supervisors. The other reflections will be needed to inform your Teacher’s Log assignment and your final action research report.

- **The reflective practitioner model underpins our teacher education programmes in the School of Education:** The tradition of field-based supervision in the School of Education at the University of the West Indies is one premised on the promotion and facilitation of reflective practice. Supervisors will help you to deconstruct your lessons through questioning and to examine implementation against the initial plan. You should become acquainted with this type of reflective conversation and recognize it as a means of providing support but also constructive critique as well. The dialogue with your supervisor should always be respectful and professional. It should never become combative.

- **Verifying your post-observation meeting with your supervisor:** At the end of the post-teaching discussion, whether this takes place at the school or on the university campus,
your supervisor will provide you with a form to co-sign. Please read carefully the information written on the form by your supervisor, for in affixing your signature, you are indicating that you are in full agreement with what is written about your teaching. See a sample of this form in the appendix.

- **Number of visits to teacher candidates**: Visits by your field experience supervisor will be spread out over the duration of the period designated as the professional field experience period or the internship. We suggest that teacher candidates make their full teaching timetable available to supervisors so that they can determine how they will work out their visits and supervision. You can discuss with them your ideas about the period of supervised practice and your focus for the action research report. While you may not be visited in the different grades you teach, you might wish for your supervisor to see you in action in the specific grade/grades you have identified for the purposes of your classroom action research activities. As noted earlier, the period of supervised teaching extends over ten weeks, commencing by the second or third week after schools reopens for the Easter term/semester or after you begin your teaching. There will be a minimum of four visits over the designated 12 weeks of teaching.

- **Other support mechanisms – The cooperating teacher or school-based teacher mentor**: For teacher candidates who are placed, call upon the class teacher (cooperating teacher) for advice. Try to build a relationship with the teacher to elicit as much support as you can from him/her. If there is a UWI-SOE teacher mentor at the school, ensure that you benefit from his or her guidance and support. The head of department/teacher mentor or cooperating teacher should be familiar with your activities as they (one of the three) will need to sign the verification section of your log of activities document.

**Please Note the following:**

1) The log of activities must be submitted as a separate document – as an annex – to your teacher’ portfolio assignment. When submitting the log of activities, please print the cover page with the information required. The signatures specified/required are to be written on the line provided in the textbox.

2) The sample provided is indicative of the type of information you are expected to provide as you log your classroom instructional and other activities for each day. Try to be as concise and economical in your use of words as possible in logging your activities so that you will not require more than one log sheet per day. In this way you will use no more than five sheets per week.
3) Use the last row of each log sheet to document the total number of classroom contact hours for each day as shown. In the column labelled “Week”, indicate the week number (e.g. 1, 2, 3).

4) You might not complete the same number of hours each day. It is important, though, to ensure that by the end of each week, you would have met the stipulated number of hours for each week.

5) In the column labelled “Other activities”, you log activities which are not actual classroom teaching activities, though they may be instructional activities outside the regular classroom teaching time.

6) Other activities can be form time, individual/small group tutoring, acting as a substitute teacher, volunteering in the school library, and assisting in any other school/subject related activities unique to your teaching context that will help you to meet the number of hours required for your professional field experience.

7) Discuss the additional activities you have identified with your practicum supervisor, head of department, cooperating teacher or the UWI-SOE teacher mentor in your subject discipline if such a mentor is present in your school.

8) The first five pages have been provided for you. Just continue to add the additional rows as you go along. The header row is set to be repeated as you move from one page to the next.

9) The logging of your daily activities should complement your reflections on and evaluation of the lessons taught and other activities you engage in. If well done, the information logged should help you in your overall reflection on the professional field experience period.

10) Finally, the log of activities serves an administrative function. That is, it will help the School of Education to keep track of your teaching activities and the fulfilment of the hours of practice stipulated to satisfy certification requirements.

References and Works Consulted


NJ: Educational Training Service.


McCallum, D. (2008, May). *The school as pioneer of training in secondary education in the Region*. Invited paper presented at the School of Education, Education Forum held at the Neville Hall Lecture Theatre, Faculty of Humanities and Education, UWI, Mona Campus under the theme ‘Celebrating the Contributions of UWI (Mona) to Education in the Caribbean’. 9 pages.


Retrieved from http://plainipolis.iiep.unesco.org/
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

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)

Choose one Elective

- ED60V/EDRS6116 Fundamentals of Data Analysis
- ED60W/EDRS6023 Introduction to Qualitative Research
- ED60X/EDRS6024 Qualitative Research in Education
- EDRS6003 Mixed Methods Research in Education
- EDRS6726 Quantitative Research Methods
- ED61I/EDLA6109 Literature and Education for Sustainable Development
- ED63G/EDEA6307 Administrative of Technical Vocational Programmes
- ED64D/EDSC6404 Environmental Education
- ED67G/EDRS6707 Seminar in Educational Research
- ED67J/EDHE6710 Seminar on Issues in the Caribbean
- ED67M/EDME6714 Introduction to Instructional Systems Design
- ED60T/EDTE6022 Inside Classrooms
- ED66A/EDSS6608 Education and Citizenship

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)
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, 2019 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 31, 2019**, may not be processed in time for graduation.
Go to the Student Administration system SAS Website
The SAS Website 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)

Click on Enter Secure Area

Type your ID number in the space provided, e.g. 620000001

Enter your Password: The default is your date of birth in the format YYYYMMDD.

Click on Login

The “MAIN MENU” will be displayed
Personal Information
Student Services

SEARCH FOR YOUR 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.

Please see the next page for guidelines
Go to the Registration Menu
Click on the Student Services link
Click on Registration
Click on the Look-up Classes to Add link
Select the appropriate term (choose from the drop down menu) and click Submit

Identify what course or group of courses you are looking for.
- 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
- 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
  - 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 a programme at a specified campus and cannot register for courses at another campus without special permission.

Mona – Affiliates
- Available to all students and include courses taught at the following institutions:
  - St. Michael’s Theological College
  - United Theological College
  - Edna Manley College
  - Mico University College
  - Shortwood Teachers College
  - Moneague Teachers College
  - Bethlehem Moravian Teachers 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!
- 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

Click on Class Search – to obtain information

Identify courses you wish to select
- Write down the CRN
Click the box in the Select column next to the course(s)
Click Add to Worksheet to place the CRN in the Add/Drop page
OR
Click Register to select the course(s)

Note: A student can also use the Class Search 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:

Lecture: BIOL1261 (BL12B) Diversity of Organisms
Tutorial: BIOL1261 Tutorial BIOL1261
Lab: BIOL1261 Lab BIOL1261

GOVT1008 has lecture and tutorial components. Students registering for this course must register for two streams/sections of the course:

Lecture: GOVT1008 (GT12A) Intro to International Relations
Tutorial: GOVT1008 Tutorial GOVT1008

Identifying lectures, tutorials and labs

<table>
<thead>
<tr>
<th>CRN</th>
<th>All streams/sections, i.e. each lecture, lab or tutorial will have a unique CRN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>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.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Lecture Title of the course, e.g. (BL12B) Diversity of sections: Organisms Tutorial ‘Course Code’, e.g. Tutorial sections: BIOL1261 Lab sections: Lab ‘Course Code’, e.g. Lab BIOL1261</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Go to the Registration Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click on the <em>Student Services</em> link</td>
</tr>
<tr>
<td>Click on <em>Registration</em></td>
</tr>
<tr>
<td><strong>Click on the <em>Add/Drop Classes</em> link.</strong></td>
</tr>
<tr>
<td>Select the appropriate term (choose from the drop-down menu) and click <em>Submit</em></td>
</tr>
<tr>
<td>In the <em>Add Classes</em> Worksheet area, enter the CRN for each course (NOT the course code).</td>
</tr>
<tr>
<td>Type in the CRN* for each course if you know it</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Click on <em>Class Search</em> to look for courses and CRN</td>
</tr>
</tbody>
</table>

* 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.

| Click on *Submit Changes* |
| **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

**POSSIBLE 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Error Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite</td>
<td>UWI Course(s) that the student must have already passed.</td>
<td>PREQ and TEST SCORE-ERROR</td>
</tr>
<tr>
<td>Test Score</td>
<td>Non-UWI Course(s) that the student must have already passed, e.g. CXC, A’ Level, CAPE, etc.</td>
<td>PREQ and TEST SCORE-ERROR</td>
</tr>
<tr>
<td>Co-requisite</td>
<td>UWI Course(s) that the student must be registered for in the same semester.</td>
<td>CORQ_{Course Code} (CRN) REQ e.g. COREQ_MATH3130 11236 REQ</td>
</tr>
<tr>
<td>Faculty Credit Limits</td>
<td>Limit on the maximum number of credits a student can register for in a semester, without Faculty approval.</td>
<td>MAXIMUM HOURS EXCEEDED</td>
</tr>
<tr>
<td>Quotas</td>
<td>Limit on the number of students allowed to register in the stream/section of a course.</td>
<td>CLOSED SECTION</td>
</tr>
<tr>
<td>Student Restrictions</td>
<td>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.</td>
<td>LEVEL RESTRICTION COLLEGE RESTRICTION DEGREE RESTRICTION PROGRAMME RESTRICTION MAJOR RESTRICTION CLASS RESTRICTION CAMPUS RESTRICTION</td>
</tr>
<tr>
<td>Criteria</td>
<td>Description</td>
<td>Error Message</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Repeat Course Already Passed</td>
<td>Students cannot register for courses they have already passed in their current programme</td>
<td>RPT HRS EXCEED</td>
</tr>
<tr>
<td>Linked Sections</td>
<td>Students are required to register for all applicable ‘schedule types’ associated with a course. Schedule types include the following: Lectures Tutorials Labs Seminar Clinical Field Work Internship Workshop</td>
<td>Please register for Lecture section simultaneously Please register for Tutorial section simultaneously Please register for Lab section simultaneously Please register for Seminar section simultaneously Please register for Clinical section simultaneously Please register for Field Work section simultaneously Etc. Note: The message “LINK ERROR” may also occur</td>
</tr>
</tbody>
</table>
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 will be able to find the required information without any difficulty. Enjoy your stay at UWI, MONA, and remember this: “Effective use 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 at 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.

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 MAT are able to use this facility free for one hour each week. Additional time can be purchased The Main Library also has computer facilities.

The School of Education Computer Laboratory is situated in the Science, Mathematics and Information Technology (SMIT Center) building on the ground floor. It is used principally for teaching purposes.
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. 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 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 mentioned in your text. There are a couple of qualifications to be 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 allusions 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 your 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:


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.


PsycARTICLES database.

USEFUL ADDRESSES / TELEPHONE NUMBERS

Director’s Office
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
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Telefax: 977-4248

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

Ministry of Education
2 National Heroes Circle
Kingston 4
Telephone: 922-1400

Ministry of Education
Caenwood Complex
27 Arnold Road
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Telephone: 922-9370 / 922-9374 / 922-7286

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