

PROGRAMME PHILOSOPHY & DESIGN

The Postgraduate Diploma in Education (PDE) aims to provide persons with pedagogical / andragogical skills as well as research literacy skills to serve as effective instructors in secondary and/or adult education in various specializations. The course focuses on sensitizing educators to the effect of the quality of the instructional process on learning outcomes. Integral to the process are professional attitudes and ethics as they contribute to the totality of performance.

Course Design

The course consists of ten (10) modules, eight of which are delivered in two consecutive summer sessions. There is an intervening Practicum which facilitates teachers/lecturers participating in the course, with minimum disruption of their substantive teaching positions. It provides the opportunity to fuse theory and practice under formal supervision and runs for twelve (12) weeks. Participants are expected to complete a research project by the end of the 15-months course. This is a culminating activity which synthesizes perspectives and outcomes from the totality of the education experience throughout the course. A blended instructional approach is used in the delivery of this course of study. Consequently, a variety of blended modalities is employed including web enhanced, web assisted, blended and hybrid online delivery options.

ENTRY REQUIREMENTS

- At least a first degree or the equivalent from a recognized, accredited institution.
- Evidence of teaching at the required level
- Evidence of being able to provide a teaching time-table to meet Practicum requirements of twelve (12) hours weekly, in an appropriate specialization at the required level

Course Content/Structure

The course is offered in two tracks - higher education and secondary education. It comprises seven (7) core modules as well as three (3) modules related to the track chosen (concentrations designed to cater to the specific requirements of each group) giving a total of thirty (30) credits.

MODULE DESCRIPTIONS

Assessment of Learning Outcomes

This module aims to provide participants with basic knowledge and skills for understanding the purpose of classroom assessment, opportunities to construct appropriate assessment instruments, administer assessment instruments, and interpret assessment results. Topics include: Assessment Theories, Measuring Achievement, Performance Testing, Assessing Attitudes, and Interpreting and Using Test results.

Educational Psychology

This module provides the theoretical framework which undergirds the practical and technological aspects of teaching. The module is designed to help educators acquire a better understanding of learning and their roles as facilitators of learning. Participants will focus on human behaviour in the teaching-learning environment, looking at factors which influence teaching and learning and their implications for the educative process for the learner.

Education and Society

This module focuses on the dynamics and inter-action between educational institutions and their social context. It is designed to help participants develop a greater awareness of the nature of the issues and problems facing Jamaica and other Caribbean

MODULE DESCRIPTIONS

nations and the dynamic relations between their education systems and their societies. Participants should thus develop the ability to be reflective about the role of education and the larger society that education and educators help to form.

Professional Development Seminar

This series of seminars are designed to provide opportunities for students to explore issues of professional importance in the development and delivery of higher education. It encourages participants to reflect on various issues related to the teaching profession and to assess their own thoughts and behaviours in light of the topics discussed. Topics include: Issues in the Practice of Education – Experiences in the Classroom, Student-focused Learning vs. Examination-focused learning, The Teacher as Quality Manager; and Professionalism and Ethics.

Practicum

The practicum is scheduled for a period of twelve (12) weeks (September to December) after the first summer session. Participants are supervised by mentors during their regular teaching schedule who guide the process and monitor and assess the progress of the participants. Mentors provide guidance in lesson preparation and presentation.

MODULE DESCRIPTIONS

Research Methods

This module is designed to expose participants to the basic principles involved in research. Participants are therefore introduced to basic knowledge and skills that will assist them to critique research, use findings from research, and otherwise use quantitative and/or qualitative techniques to solve educational problems. Emphasis is placed on acquiring skills to facilitate an action research project.

Research Project

This is a culminating activity in which participants synthesize perspectives and outcomes from the totality of the education experience throughout the course. Students will usually be involved in some research related activity as part of their Practicum experience or in the semester immediately following the Practicum period which will form the basis for the project report. The emphasis for this research project is on action research. The possibility however exists for completing a traditional empirical research or research synthesis (comprehensive essay) where participants have strong knowledge in that area.

HIGHER EDUCATION TRACK

Adult Education

This module addresses the special needs of late adolescent and adult learners. Students develop competence in planning and conducting learning situations for the late adolescent and adult learner using appropriate learning methods and teaching strategies.

Curriculum Planning and Development

This module enables participants to analyze critically the philosophical, theoretical, and practical issues pertinent to curriculum planning, development, and implementation in various curriculum designs at the tertiary levels. Topics include: Foundations of Curriculum Planning, The Role of Philosophy in Curriculum Planning, The Curriculum Planning Process, and Curriculum Design Alternatives.

Instructional Strategies for Higher Education

This module develops students' skills for effective planning and delivery of courses at the college level, in keeping with the principles and practices of their area of specialization. Emphasis is placed on developing active learning experiences for adult learners and using technology to enhance those learning experiences. Topics include: Teaching with Technology, Online Teaching, Teaching Using Case Studies, The Lecture Method, and Planning for Delivery.

Graduate Application Forms are available from:
The Admissions Office
University of Technology, Jamaica
237 Old Hope Road
Kingston 6
927 1680-8
or online at website: <http://utech.edu.jm>

**POSTGRADUATE DIPLOMA IN EDUCATION
(Higher Education Track)**

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