

Master of Education in Curriculum and Instruction
Program code: 084010

INTRODUCTION

The College of Education presents a Master's program in Curriculum & Instruction. The program aims to be a strategic partner in the community, especially with the Ministry of Higher Education. In order for the partnership to be effective, this requires the development of specialized personnel who play a leading role within and outside the school so that they will be able to acquire knowledge and its applications, conduct theoretical and field scientific research, and use modern technology in their field of study and future career. In addition, the program aims at raising the level of integration between the branches of theoretical and practical knowledge in the field of education in conformity with the applied nature of the specialization. The program offers both thesis and non-thesis options.

According to the University Council decision dated 4/2/2007, Thesis students admitted with effect from September 2007 are exempted from the comprehensive examination.

PROGRAM REQUIREMENTS (non-thesis option in parenthesis)

39(39) TOTAL COURSE CREDITS (3 credits each)

6(9) COMPULSORY COURSES

0830-505	Inferential Statistic in Education	Equivalent to 0840-522
0840-551	Curriculum and Educational Research Design And Construction	Equivalent to 0840-508
0840-593	Project (non-thesis option)	

18(18) SPECIALIZATION COMPULSORY COURSES (3 credits each)

0840-505	Education and Sustainability	
0840-513	Modern Trends in Instruction	
0840-524	Theory and Practice in Curriculum Construction And Evaluation	Equivalent to 0840-516 / 0840-550
0840-525	Interdisciplinary Curriculum: Theory and Applications	
0840-526	Trends and Innovation in Curriculum and Pedagogy	
0840-535	Instruction Analysis	

6(12) ELECTIVES COURSES (3 credits each)

0810-527	Educational Planning	
0820-524	Contemporary Trends in Education	
0830-501	Descriptive Statistics and Its Applications Using SPSS	
0840-504	Technology in Education	
0840-519	The pedagogy of Teaching: Theory and Practice	
0840-520	Exceptional Children Curricula	
0840-521	Qualitative Research in Curricula and Teaching Methods	

0840-534	Distance Education
0840-555	Curriculum Theory and Practice

9 COMPOLSORY COURSES

0840-597	Thesis	(0)
0840-598	Thesis	(0)
2000-599	Thesis	(9)

COURSE DESCRIPTION

0840-504: Technology in Education CR:3

This course has two parts: Theoretical side with an introduction to educational technology, its definition, historical development, educational technology. Then, the course offers the theoretical background in the field of education technology and its learning theories, ethical issues, planning the use of educational technology, and future of education technology. Also, the course in its theoretical part discussed the instructional design, its concept, the foundations, and models. Furthermore, the course discusses the systematic approach in the educational technology, their concept, and justifications. Research in educational technology and the history in the field of education technology, development, and recent trends in research also will be negotiated. In the second part, the focus will in the practical area, skills of applying the principles and steps of educational design in educational situations, skills of preparing a plan for an educational program in the field of specialization, skills of designing and building electronic content, and electronic content assessment skills.

0840-505: Education and Sustainability CR: 3

The course, "Education for Sustainable Development: Integrating Good Education Practices," is a comprehensive 3 credit course exploring integrating sustainable development principles and good education practices within as educational context. Students will be introduced to key concepts such as sustainable development's significance, good education's role, they'll delve deeper into the UN's Sustainable Development Goals (SDGs) and their implications for education. The course will provide students with strategies to develop a sustainability-focused curriculum, employing best teaching practices to nurture critical thinking and responsible citizenship. In addition, students will learn the importance of community engagement in promoting

sustainable development and the crucial role of educational policy in this regard. Through this course, students will be better equipped to champion sustainability in educational settings and contribute to the larger goal of global sustainability.

0840-513: Modern Trends in Instruction CR: 3

This course introduces educational theories such as cognitive theory, structural theory, and behavioral theory. Modeling and its philosophy, its objectives, its foundations, and its application in teaching will be mentioned. Introduction to systems and its philosophy, objectives, founded and its applications in teaching. Methods in teaching either for the individual input, collective input, or common input are also will be discussed. Classifications of teaching methods, models, exploratory - conceptual maps, brainstorming, cooperative education, e-learning, virtual education, cognitive style, creative education to name few among the trends in teaching that will be introduced. Teaching in the information age such as distance learning, and self-learning will be stated.

0840-519: The pedagogy of Teaching: Theory and Practice CR: 3

The course aims to identify classroom teaching and the twenty-first century and its modern roles. The student is also introduced to the analysis of contemporary theories of effective classroom teaching. The student is also introduced to action research in solving problems of classroom teaching. The course deals with effective classroom teaching and its role in the student's academic achievement. Creativity and innovation in classroom teaching.

0840-520: Exceptional Children Curricula PR: 0840-519 CR: 3

This course curriculum offers all the skills, methods and strategies related to adapting, adjusting, selecting

and designing educational curricula to suit the advantages of learners with simple and moderate disabilities. One of the skills addressed by the curriculum is the process of analyzing the curriculum (the scientific material within the general education system) in order to identify the strengths and weaknesses that can be improved and configured so as to enable learners with simple and moderate disabilities to benefit from the curriculum better. The methods and strategies with scientifically proven educational practices will be presented to target those citizens who are to be adjusted and improved according to the characteristics, abilities, and needs of learners with simple and moderate disabilities. The course will focus on presenting and discussing the concepts of adaptation, accommodation, and the Individual Education Plan (IEP), and how they are designed, implemented and evaluated successfully in order to identify the changes in the curriculum, describe the method, and method of such amendment within scientific frameworks.

0840-521: Qualitative Research in Curricula and Teaching Methods
CR: 3

This course deals with an introduction to qualitative research, qualitative research models, qualitative research designs: case study - rooted theory - phenomenology - anthropology - action research - historical research, qualitative data collection (tools): interviews of all kinds - qualitative observations - writing notes - documents and visuals Analysis of qualitative data through specialized programs, ethics of qualitative research: subjectivity - trust - specifications of the qualitative researcher, writing qualitative research on topics that include the vision of a new Kuwait 2035 and the orientations of Kuwait University regarding sustainability, quality, and innovation related to developments in the educational field, obstacles to qualitative research.

0840-524: Theory and Practice in Curriculum Construction And Evaluation
CR: 3

The course identifies basic concepts of the curriculum, its importance, objectives, components, factors affecting its construction, philosophical foundations, and scientific changes in the curricula. The student is also introduced to contemporary philosophies in the curricula and its organization. The course deals with the definition of curriculum evaluation, its importance and characteristics, its foundations and general principles, its relationship to goals, and its role in the educational process; also identifies the characteristics of good evaluation, the reality of curricula evaluation currently in general

education, evaluation models, methods of quantitative and qualitative curriculum evaluation, and the relationship of curriculum evaluation to its development, with a focus on models and applications. Evaluating the curriculum using information sources in the process of evaluating the curriculum to keep pace with curriculum developments in the future.

0840-525: Interdisciplinary Curriculum: Theory and Applications
CR: 3

The course deals with the definition of the interdisciplinary approach, its importance, objectives and characteristics, the concept of the interdisciplinary approach in the process of teaching and learning, the theories on which the interdisciplinary approach is based, the types of the interdisciplinary approach (horizontal integration, vertical integration), the foundations of the interdisciplinary approach, the standards that must be met when building and designing the curriculum. An interdisciplinary approach, the introduction to the interdisciplinary approach to achieving the vision of the new State of Kuwait 2035, the educational advantages of the interdisciplinary approach, the organizational structure of the interdisciplinary approach, application models for the interdisciplinary curricula, the challenges that global and regional countries and the State of Kuwait face in applying the interdisciplinary approach.

0840-526: Trends and Innovation in Curriculum and Pedagogy
CR: 3

The course aims to provide students with the necessary knowledge of developments in curricula and teaching methods by reviewing relevant research. It also enables them to analyze and criticize scientific research and educational studies and benefit from them by linking discussion topics to the local educational reality according to educational developments, focusing on participating in interactive activities on topics. Especially in the development of curricula and teaching methods.

0840-534: Distance Education
CR: 3

The course explores the general concept of distance education including its definition, development, types, tools, and future prospects. It covers issues related to the design and development principles, application and implementation standards, and administrative issues such as evaluation and policy making. It also involves effective teaching methods

and strategies and how to apply them in the distance education environment.

0840-535: Instruction Analysis
CR: 3

This course is targeted to enrich the students with specific desired skills in relation to the different dimensions of the teaching process such as planning, implementing, and evaluating. Students should and could draft typical plans for their lessons, enhancing their performance in terms of drafting topic, presenting, and evaluating their performances for applied to themselves or even to other colleagues based to the right scientific criterion.

0840-551: Curriculum and Educational Research
Design And Construction
CR: 3

This course aims to introduce scientific and educational research methods and their uses and provide them with the basic concepts, importance, and ethics of educational research. The course includes quantitative, qualitative, and mixed research designs used in educational research. It also provides the student with the skills of the educational research plan: title, introduction, problem, research questions and Variables, previous studies, research objectives, the importance of research, hypotheses, defining terminology, research limits, study procedures, list of references and documentation to enable them to criticize scientific and educational research for conducting research in the educational field. The course also aims to introduce students to data collection methods and types. Samples and their selection methods, identifying variables, identifying the elements of validity and stability in them, identifying methods for analyzing quantitative and qualitative data and their interpretation, documentation in the body of the research, and the list of references according to the documentation system issued by American Psychology, seventh edition. The course deals with the challenges facing the researcher in educational research.

0840-555: Curriculum Theory and Practice
CR: 3

This course deals with the presentation and analysis of the concept of theory: its basis for the construction of the theory in the field of social sciences, including education to the curriculum and methods of teaching. The goal is to reach a clearer concept about the theory of education in the classroom, and its various models. The concept of the model, the factors influencing the model, its types, and addressing the acquisition. The various attempts to construct, install the theory of the curriculum, the design of the

curriculum, the engineering of the terminology, the definitions, the descriptive assumptions, and the standard assumptions of the curriculum in order to arrive at the predictive process as a main source in reaching the theory.

0840-593: Project
CR: 3

The student undertakes an independent project on a research topic of theoretical and/or experimental focus under the supervision of a faculty member listed in the supervisory list of the College of Graduate Studies. The objective is to provide the student with an opportunity to integrate and apply the knowledge gained throughout the course of study in a practical problem. The student must document the project in a scientific report following standard research writing guidelines and give a public presentation to the project examination committee.

0840-597: Thesis
CR: 0

0840-598: Thesis
CR: 0

2000-599: Thesis
CR: 9