

**MASTER OF
CURRICULUM & INSTRUCTION
Program code: 0840**

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

39(39) TOTAL COURSE CREDITS(non-thesis option in parenthesis)

6(9) COMPULSORY

0830-503	Educational Research Methods	(3)
0830-505	Inferential Statistics in Education	(3)
0840-593	Project (non-thesis option)	(3)

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

0840-507	Contemporary Issues and Trends in Education
0840-513	Modern Trends in Instruction
0840-516	Curriculum Development (Theory and Practice)
0840-535	Instruction Analysis
0840-550	Curriculum Evaluation
0840-570	Research in Curricula and Instruction

6(12) ELECTIVES (3 credits each)

0810-527	Educational Planning
0820-524	Contemporary Trends in Education
0850-501	Descriptive Statistics and Its Applications Using SPSS
0840-504	Technology in Education
0840-506	E-Learning
0840-509	Environmental and Life Issues in Education

0840-520	Exceptional Children Curricula
0840-540	Class Management
0840-555	Curriculum Theory and Practice

9 COMPOLSORY

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

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 offer 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 discuss 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 ppractical 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.

0840-506: E-Learning CR: 3

This course is an introduction to E-learning. It presents the concept of E-learning and its historical development, and highlights the role of E-learning in teaching and learning. The course deals with selecting, designing, using and evaluating of E-learning content. The course also introduces students to a variety of different E-learning methods and features. Furthermore, the course discusses methods of online assessment in general, and learner and content assessment in particular.

0840-507: Contemporary Issues and Trends in Education CR: 3

This course introduces issues regarding modern school curriculum such as moral education, citizenship, hidden curriculum, globalization and curriculum, curriculum and educational technology, and curriculum and international agreements. Methods and skills of teaching, learning and learning technology (e-learning - virtual education - distance education - self-learning) also will be discussed. Evaluation methods, skills for the educational objectives of the school, interactive classroom management, creative thinking, studying and analyzing the educational issues in the field of Kuwait, evaluating them, and developing the proposed solutions, are issues negotiated. Furthermore, studying and analyzing current local, regional and international issues, and the role of education in these issues in preparing and educating learners for a safe life in their community debated.

0840-509: Environmental and Life Issues in Curricula CR: 3

This course introduces environmental problems caused by man (pollution - depletion of natural resources - global warming - ozone hole - hazardous waste - population explosion - and others) and methods of treatment in the school curriculum. Environmental education (philosophy - objectives - content - the mechanisms of implementation in the school curriculum in terms of teaching and ways to evaluate the outputs) will be discussed. In addition, issues such as globalization and the prominent problems of life in Kuwaiti society, will be mentioned with ways of addressing them in the school curriculum. Life education, its philosophy, objectives, content, mechanisms of implementation in

the school curriculum, in terms of teaching and methods of evaluation of outputs.

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.

0840-516: Curriculum Development (Theory and Practice)
CR: 3

The course aims to introduce students to the main concepts of the curriculum as a system. It deals with the educational and psychological principles on which the elements of the curriculum are based, its foundations, its processes, and its evaluation. Each of these principles is applied in the educational learning process. The course also tackles the factors influencing the components of the curriculum and their impact on achieving the educational goals, managing the curricula, monitoring the continuous changes and predicting the future variables. Methodology with a focus on providing models of curriculum building processes: Planning, design, engineering, implementation, and linking them with theories and classifications in order to build models to analyze the existing curriculum and look at the school curriculum in the future.

0840-520: Exceptional Children Curricula
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.

0840-535: 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.

0840-540: Class Management
CR: 3

This course introduces the educational concept of classroom management. It deals with class rules, regulations for classroom management (class discipline - classroom interaction), educational entries for classroom management (authoritarian entrance - democratic entrance), educational and psychological standards for classroom management (teacher competencies - learner characteristics), and class environment (material and moral potential) and classroom organizations: (theater - - multi tables - circular - discussion and others). Teaching methods and classroom management such as occasional, interactive, and the educational methods and procedures for the successful management of classrooms also discussed. Models for main scholars for the successful management of classes' models such as Riedel - Skener - Genot - Konin - Flanders will be negotiated. Furthermore, analytical and objective study of the common behaviors in the classrooms in general education stages, and classroom management in the information age such as Electronic Classes and its methods and skills for E-Management of classrooms will be stated.

**0840-550: Curriculum Evaluation
CR: 3**

This course deals with the presentation and analysis of the concepts of evaluation, its tools, the concepts of the curriculum and its components, and the evaluation of the components of the curriculum, mainly the evaluation of the textbook, and who performs the assessment? The course also deals with and analyze and criticize of some scientific studies in the field of curriculum evaluation.

**0840-593: Project
CR: 3**

**0840-597: Thesis
CR: 0**

**0840-598: Thesis
CR: 0**

**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.

**2000-599: Thesis
CR: 9**

**0840-570: Research in Curricula and
Instructions
CR: 3**

This course identify the types of research in the field of curriculum and teaching methods. Among the issues, that the course deals with is to identify some educational problems related to curricula and teaching methods, diagnosing potential sources of educational research problems, and describing of different models of definitions. In addition, the student should deal with studies and how to summarize previous studies carried out in this area, and criticize research proposals in the field of study by identifying the strengths and weaknesses of the study. Description of the major research methods used in educational research such as qualitative, quantitative, and mixed research. Designing a data collection tool related to the study problem, and determining the hypotheses for testing are examples in the field of curriculum and teaching methods.