Professional Diploma in Technical Teaching (Training, Assessment & Learning Management)

Diploma in Engineering Education (YTU)

www.highlightcomputer.com/ProfDipTechTchg.pdf

Objective of the course

This Diploma in Engineering Education/Professional Diploma in Technical Teaching (Training, Assessment & Learning Management) is designed as Teachers Education Professional Development for teachers in Government Technical Colleges , Technological Universities and other Vocational Education and Training Institutions in Myanmar to upgrade their skills and knowledge in training and assessment, curriculum design and development, management of technical training institutions, adult and vocational education and training ,assessment validation and current accreditation rules and requirements of Myanmar Engineering Council as well as current training and assessment practices of overseas industrialized countries.

Learning Outcomes

After completion of the levels of the training programs, the students should be able to

- Understand adult learning principles in technical education and training contexts
- Apply the skills in training, assessment, course development, curriculum development, learning management and management of technical training institutions.
- Understand the accreditation requirements of Myanmar Engineering Council in accredited engineer, technologist and technician education & prepare for the compliance processes.
- Understand the technology, science and mathematics teaching & educational pedagogies principles of outcome based education and effectively utilize them in the workplace
- Provide effective work-based learning & career development for the working people in industries and apply the various ways of assessing the competences

Components of the course

- Educational theories ,educational technology, teaching and learning, teaching and measuring.
- Lesson planning, interpreting curriculums, class room management, instruction and assessment design, training principle, competency based training and assessment integrated the competencies of Australian Training and Assessment (TAE40110) course
- Management of educational establishment in line with the accreditation requirements of Myanmar Engineering Council by customizing the competencies in Australian Vocational Education and Training Diploma (TAE50111) to be relevant to the requirements of Myanmar Vocational Education and Training .
- Postgraduate level educational knowledge related to Learning Technology, Technology in classrooms, educational leadership, leadership and change management , computer supported learning and distance education,

- Teaching practicum preparation at different levels of training

Study Areas & Levels of Training

Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education
- ED 102 Education Technology
- ED 103 Teaching Practice
- ED 104 Lesson Planning
- ED 105 Principle of Learning
- ED 106 Interpreting Curriculums
- ED 107 Teaching & Learning
- ED 201 Class Room Management & Teaching

ED120-Part (2A) Basic Teaching Practicum Preparation

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

ED121-Part (2B) Training &Assessment Practice

(Certificate IV in Training & Assessment TAE40110)

- ED111P Learning Program Design & Development Practice

  (TAEDES401A Design and develop learning programs)

- ED112P Assessing the needs of trainees

  (TAEDES402A Use training packages and accredited courses to meet client needs Delivery)

- ED113P Group based learning

  (TAEDEL401A Plan, organise and deliver group-based learning)

- ED114P Workplace Assessment

  (TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment)

- ED115P Assessment Planning

  (TAEASS401B Plan assessment activities and processes)

- ED116P Competency Assessment

  (TAEASS402B Assess competence)

- ED117P Assessment Validation

  (TAEASS403B Participate in assessment validation)

- ED118P Work skills Instruction

  (TAEDEL301A Provide work skill instruction)

- ED119P Educational Presentation

  (BSBCMM401A Make a presentation)(TAEASS301B Contribute to assessment

Level 2-Adult Vocational Education

Part (1) Adult Vocational Education Theoretical Subjects

- ED 401 Adult Learning Technology
- ED 202 Curriculum & Design
- ED 205 Teaching & Measuring
- ED 206 Designing Instructions & Assessment
- ED 405 Training Principle
- ED411-Engineering Education (1)

ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

- ED201P-Advanced Assessment Practice
  (TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development
  (TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation

  (TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies

  (TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy

  (TAELLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development
  (TAEPDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development

  (TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis

  (TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)

  (TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation

  (TAEDES505A: Evaluate a training program)

Level 3-Training Authorities Accreditation Compliance

Part (1) Educational Leadership Subjects

- ED 402 Educational Leadership
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- ED 308 Change Management
- ED309 Educational Communication
- ED 407 Learning Environment
- ED311 Outcome based Education
- ED412 Engineering Education (2)

ED320-Part (2) Myanmar Engineering Council's Accreditation Compliance Practice

- ED301P- Curriculum design for accreditation compliance
- ED302P-Overall accreditation and compliance practice

Level 4-Specialized Teaching Areas

- ED 313 Computer Supported Learning & Distance Education
- ED 304 Maths Teaching
- ED 305 Science Teaching
- ED 306 Technology Teaching
- ED 404 Educational Research (Part 2)
- ED310 Learning Technology I & II
- ED312 Technology in Classrooms
- ED413 Engineering Education (3)

RESOURCES

ASSESSMENT FOR THE SUBJECTS IN PART 1 OF THE LEVELS

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report general needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password. The detailed instruction will be given in subject study guides. Some of the units can be assessed in residential training workshops.

ASSESSMENT FOR THE SUBJECTS IN PART 2 OF THE LEVELS

Follow the specific assessment instruction provided for the units in Part 2 of the levels

ED120-Part (2A) Basic Teaching Practicum Preparation

Study Areas & Levels of Training

Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

Part (1) Educational Theoretical Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

Password- to be given

- ED 101 Theory of Education

  http://www.iqytechnicalcollege.com/ED 101 Theory of Education,zip

- ED 102 Education Technology

  http://www.iqytechnicalcollege.com/ED 102 Education Technology.zip

- ED 103 Teaching Practice

  http://www.iqytechnicalcollege.com/ED 103 Teaching Practice.zip

- ED 104 Lesson Planning

  http://www.iqytechnicalcollege.com/ED 104 Lesson Planning.zip

- ED 105 Principle of Learning

  http://www.iqytechnicalcollege.com/ED 105 Principle of Learning.zip

- ED 106 Interpreting Curriculums

  http://www.iqytechnicalcollege.com/ED 106 Interpreting Curriculums.zip

- ED 107 Teaching & Learning

  http://www.iqytechnicalcollege.com/ED 107 Teaching & Learning.zip

- ED 201 Class Room Management & Teaching

http://www.iqytechnicalcollege.com/ED 201 Class Room Mgt & Teaching.zip

Part (2A) Basic Teaching Practicum Preparation

Follow the specific assessment instruction provided for the units in Part 2 of the levels

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

www.iqytechnicalcollege.com/

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

www.iqytechnicalcollege.com/

ED 108 Curriculum Study , Teaching & Learning Lessons

ED108 Lessons

ED108 Exercises

www.highlightcomputer.com/ED108Exercises.pdf

ED108 Part 1 (Slide 1 to 20)

www.highlightcomputer.com/ED1081.pdf

ED108 Part 2 (Slide 21 to 40)

www.highlightcomputer.com/ED1082.pdf

ED108 Part 3 (Slide 41 to 60)

www.highlightcomputer.com/ED1083.pdf

ED108 Part 4 (Slide 61 to 80)

www.highlightcomputer.com/ED1084.pdf

ED108 Part 5 (Slide 81 to 100)

www.highlightcomputer.com/ED1085.pdf

ED108 Part 6 (Slide 101 to 120)

www.highlightcomputer.com/ED1086.pdf

ED108 Part 7 (Slide 121 to 140)

www.highlightcomputer.com/ED1087.pdf

ED108 Part 8 (Slide 141 to 160)

www.highlightcomputer.com/ED1088.pdf

Part (2B) Training &Assessment Practice (Certificate IV in Training & Assessment TAE40110)

ED121-Part (2B) Training &Assessment Practice

(Certificate IV in Training & Assessment TAE40110)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED111P Learning Program Design & Development Practice

  (TAEDES401A Design and develop learning programs)

- ED112P Assessing the needs of trainees

  (TAEDES402A Use training packages and accredited courses to meet client needs Delivery)

- ED113P Group based learning

  (TAEDEL401A Plan, organise and deliver group-based learning)

- ED114P Workplace Assessment

  (TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment)

- ED115P Assessment Planning

  (TAEASS401B Plan assessment activities and processes)

- ED116P Competency Assessment

  (TAEASS402B Assess competence)

- ED117P Assessment Validation

  (TAEASS403B Participate in assessment validation)

- ED118P Work skills Instruction

  (TAEDEL301A Provide work skill instruction)

- ED119P Educational Presentation

  (BSBCMM401A Make a presentation)(TAEASS301B Contribute to assessment

RESOURCES FOR ABOVE UNITS

Working in Vocational Education & Assessment

www.iqytechnicalcollege.com/

Preparing vocational teaching portfolios

www.iqytechnicalcollege.com/

Learning , Facilitation & Teaching in Vocational Education and Training

www.iqytechnicalcollege.com/

Work-based Learning & Assessment

www.iqytechnicalcollege.com/

Learning Environment

www.iqytechnicalcollege.com/

Level 2-Adult Vocational Education

ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

Part (1) Adult Vocational Education Theoretical Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level OR perform the tasks given in residential session.

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

Password- to be given

- ED 401 Adult Learning Technology

  http://www.iqytechnicalcollege.com/ED 401 Adult Learning Technology.zip

- ED 202 Curriculum & Design

  http://www.iqytechnicalcollege.com/ED 202 Curriculum & Design.zip

- ED 205 Teaching & Measuring

  http://www.iqytechnicalcollege.com/ED 205-8.Guides for preparing teaching & training portfolios.zip

- ED 206 Designing Instructions & Assessment

  http://www.iqytechnicalcollege.com/ED 206 Designing Instructions & Assessment.zip

- ED 405 Training Principle

http://www.iqytechnicalcollege.com/ED 405 Training Principle.zip

Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED201P-Advanced Assessment Practice
  (TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development
  (TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation

  (TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies

  (TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy

  (TAELLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development
  (TAEPDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development

  (TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis

  (TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)

  (TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation

  (TAEDES505A: Evaluate a training program)

Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) Portfolio Guide

To be provided separately

SAMPLE PORTFOLIOS

Please note that the reference & example documents contained in the link of the portfolio can not be downloaded from the internet, they can only be available in DVDs that can be sent upon request.

To be provided separately

Level 3-Training Authorities Accreditation Compliances

ED320-Part (2) Myanmar Engineering Council's Accreditation Compliance Practice

Part (1) Educational Leadership Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

Password- to be given

- ED 402 Educational Leadership

  http://www.iqytechnicalcollege.com/ED 402 Educational Leadership.zip

- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- http://www.iqytechnicalcollege.com/ED 301 Educational Policy.zip

  Registration Rules

  Myanmar Assessment Statement

  Graduates Attributes

  Qualification Policy

  Regulations

  Engineers Australia References

  www.highlightcomputer.com/engineersaustraliareferences.htm

- ED 308 Change Management

  http://www.iqytechnicalcollege.com/ED 308 Computer Supported Learning & Distance Education.zip

- ED309 Educational Communication

http://www.iqytechnicalcollege.com/ED309 Educational Communication Assignment Tasks-806A.zip

- ED 407 Learning Environment

  http://www.iqytechnicalcollege.com/ED 407 Learning Environment.zip

- ED311 Outcome based Education

  www.iqytechnicalcollege.com/

  Part (2) Myanmar Engineering Council's Accreditation Compliance Practice

- ED301P- Curriculum design for accreditation compliance

  www.iqytechnicalcollege.com/BECurriculum.pdf

  Example

  www.highlightcomputer.com/OverallProgramGeneral.pdf

- ED302P-Overall accreditation and compliance practice

  www.iqytechnicalcollege.com/Accredition Manual.pdf

  http://www.highlightcomputer.com/Accreditation.htm

  Preparation for self accreditation report

  www.iqytechnicalcollege.com/2 SAR.pdf

  Engineering Accreditation Plan

  www.iqytechnicalcollege.com/2015 YTU First Workshop.ppt

  ASSIGNMENT

  Prepare the portfolios for your section/ department to comply with Myanmar Engineering Council's Accreditation Requirements.

Level 4-Specialized Teaching Areas

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

- ED 308 Computer Supported Learning & Distance Education

  http://www.iqytechnicalcollege.com/ED 308 Computer Supported Learning & Distance Education.zip

- ED 304 Maths Teaching

  www.iqytechnicalcollege.com/ED 304 Maths Teaching.zip

- ED 305 Science Teaching

  www.iqytechnicalcollege.com/ED 305 Science Teaching.zip

- ED 306 Technology Teaching

  www.iqytechnicalcollege.com/ED 306 Techology Teaching.zip

- ED 404 Educational Research (Part 2)

  www.iqytechnicalcollege.com/ED 404 Educational Research.zip

- ED310 Learning Technology I & II

  www.iqytechnicalcollege.com/ED 310 Learning Technology.zip

- ED312 Technology in Classrooms

  http://www.iqytechnicalcollege.com/ED313 Computer Supported Learning II PPT.zip

Diploma in Engineering Education

The following units can be added to Diploma in Technical Teaching to award Diploma in Engineering Education

ED409-Engineering Education Part 1

ED410-Engineering Education Part 2

ED411-Engineering Education Part 3

ED412-Engineering Education Part 4

ED101 Theory of Education

Objective-

This unit provided the concept of education to enable the learners to understand the complex system of education by developing an understanding at different levels, inner workings of the individual learner, thinking processes and motivation & apply in practical teaching

Outcomes

- to understand all the different levels of education at the same time,
- to see personal learning and national legislation
- to build an understanding of education at all of these different levels.

Contents

Education theory, Modelling, Classroom Management, Equality of opportunity, Learning & Teaching, Quality Assurance, Theory into practice.

Assessment

Assignments = 100% (4 assignments with 25% each)

Instruction Reference Textbook- Theory of Education.pdf by David A Turner

Education theory

Education studies are full of attempts to develop this kind of explanation. The search for intelligence, either general intelligence, g, or multifaceted factors of intelligence, whether inherited from parents or learned from teachers, have been identified as ways of explaining different levels of performance. Those who have this magic quality do well at school, those who lack it do not. Even emotional intelligence, which at least represents a branching-out into less tangible fields of development, is couched in terms of the dominant discourse of intelligence, the mystery factor which explains school performance.

Whatever cannot be explained by intelligence might be explained by the wealth of the child's father, the upward social aspirations of its mother, the number of siblings, the presence of books in the home, the language patterns of significant adults, the qualifications of its teachers, birth-weight, the parents' smoking habits or a telephone at home, to name but a few candidates which have been tried. Each failure simply stimulates the next attempted explanation.

If this approach worked, then using a multidimensional array we would be able to identify a group of young people identical on all of these variables and any others we chose to add, and we would expect all members of a homogeneous group to perform equally well in school, and differently from the members of any other group.

Read Page 24 to 36 (Chapter 2 As Simple as Possible)

Lecture Slides

Educ 101- power point PHILOSOPHICAL FOUNDATIONS.ppt (0.15MB)

http://www.iqytechnicalcollege.com/Educ 101- power point PHILOSOPHICAL FOUNDATIONS.ppt

Assignment (1)

How should education be understood? Provide your argument with the references provided in this reading section.

Modelling

The topic of the preceding three chapters has been modelling; constructing explicit and specific models from game theory and chaos (or complexity) theory, and holding them up as patterns for understanding and explaining naturalistic, everyday phenomena. The purpose is to develop theory in order to build better models, so that a wider range of events can be researched, understood and eventually made subject to effective policy.

The modelling must be explicit because otherwise the model can achieve too much significance.

The model may assume the stature of a description of real life, or worse yet it may be understood as 'reality'. There is a difference between a model as a description of reality, and the model as a lens through which to view 'reality'.

Read Page 51 to 59 (Chapter 4 Modelling)

Assignment (2)

If you choose a particular model in education/ teaching/ learning, what factors are needed to be considered. Provide the reasons by referring this section of reading.

Classroom Management

Classroom management concerns policy at the microlevel, with teachers setting standards of behaviour, classroom rules, patterns of interaction, and so on, which all set the policy framework within which pupil behaviour takes place.

Considerable emphasis is placed upon the idea that education research should examine the behaviour of groups rather than individuals, and that research models should be able to take into account the ways in which the behaviour of some members of the group may have repercussions on other members of the group.

At its very simplest, every teacher will watch those pupils who head for the back row of the classroom as the pupils enter the classroom. In the classroom, the key features of multi-centred approaches can be seen where the actions of each member of the group have an instant and sometimes powerful effect on the choices of others, and the possibility that behaviours can be amplified or attenuated.

Read Page 64 to 81 (Chapter 5 Classroom Management)

Assignment (3)

What are the important aspects in classroom management. Provide the facts from this section of reading.

Just read through Chapter 7 Equality of Opportunity (From Page 104 to 120)

Learning & Teaching

Do people learn better in small groups or large? Do people learn best with individualized tuition? Is reading best taught through phonics or look-and-say?

The child is born with certain animal responses, the ability or necessity to respond to certain stimuli in particular ways. For example, loud noises will startle a young child and draw his or her attention immediately. But, as Pavlov had shown, the response can be transferred to a conditioned stimulus by repetition, as when the mother first calls the child's attention by the (relative) loudness of her voice, but later the quality and tone of voice, or even the speaking of the name of the child, is enough to attract his or her attention. By progressive stages stimuli of greater and greater cultural content, and less and less directly linked to a loud noise, can be used to direct the child's attention. A bright red sign, a written instruction, even an exclamation mark can eventually be used to focus the individual's attention. At some point in this process the child will recognize that he can substitute his own stimuli and give them specific meaning in relation to the response, and can therefore control his own behaviour.

The individuals can use the laws that govern lower mental functions in order to transcend them, and create a form of mental activity that is qualitatively different .

The teacher can and should manage and manipulate the inter-mental sequence, and should structure this experience in such a way as to maximize the opportunities for the learner to engage with the concepts that are being used.

Read Page 121 to 139 Chapter 8 Learning & Teaching

Assignment 4

How does learning relate to different levels of educational activities. Explain by providing the examples that you get from this section of reading

Just read through Page140 to 156 Chapter 9 Quality Assurance

Objective-

This unit provide the knowledge to include reference to the use of technology for instruction, training, learning, or teaching. In practice, definitions serve to focus the interest of associations of individuals by emphasizing a particular scope of interest.

Outcomes

- To design, development, utilization, management, and evaluation
- To provide instructional technology," "instructional systems design," and "instructional media
- To do the design and development of instruction and instructional resources using education technologies

Contents

Active Learning, Alternative Assessment, Adult Learners, Analysis, Assistive Technology, Cognitive Apprenticeship, Computer-Assisted Instruction

Instruction Reference Textbook- Education Technology - An Encyclopedia Edited by

Ann Kovalchick and Kara Dawson

Lecture Slides

www.iqytechnicalcollege.com/ED102 PPT.zip

Assessment

Assignments = 100% (7 assignments)

Active Learning

Active learning constitutes learning that helps students to think critically, analyze, synthesize, and evaluate information, work efficiently and effectively in groups, and solve problems within a variety of different disciplines. Active learning is an attempt to counter traditional instructional models that primarily consist of knowledge transmission and development of inert knowledge (Whitehead 1929). Inert knowledge refers to knowledge learned out of context that is not readily transferable to novel situations. For example, students may learn the formula for determining distance but be unable to apply this information within the context of an interdisciplinary scenario.

Read Page 37 to 42

Assignment 1

Describe the features of active learning & provide the factors that assist the active learning.

Alternative Assessment

Alternative assessment refers to non-traditional assessment methods. Such assessment methods are often applied to complex knowledge and performances and engage students in higher-level thinking and authentic performances while simultaneously permitting reliable scoring and manageable record-keeping. Most frequently, alternative assessment is used as a complement to rather than a replacement for traditional objective tests. Objective tests are an efficient way to assess students' knowledge of rote facts, whereas alternative assessment strategies move beyond such testing and meet the learning styles of more students.

Alternative assessment is closely linked to curriculum planning and instructional methods. Thus the push for constructivist learning environments, authentic learning experiences, collaboration, and facilitation of higher-order thinking skills has fueled interest in alternative assessment.

Read Page 51 to 53

Assignment 2

Write the ways of alternative assessment

Adult Learners

Adult learners are people over the age of eighteen in an instructional situation, whether formal or informal. Lifelong learning is now a common expectation of society, but in the field of educational technology most adult learners undertake their studies in employee education and training programs. This stems from the fact that since the 1980s the preponderance of instructional design practice has occurred within the private sector, primarily in business and industrial settings. This coincides with the steady growth of employee training as an integral part of most organizations. This growth reflects the emphasis on producing a more knowledgeable workforce and, increasingly, on improving employee on-the-job performance and solving organizational problems.

Read Page 47 to 50 Adult Learners

Assignment 3

Write the characteristics of adult learners & provide the suitable kinds of learning assessment.

Analysis

Analysis represents the planning phase critical to the effective use of educational technology. It is what educational technology professionals undertake when determining what action should be taken. Whether called "analysis," "assessment," "needs analysis," or "performance analysis," the focus is on making decisions regarding the design and use of technologies toward achieving educational outcomes by examining and considering many viewpoints and data elements rather than by habit, intuition, or fiat. Through analysis, it is possible to cultivate an analytical point of view rather than a view that favors technology or formal classroom instructional strategies. Similar to the diagnostic activities carried out by doctors, architects, and consultants, analysis is a data-driven process that helps educational technologists identify key problems to design effective solutions. During analysis, many sources, questions, instruments, work products, and approaches are used to plan a solution.

Read Page 53 to 60 Analysis

Assignment 4

Write the strategies for increasing support for analysis

Assistive Technology

Assistive technology plays a key role in allowing students with disabilities to interact with instructional technology products and bypass barriers associated with physical, sensory, or cognitive limitations. Beyond simply enabling equal access to educational tools, assistive technology contributes to the individual's full participation in the learning environment and enhances potential vocational and continuing education opportunities. In some circumstances, educational technology that increases or improves learning outcomes can serve the dual purposes of assistive technology that increases, maintains, or improves functional capabilities. A typical example would be the use of a word-processing program by a student who cannot complete handwritten work due to paralysis of the dominant hand. The word- processing program represents assistive technology because it offers a functional way for written work to be completed.

Read Page 82 to 89 Assistive Technology

Assignment 5

How does Effective assistive technology implementation enhance?

Cognitive Apprenticeship

Cognitive apprenticeships are modelled after traditional apprenticeships. Whereas traditional apprenticeships involve learning a visible activity or skill, cognitive apprenticeships involve using mentors to model processes that are often invisible, such as problem-solving, comprehension, and computation. Apprenticeships can be distinguished from traditional instructional methods because they provide opportunities for practice rather than specifications for practices (Berryman 1991).

Read Page 173 to 177

Assignment 6

Describe the relationship between Educational Technology and Cognitive Apprenticeships.

Computer-Assisted Instruction

Computer-assisted instruction occurs when an instructional program is delivered to a learner using a computer. CAI is sometimes considered a type of computer-based instruction (CBI), which refers to any form of computer use in an educational setting, including instructional programs, tutorials, simulations, instructional management, supplementary exercises, programming, and productivity software applications such as word processing and spreadsheets. CAI and CBI are often synonymous, the former sometimes in a more restrictive sense to refer to drill-and-practice, tutorial, or simulation software used for stand-alone learning activities or as supplements to teacher-directed instruction. CAI may also describe the instructional program itself or the delivery of the instructional program by a computer.

CAI is sometimes known as educational software and courseware when packaged as a comprehensive curriculum with management and assessment features. In a typical CAI session the student sits in front of a computer, which presents information on the screen. The student reacts to

the information presented by working with the mouse and/or keyboard. The pace of instruction may be controlled by the student, who may have control over the sequence of instruction. At certain points in the program, the student responds to questions posed, and the program notifies the student whether the response was correct or incorrect. In more complex CAI settings, the program may also keep track of the number of correct and incorrect responses and adapt the sequence of instruction according to performance throughout the program.

Read Page 217 to 220

Assignment 7

In your teaching area, outline your idea to utilize computer assisted learning system.

ED 103 Teaching Practice

Objective-

To use developmental process for reflecting on and improving one's teaching; and as

an evaluative product for personnel decisions such as tenure, promotion, or a teaching

Outcomes

- To provide different sources of evidence of teaching performance.
- To contribute important information about teaching performance
- To collect variety of sources of information related to teaching
- To reflect more of teaching's intellectual substance and complexity.
- To make teaching more visible through their demonstration of a variety of teaching-related activities.
- To place the initiative for reflecting on and evaluating teaching in the hands of faculty.
- To give the individual an opportunity to think about own teaching —
- To change priorities or teaching strategies as needed, and to reflect about future

Contents

Meaning of Teaching Portfolio, Why Prepare a Teaching Portfolio? ,How Does One Develop a Teaching Portfolio? ,Preparing Portfolio ,Shaping the Final Portfolio ,Keeping Your Portfolio Up to Date ,Assembling an Electronic Portfolio ,Portfolio evaluation

Instruction Reference Textbook- teaching-portfolio.pdf (University of South Australia)

Reference- Preparing a Teaching Portfolio by Fran Mues and Mary Deane Sorcinelli The Center for Teaching University of Massachusetts Amherst

A teaching portfolio is an essential part of your professional development. It is a document that records your achievements, allows you to reflect on your teaching and supports your applications for tenure and promotion.

A teaching portfolio is a living document; it will change over time as you evaluate your teaching, reflect and act on the results, and develop different approaches to teaching.

Teaching portfolios are usually 6–12 pages in length, and may contain supplementary material in appendices.

They provide a summary of your major teaching accomplishments with selected examples that substantiate your commentary. The portfolio is usually written as a scholarly reflection of your teaching and the principles that you have used to inform your approach to academic work. The document will highlight any changes you have made to your teaching on the basis of reading the educational literature, student and peer evaluations, research you have conducted on learning and teaching and participation in professional development programs.

There is no prescribed way to write a teaching portfolio; it is your document. You are not expected to reach some hypothetical standard; the document is a commentary on reflection and development. It is quite acceptable to reflect on teaching activities that did not have the desired effect of improving student learning, as well as those activities that were successful. Portfolios usually develop in stages, from the collection of information, to exploring new methods of teaching through to scholarly reflection and informed action.

Those reading your portfolio for tenure or promotion will be seeking evidence you have:

• a scholarly approach to teaching

• obtained student and peer feedback of your teaching and that you have acted on the results

• reflected on how your teaching has influenced student learning

• made an impact on student learning

Read

Preparing a Teaching Portfolio by Fran Mues and Mary Deane Sorcinelli The Center for Teaching University of Massachusetts Amherst

&

Instruction Reference Textbook- teaching-portfolio.pdf (University of South Australia)

Lecture Slides

Day5Session1.ppt (20.26MB)

www.iqytechnicalcollege.com/Day5Session1.ppt

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Day5Session1.ppt (20.26MB)

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AUDIO

http://yourlisten.com/Kyaw.Naing/day-5-session-1b

Day 5 Session 1A.zip (77.86MB)

www.iqytechnicalcollege.com/Day 5 Session 1A.zip

Assessment

Assignments = 100% Portfolio Assessment

There is no prescribed proforma for a teaching portfolio. Each portfolio is unique, but usually contains most of the following information:

• personal details, including name, department, contact details

• a list of contents, so it is easy for the reader to find items

• an introduction containing your teaching and administrative duties

• a summary of your teaching philosophy, including reference to University learning and teaching plans

• a critical reflection of your teaching activities and their impact on students and your school. This could include a description of the approach you adopted for a particular activity, including the context and rationale for the approach. You could comment on any difficulties or unexpected results from the activity, discuss any student and peer evaluations, and add a reflective summary of the positive aspects resulting from the activity and any changes you would make if you repeated the activity.

• a summary of professional development activity

• a summary of any future developments you would like to undertake and a timeframe for their

implementation

• a plan of action for improvements in your teaching

• conference presentations, publications, awards and grants related to learning and teaching

• appendices with documentary evidence in support of your details listed above

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ED 104 Lesson Planning

Objective-

This unit provides the methods to apply thought-stimulating examples teaching & learning techniques to be applied in training design and delivery to apply the various techniques and strategies in training design and presentation, that will stick! Specific strategies.

Outcomes

- To create trainings that are fun and memorable.
- To write learner-based trainings that guarantee success for each learner performance.
- To develop learning activities that match the need, learning style, and level of understanding of the participants.
- To use learning strategies that encourage learners to build on their experiences.
- To plan ongoing training activities that evaluate learner mastery during the entire learning event.
- To design blended and accelerated learning strategies that strengthen learning transfer back on the job.
- To identify methods that accurately measure training results.

Contents

Introducing planning, Needs, aims and objectives ANALYSIS OF NEEDS ,THE RATIONALE OF OBJECTIVES ,WRITING YOUR LEARNING OBJECTIVES ,SETTING A VARIETY OF OBJECTIVES , Learning, SKILLS, TECHNIQUES AND METHODS ,JUDGEMENT AND DECISION-MAKING,THE PLACE OF EMOTIONAL EDUCATION,PLANNING FOR THEORETICAL LEARNING,PLANNING FOR LEARNING FROM THE CONCRETE,PLANNING FOR REFLECTIVE LEARNING,PLANNING FOR ACTIVE LEARNING,PLANNING PROGRESSION FROM PRIOR LEARNING,PLANNING FUTURE PROGRESSION,CROSS-CURRICULAR LINKS,DIFFERENTIATION,PLANNING LISTENING ACTIVITIES,PLANNING SPEAKING ACTIVITIES,PLANNING WHOLE CLASS DISCUSSION,PLANNING READING,PLANNING TO DEVELOP COMPREHENSION,TEACHING PUPILS TO LEARN FROM WHOLE BOOKS,PLANNING WRITING,TEACHING ABOUT SUBJECT DISCOURSE ,Pedagogy, TASK ANALYSIS ,A SUCCESSFUL LESSON STRUCTURE ,PLANNING PRACTICE SESSIONS

Lesson Planning

Planning gives you something you can communicate - to pupils ('In this lesson you will learn . . .') and to colleagues, especially support staff (see Idea 77). The provision of teaching assistants is a major item in most schools' budget, yet some teachers fail to make best use of them by not explaining lessons beforehand. Lack of planning wastes, and demotivates, support staff.

The most important point, however, is that lesson planning enables you to optimize things. Without planning, you may find you're able to get by or even produce an adequate lesson, but you'll not be teaching with maximum effect. When planning lessons, therefore, ask yourself not 'What can I teach them?' but 'What's the best thing I can teach them?', not 'How can I teach this?' but 'What's the best way I can teach it?'

It is natural when one first goes into teaching to think in terms of the following sequence:

After you have planned and taught the lesson and then assessed your pupils' work, you need to use the , information that you have gained from assessment to inform your planning of the next lesson that you teach that class , You need to:

1 Consider what the assessment data tell you in general about the lesson that you have just taught. Are there, for example, points that have not been well understood and which you need to cover again?

2 Decide how you will give marked work back to pupils and encourage them to learn from your assessment.

3 Consider whether the assessment information on particular pupils suggests you need to give special consideration to the way you teach them

Lecture Slides

Day2Session2.ppt (10.52MB)

www.iqytechnicalcollege.com/Day2Session2.ppt

POWER POINT

Day2Session2.ppt (10.52MB)

www.iqytechnicalcollege.com/Day2Session2.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-2-session-2

Day 2 Session 2A.zip (45.42MB)

www.iqytechnicalcollege.com/Day 2 Session 2A.zip

Instruction Reference Textbook-

Instructional Design for Action Learning By GERI M C ARDLE

100 Ideas for Lesson Planning – By Anthony Haynes

Read the above textbooks and prepare three lesson plans

Assessment

Assignments = 100% (Assessment of three lesson plans))

ED 105 Principle of Learning

Objective-

To understand the memory concept & apply it in effective teaching and learning.

Outcomes

- To demonstrate the principle of learning
- To understand the principle of control memory
- To understand the principle of Inhibition
- To apply the Principle of Adaptive Specialization as It Applies to Learning and Memory

Contents

FORMATION OF MEMORIES, ORGANIZA TION OF MEMORIES, CONSOLIDA TION OF MEMORIES, CONTROL OF MEMORIES, ADAPTIVE SPECIALIZATION OF MEMORIES

Lecture Slides

Day5Session1.ppt (20.26MB)

www.iqytechnicalcollege.com/Day5Session1.ppt

POWER POINT
Day5Session1.ppt (20.26MB)

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AUDIO

http://yourlisten.com/Kyaw.Naing/day-5-session-1b

Day 5 Session 1A.zip (77.86MB)

www.iqytechnicalcollege.com/Day 5 Session 1A.zip

Instruction Reference Textbook- Principle of learning & memory Edited by Rainer H. Kluwe, Gerd Liier and Frank R ă s l e r

Learning & Memory

Research on learning and memory is performed at different levels of analysis ranging from the cell to observable behavior. The breadth of research methodologies raises the challenge of integrating the different approaches. In order to answer questions about the brain structures and systems that enable human cognitive activity, it is necessary to relate approaches and results from experimental psychology to those provided by biology, neuroanatomy, or neuroscience.

The former are concerned with the systems level of behavior, the latter with more elementary levels of neurons and neuronal networks. It is only through a synthesis of the disciplines that cover the whole hierarchy of analysis, that researchers can develop a better understanding of the system, its components, its constituting elements, and, last but not least, its interaction with the environment

The emphasis of the chapters in this volume is on the interconnections between the level of behavior and the level of neural activities and structures. The goal is to overcome the traditional borders separating different fields of research in order to present an integrated pattern of results that enables a broader, interdisciplinary view and a deeper understanding of human learning and memory.

The large amount of research and the broad range of phenomena require us to focus on selected topics. We selected phenomena that are central to human learning and memory, and that are studied from different perspectives in cognitive psychology, in neuroscience, and in biology.

By analyzing the literature fifteen principles were delineated which seem to be most central for research on learning and memory and which are currently being investigated through an interdisciplinary approach. These principles can be subsumed under five main themes:

(A) Formation of memories;

(B) Organization of memories during encoding, storage and retrieval;

(C) Consolidation of memories;

(D) Control of memories during information processing; and

(E) Adaptive specialization of memories.

A. Formation of memories:

The human cognitive system is able to learn and to change, to improve and to adapt performance based on experience and changes in the environment. How does the brain enable learning and memory? The first four chapters by Lachnit, by Kress and Daum, by Roder and Rosier, and by Roth focus on the mechanisms and underlying brain structures that participate in the formation of new memories, i.e. on the processes that lead to the acquisition of knowledge. The chapters discuss results from animal and human research that point to four basic principles: spatio-temporal contiguity, multiple brain structures underlying experience-related changes, brain plasticity, and emotional learning.

B. Organization of memories:

How are processes of encoding, storage and retrieval related to brain structures and neural processes? Probably one of the most important insights gained through recent research is that these processes are based on highly organized and specialized structures of the brain (e.g., Damasio, 1989; Squire, Knowlton, & Musen, 1993).

Functional modularity of the brain is now one of the key concepts of neuroscience. Data obtained from experimental analyses of human cognitive performance as well as a theoretical analysis of memory phenomena suggest that specialized subsystems perform specific tasks like encoding, storage, retrieval, and modification of information. These systems are defined by structural and functional criteria, in particular by the type of information representation that is available to them. The goal of research is to identify such specialized subsystems and to understand their functional intricacies. This is the central issue addressed by Rosierand Heil, by Buchnerand Brandt, and by Jonides, Sylvester, Lacey, Wager, Nichols andAwh.

C. Consolidation of memories:

The flexible acquisition of new information is essential for systems that have to interact with a changing world. Equally important is the ability of the system to transform this new information into stable memories that can reliably guide behaviour later. mechanisms and processes that support the consolidation of newly acquired knowledge and provide for enduring memories. These authors cover the principle of memory consolidation and its pharmacological modulation, the principle of cross-cortical consolidation of episodic memories, and the principle of bottleneck structures necessary for consolidation and retrieval.

D. Control of memories:

The chapters in this section all deal with the basic mechanisms

of how information is represented and how information transfer is controlled in the nervous system. The chapter of Munk discusses the principle of transient binding in the CNS, which is a powerful, empirically based hypothesis that explains how the brain can find its equilibrium between two seemingly antagonistic processing modes: cortical adaptivity versus consolidation, or rapid reorganization versus the generation of stabilized representations. The principle of inhibition is another basic mechanism, which regulates activation processes on both the neuronal and behavioral levels of memory representations. Dagenbach & Kubat-Silman review several inhibitory mechanisms, derived from cognitive psychology, that are relevant to working memory and long-term memory control. They relate these mechanisms to possible neural correlates. Mayr's chapter

draws on recent evidence from behavioral, brain imaging, and single-cell recording work to sketch out an integrated view of the neurocognitive basis of executive control.

E. Adaptive specialization of memories:

Pinker (1997), referring to Darwin's claim that future psychological research will be performed on new foundations, stated that the process of relating psychological and biological research has been slow except for the important development of evolutionary psychology, as initiated by Cosmides and colleagues (e.g. Barkow, Cosmides, & Tooby, 1992). Evolutionary psychology has engendered an unusually strong combination of approaches that includes cognitive psychology's analysis of information processing and evolutionary biology's analysis of complex, adaptive behavior of species. Giintiirkiin and Durstewitz and of Gal/istel continue this fruitful collaboration in their chapters, which cover the principle of species independent learning phenomena and the principle of adaptive specialization

Part 1

Read Page 3 to 11

Assignment 1

Explain Significance of Contiguity for Learning

Part 3

Read Page 15 to 26

Assignment 2

How does the brain perform the Complex Conditioning?

Part 3

Read Page 71 to 91

Assignment 3

Explain Spatial and Object Working Memory

Explain Long-term Memory for Verbal, Spatial, Color, and Motor Associations

Part 4

Read Page 93 to 107

Assignment 4

Explain working memory

Explain long term memory

Part 5

Read Page 188 to 191

Read Page 207

Read Page 224 to 226

Read Page 231 to 235

Read Page 243 to 246

Read Page 251+252

Assignment 5

The teacher needs to refresh the memories of students in particular lesson, how can memory retrieval methods be applied in teaching and learning. Explain details by referring the relevant references.

Assessment

Assignments = 100% (5 Assignments of 20% each)

ED 106 Interpreting Curriculums

Objective-

To interpret the curriculum & develop the detailed lesson plans in teaching process.

Outcomes

- To interpret the curriculum presented to teachers;
- To adopt the curriculum;
- To understand the curriculum assimilated by learners; and
- To evaluate curriculum.

Contents

KINDS OF CURRICULUM, ORIENTATIONS TO CURRICULUM, ORIENTATIONS TO CURRICULUM, TYPES OF CURRICULUM, Competency Curriculum, LEVELS OF CURRICULUM, STAGES OF THE PROCESS, CURRICULUM PLANNING, CURRICULUM DESIGN, CURRICULUM DEVELOPMENT- PHASES, CURRICULUM DEVELOPMENT. IMPLEMENTATION OF THE CURRICULUM, CURRICULUM EVALUATION, CURRICULAR CHANGES

Instruction Reference Textbook-

CURRICULUM DESIGN AND DEVELOPMENT-1.pdf

THE CURRICULUM by Cecilia Braslavsky 1

Lecture Slides

Day1Session3.ppt (0.28MB)
www.iqytechnicalcollege.com/Day1Session3.ppt

AUDIO

http://yourlisten.com/Kyawnaing2524/day-1-session-3

Day 1 Session 3A.zip (41.59MB)

www.iqytechnicalcollege.com/Day 1 Session 3A.zip

Assessment

Assessment = 100% (Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED 107 Teaching & Learning

Objective-

This unit provides new and experienced faculty in all disciplines with practical, tested strategies for addressing all major aspects of college and university teaching, from planning a course through assigning final grades. Graduate student instructors and teaching assistants will also benefit from the foundational knowledge and research findings described in this unit.

Outcomes

- To addresses planning: designing a new course or revising an existing one, creating a syllabus, preparing for the class, and managing classroom conduct and decorum.
- To respond to a Changing Student Body,
- To do " Discussion Strategies, " provides ideas for leading a productive discussion, framing challenging questions, and encouraging student participation, both in class and online.
- To explore aspects of the lecture in the Large-Enrollment Course, " method: preparing and delivering effective lectures, engaging students and pro-viding for student participation, and maintaining instructional quality with limited resources.
- To find the Alternatives and Supplements to Lectures and Discussion,
- To Enhance Students ' Learning and Motivation, " provides research -based approaches to helping students become more confi dent, independent, and self - motivated learners. Informal ways to assess learning and the use of mobile

- To Strengthen Students ’ Writing and Problem-Solving Skills, ”

Contents

RESPONDING TO A CHANGING STUDENT BODY ,DISCUSSION STRATEGIES ,THE LARGE-ENROLLMENT COURSE ,Maintaining Instructional Quality with Limited Resources ,ENHANCING STUDENTS’ LEARNING AND MOTIVATION ,STRENGTHENING STUDENTS’ WRITING AND,PROBLEM-SOLVING SKILLS ,TESTING AND GRADING,PRESENTATION TECHNOLOGIES ,EVALUATION TO IMPROVE TEACHING,TEACHING OUTSIDE THE CLASSROOM ,FINISHING UP

Instruction Reference Textbook-

Tools for teaching by Barbara Gross Davis

ED107 Lessons

ED107 Exercises

www.highlightcomputer.com/ED107Exercises.pdf

ED107 Part 1 (Slide 1 to 20) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning)

www.highlightcomputer.com/ED1071.pdf

ED107 Part 2 (Slide 21 to 40) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning)

www.highlightcomputer.com/ED1072.pdf

ED107 Part 3 (Slide 41 to 60) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning)

www.highlightcomputer.com/ED1073.pdf

ED107 Part 4 (Slide 61 to 80) ED107B-Education Technology (ED102) (Slide 61 to 100)

www.highlightcomputer.com/ED1074.pdf

ED107 Part 5 (Slide 81 to 120) ED107B-Education Technology (ED102) (Slide 61 to 100)+ ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

www.highlightcomputer.com/ED1075.pdf

ED107 Part 6 (Slide 121 to 140) ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

www.highlightcomputer.com/ED1076.pdf

ED107 Part 7 (Slide 141 to 160) ED107E-Teaching& Learning (Slide 141 to 160)

www.highlightcomputer.com/ED1077.pdf

ED107 Part 8 (Slide 161 to 180) (ED105 Inclusive Teaching Slide 161 to 200)

www.highlightcomputer.com/ED1078.pdf

ED107 Part 9 (Slide 181 to 200) (ED105 Inclusive Teaching Slide 161 to 200)

www.highlightcomputer.com/ED1079.pdf

ED107 Part 10 (Slide 201 to 220) (ED107E-Teaching& Learning Slide 200 to 240)

www.highlightcomputer.com/ED10710.pdf

ED107 Part 11 (Slide 221 to 240) (ED107E-Teaching& Learning Slide 200 to 240)

www.highlightcomputer.com/ED10711.pdf

ED107 Part 12 (Slide 241 to 260) ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

www.highlightcomputer.com/ED10712.pdf

ED107 Part 13 (Slide 261 to 280) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

www.highlightcomputer.com/ED10713.pdf

ED107 Part 14 (Slide 261 to 300) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

www.highlightcomputer.com/ED10714.pdf

ED107 Part 15 (Slide 301 to 320)- ED107G-Evaluation & Assessment (Slide 301 to 320)

www.highlightcomputer.com/ED10715.pdf

Assessment

Experience Assessment = 100% (Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities)

Separate assessment system is applied for pre-service teacher trainees.

ED 201 Class Room Management & Teaching

Objective-

To define classroom management, explain the relationship between classroom management and discipline, and describe the concept of “culturally responsive classroom management”

Outcomes

1. To describe the characteristics of an effective teacher

2. To explain why reflection on teaching is so important for teacher growth

3. To describe the reflective decision making model of teaching

4. To identify important factors that affect instructional decision making

5.To contrast the characteristics of authoritative, authoritarian, and permissive teachers

6.To identify the ongoing tasks involved in classroom management and to explain how each contributes to a well-functioning learning environment

Contents

Effective teacher, understanding students, Involving students in learning, Questioning skills, Responding to diversity, Co-operative learning, Classroom management

Lesson Slides

http://www.iqytechnicalcollege.com/ED 201 Class Room Mgt & Teaching.zip

Instruction Reference Textbook-

Classroom Teaching Skills by James M. Cooper

Other Reference

Classroom Management by Deborah Diffily & Charlotte Sassman

Assessment

Experience Assessment = 100% (Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities)

Separate assessment system is applied for pre-service teacher trainees.

ED 401 Adult Learning Technology

Objective-

This unit provides and skills and the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of adult training programs.

Outcomes

To provide the guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

Contents

- Learner-Centered Teaching and the Use of Technology
- Effective Teaching with Technology in Adult Education
- Adult Learners and Their Development in the Information Society
- Supporting Lifelong Learning and Flexicurity Policies
- Adult Learning Principles as the Foundation for Innovative Technology Applications in Business and Higher Education Venues
- The Role of Learning Styles and Technology
- Innovative Instructional Strategies with the Use of Technology for Adult Learners
- Integrating Adult Learning and Technology for Effective Education:
- Strategic Approaches
- Comparing the Principles of Adult Learning with Traditional Pedagogical Teaching in Relation to the Use of Technology:
- Provide Training through instruction and demonstration of work skills
- Facilitate work-based learning
- Group based delivery
- Design and develop learning programs
- Foster and promote an inclusive learning culture
- Ensure a safe and healthy learning environment
- Individual learning
- Language Literacy & Numeracy

Lecture slides

www.iqytechnicalcollege.com/Day5Session2.ppt

POWER POINT

Day5Session2.ppt (2.54MB)
www.iqytechnicalcollege.com/Day5Session2.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-5-session-23

Day 5 Session 2A

www.iqytechnicalcollege.com/**Day 5 Session 2A.ppt**

Instruction Reference Textbook-

Adult Learning Technology by Victor C.X. Wang &

www.iqytechnicalcollege.com/AdultTraining.zip

Provide Training through instruction and demonstration of work skills

TAADEL301A.doc (0.03MB)

Facilitate work-based learning

TAADEL404A.doc (0.03MB)

Group based delivery
TAADEL401A.doc (0.03MB)

Use Training Packages to meet client needs

TAADES401A.doc (0.03MB)

Design and develop learning programs

TAADES402A.doc (0.03MB)

Work effectively in vocational education and training

TAAENV401A.doc (0.03MB)

Foster and promote an inclusive learning culture

TAAENV402A.doc (0.03MB)

Ensure a safe and healthy learning environment

TAAENV403A.doc (0.03MB)

Individual learning

TAADEL403A.doc (0.03MB)

Language Literacy & Numeracy

1397606218-taelln411_sample.pdf (0.34MB)

Report.pdf (0.41MB)

Section 4 Model for core skills analysis.pdf (0.69MB)

ACSF_Document.pdf (1.03MB)

LLN Preparation of students.docx (0.02MB)

Australian Core Skills Framework for LLN Level determination.docx (0.02MB)

LLN Preparation of students.docx (0.02MB)

Assessment

Participation in Educational Support Workshop sessions=100%

(Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED 202 Curriculum & Design

Objective-

To provide theoretical consideration for the twenty-first century curriculum, & technological and pedagogical innovations influencing curriculum renewal together with sustainable practice in technology-rich environments.

Outcomes

- To address theoretical foundations for the development of curricula.
- To explore the pedagogical options available to higher education instructors
- To explore new ways of accessing and connecting content to multimodal forms
- To examine how curriculum design needs to be influenced by the effective development of virtual collaborative learning environments

- To devise more adaptive, educationally focused teaching and learning

Contents

Curriculum Design for the Twenty-First Century, Online Collaboration: Coordinating Technology, Strategies for Collaborative Learning, Designing a Virtual Collaborative Learning Environment, Curriculum Design as Applied to Virtual Collaborative, Course Evaluation, Creating Curriculum Within the Context of an Enterprise, Teaching Instructional Design, Online education examples.

Learning Practice

Instruction Reference Textbook-

Curriculum Models for the 21st Century Using Learning Technologies in Higher Education

Lecture Slides

Day3Session1.ppt (3.26MB)

www.iqytechnicalcollege.com/Day3Session1.ppt

http://www.iqytechnicalcollege.com/ED202 PPT.zip

POWER POINT

Day3Session1.ppt (3.26MB)

www.iqytechnicalcollege.com/Day3Session1.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-3-session-1

Day 3 Session 1A.zip (54.45MB)

www.iqytechnicalcollege.com/Day 3 Session 1A.zip

Assessment

Participation in Educational Support Workshop sessions=100%(Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED 205 Teaching & Measuring

Objective-

To apply adaptive expertise, creative thinking, metacognition, and teamwork in teaching and measuring task

Outcomes

To apply Adaptability, Adaptive expertise, Adaptive problem solving, Communication, Creative thinking , Decision making , Metacognition, Situation awareness & Teamwork

Contents

Cognitive Readiness, A Model for Instruction and Assessment of Cognitive Readiness, The Development and Assessment of Cognitive Readiness: Lessons Learned from K-12 Education, Cognitive Readiness for Solving Equations . Cognitive Readiness Applications, Creative Thinking Abilities: Measures for Various Domains, Using Analogies as a Basis for Teaching Cognitive Readiness . Simulation Assessment of Cognitive Readiness . Assessing Cognitive Readiness in a Simulation-Based Training Environment, Software Support for Teaching and Measuring Cognitive Readiness, Cognitive Readiness for Complex Team Performance, Impact of Individual Game-Based Training on Team Cognitive Readiness

Lecture Slides

Day6Session1.ppt (6.34MB)

www.iqytechnicalcollege.com/Day6Session1.ppt

www.iqytechnicalcollege.com/ED205 PPT.zip

POWER POINT

Day6Session1.ppt (6.34MB)

www.iqytechnicalcollege.com/Day6Session1.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-6-session-1

Day 6 Session 1A.zip (91.42MB)

www.iqytechnicalcollege.com/Day 6 Session 1A.zip

Instruction Reference Textbook-

Teaching and Measuring Cognitive Readiness by Harold F. O'Neil • Ray S. Perez • Eva L. Baker

Assessment

Participation in Educational Support Workshop sessions=100%

(Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED 206 Designing Instructions & Assessment

Objective-

To deconstruct the broad-sweeping goals of the standards and transform them into unit plan objectives (more specific) and daily instructional objectives

Outcomes

To entails a logical progression from (1) content area standards to (2) modified standards to

(3) unit plan objectives to (4) daily instructional objectives in an understandable sequence of increasing specificity

Contents

Deconstructing the Standards ,Writing Unit and Daily Instructional Objectives , Writing True–False and Completion, Items and Matching Exercises ,Writing Multiple-Choice Items ,Writing Short-Answer and Essay Items .Performance-Based Assessment ,Portfolios

Instruction Reference Textbook-

Designing Elementary Instructions & Assessments

By John L. Badgett Edwin P . Christmann

Lecture Slides

Day5Session2.ppt (2.54MB)

www.iqytechnicalcollege.com/Day5Session2.ppt

Lecture Slides

Day6Session1.ppt (6.34MB)

www.iqytechnicalcollege.com/Day6Session1.ppt

Day6Session2.ppt (0.56MB)

www.iqytechnicalcollege.com/Day6Session2.ppt

Day6Session2+3.ppt (4.63MB)

www.iqytechnicalcollege.com/Day6Session2+3.ppt

www.iqytechnicalcollege.com/ED206 PPT.zip

POWER POINT

Day5Session2.ppt (2.54MB)

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AUDIO

http://yourlisten.com/Kyaw.Naing/day-5-session-23

Day 5 Session 2A

www.iqytechnicalcollege.com/Day_5_Session_2A.zip

POWER POINT

Day6Session2.ppt (0.56MB)

www.iqytechnicalcollege.com/Day6Session2.ppt

AUDIO

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POWER POINT

Day6Session2+3.ppt (4.63MB)

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AUDIO

http://yourlisten.com/Kyaw.Naing/day-6-session-23

Day 6 Session 23A.zip (61.29MB)

www.iqytechnicalcollege.com/Day 6 Session 23A.zip

Assessment

Participation in Educational Support Workshop sessions=100%

(Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED 405 Training Principle

Objective-

To provide numerous techniques, designs, case examples, and tips for designing and facilitating training that is participant-centered, brain-friendly, and experiential

Outcomes

- To explore all aspects of training.
- To promote an active approach to training
- To provide a practical handbook of techniques

Contents

INTRODUCING ACTIVE TRAINING, DESIGNING AN ACTIVE TRAINING PROGRAM, Assessing Training Needs, Developing Active Training Objectives, Creating Opening Exercises, Preparing Brain-Friendly Lectures, Using Experiential Learning Approach, Designing Active Training Activities, Sequencing Active Training Activities, Planning Active Training Programs, Blending Technology into Active Training, CONDUCTING AN ACTIVE TRAINING PROGRAM, Beginning an Active Training Program, Gaining Leadership of the Training Group, Giving Presentations and Leading Discussions, facilitating Structured Activities and Promoting Team Learning, Concluding an Active Training Program, EXTENDING THE VALUE OF AN ACTIVE TRAINING PROGRAM, Evaluating an Active Training Program

Instruction Reference Textbook-

Active Training by Mel Silberman

Lecture Slides

Day5Session1.ppt (20.26MB)

www.iqytechnicalcollege.com/Day5Session1.ppt

www.iqytechnicalcollege.com/ED405 PPT.zip

POWER POINT

Day2Session2.ppt (10.52MB)

www.iqytechnicalcollege.com/Day2Session2.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-2-session-2

Day 2 Session 2A.zip (45.42MB)

www.iqytechnicalcollege.com/Day 2 Session 2A.zip

POWER POINT

Day5Session1.ppt (20.26MB)

www.iqytechnicalcollege.com/Day5Session1.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-5-session-1b

Day 5 Session 1A.zip (77.86MB)

www.iqytechnicalcollege.com/Day 5 Session 1A.zip

Assessment

Participation in Educational Support Workshop sessions=100%

(Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

ED411-Engineering Education (1)

Objective-

To design the engineering educational programs and teaching programs by applying multi-disciplinary approaches by combining technological aspects

Outcomes

- To attain the strategies to promote the engineering education
- To apply technological concepts in engineering teaching support system
- To develop the quality work-based learning system
- To write Sociological Rationale of a design curriculum
- To find the strategies to improve the communication skills of engineers
- To design the computer server for engineering education program

Contents

- Pre-university Outreach: Encouraging Students to Consider Engineering Careers
- The ASTutE Tutorial Assistant: Efficient, Accessible and Interactive
- Learning at Work within the Ford Motor Company
- Using Rubrics to Assess the Development of CDIO

- Syllabus Personal and Professional Skills and Attributes at the 2.x.x Level*
- Quality Assurance Issues Relating to the Delivery of Work Based Learning Programmes*
- The Role of Work-Based Learning Methodologies in the
- Development of Life-Long Engineering Education in the21 st Century
- Traits Analysis and Influences on High Performing Students in Mechanical Education
- The Construction of an Instructional Quality System for Industrial Technology Education
- Design Hegemony: an Exploration of Hegemony in the Curriculum and Instruction of Industrial Design Education
- The Engineering Mechanics Interactive Lecture Series: Oligomedia Resources for Computer-Based Learning
- The Sociological Rationale of the Industrial Design Curriculum
- Achieving Advances and New Developments in Engineering and Technological Education
- Important Considerations in Improving the Acquisition of Communication Skills by Engineers
- Client-Server and Gateway Systems for Remote Control in Engineering Education
- The Development of Online Conference Management Tools as a Student Project*
- Co-operation across Disciplines in Engineering Education Using Technical and Scientific Computing Environments

Instruction Reference Textbook-

ED411 folder, read the following files

- AndersonGilbride.pdf
- austin.pdf
- barlow.pdf
- BodenGrays.pdf
- Burns&Chisholm.pdf
- BurnsChisholm1.pdf
- ChaoHuang.pdf
- Chaos.pdf
- ChengHsiao.pdf
- chapman.pdf

- ChengLiao.pdf
- Chisholm1.pdf
- DanilovaZJPs.pdf
- Dulevicius.pdf
- EwaldPage.pdf
- GolNafalskiNguynTran.pdf
- grunwald1.pdf

Lecture Slides

www.iqytechnicalcollege.com/ED411 PPT.zip

Assessment

Questions

1.To encourage the students to take the engineering career, which aspects should be concerned?

2.Outline the facts to design the interactive tutorial assistance program

3.Express the Personal and Professional Skills and Attributes required for Year 2 Engineering programs.

4.To design the work-based learning program, what are to be considered for quality assurance.?

5.Write Sociological Rationale of a design curriculum

6.Express the examples of Advances and New Developments in Engineering and Technological Education.

7.To improve the communication skills of engineers, what are to be emphasized in training program?

8.To design the computer server for engineering education program, what are to be aware of?

9.How can online system be utilized in students project management?

10.By using Technical and Scientific Computing Environments, how can the different disciplines be co-operated?

Level 3-Training Authorities Accreditation Compliance

ED 402 Educational Leadership

Objective-

This course provides the educators with skills to take an active and creative approach to their personal and professional development. While it may be of most interest to those in middle or senior education management, it is also designed to help teachers, governors and those in organizations allied with education.

Outcomes

To attain the competencies in

- Leading and managing
- Changing and learning
- Undertake Tasks and responsibilities

Instruction Reference Textbook-

Educational leadership and learning Practice, policy and research by Sue Law and Derek Glover

Contents

- The context for educational leadership
- Developing leadership and management effectiveness
- Managing ourselves and leading others
- Motivating and managing others
- Leading effective teams
- Effective communication
- Organizational cultures
- Managing change and creating opportunities
- Educational improvement, inspection and effectiveness
- Leading and managing in learning organizations
- Managing staff and promoting quality
- Managing resources and finance
- Managing stakeholder relationships and partnerships
- Leading and managing for professional development

Leadership

● Management has its start point in the organisation. It is taken to involve the conduct and evolutionary development of an institution and its staff by means of rational decisions and performance monitoring underpinned by information systems, policies, procedures and plans. ●

Leadership has a start point in the people within the organisation. It is concerned with getting their willing cooperation and contribution towards organisational goals and with meeting their needs as individuals.

● Just as 'managers' exist at all levels of the organisation so, too, can leaders be found at all levels. The latter do not necessarily depend on a formal role position. ● Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation.

Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation. 2 Leadership issues: raising achievement

● Whether one activity subsumes the other or whether management and leadership exist as poles of activity along a continuum does not have any bearing on the argument presented.

● Incorporation and the essential need to run an efficient and effective organisation have made it inevitable that there has been an emphasis on the top levels of colleges and upon the managerial activities of senior management. Leadership has always been required at that level. Our interest lies in improving the impact of leadership activity at lower levels in colleges.

● These lower levels are those at which course organisation and delivery by a group of staff is the key activity. If leadership is to have a more direct impact on student achievement than is the case with the mediated leadership activity of senior post-holders, then this lower level may be the one level to examine in more detail.

Leadership in further education

● clarification of what we mean by leadership, particularly within an educational context

● an outline of a number of models of, or approaches to, leadership

● a description of the key behaviours which are associated with effective leadership

● leadership roles within organisations

● how leadership impacts on student outcomes

Lecture Slides

Day10Session2+3.ppt

www.iqytechnicalcollege.com/Day10Session2+3.ppt

www.iqytechnicalcollege.com/ED402 PPT.zip

AUDIO

http://yourlisten.com/Kyaw.Naing/day-10-session-23

Day 10 Session 23A

www.iqytechnicalcollege.com/**Day_10_Session_23A.zip**

Assignment

Write 20 pages report on your leadership role at your section/department/ organization. Your report should include the followings.

- Your understanding of leadership
- How do you develop leadership and effective management?
- How do you lead others?
- How do you motivate others?
- How do you lead the effective teams
- Your effective communication?
- Your organizational cultures
- You do you perform managing change and creating opportunities
- Your participation in educational improvement, inspection and effectiveness
- Your activities in leading and managing in learning organizations
- Your responsibility in managing staff and promoting quality
- Your activities in managing resources and finance
- Your activities in managing stakeholder relationships and partnerships
- Your leadership in managing for professional development of your staff.

Assessment

Assignments = 100%

ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)

Objective-

This course provides the educators with Myanmar Engineering Council Laws, Rules, Regulations, Accreditation Requirements, Accreditation Practices , procedures related to accreditation of engineering courses and engineering professionals in Myanmar to enable them to design, develop and teach the engineering programs accredited by Myanmar Engineering Council.

Outcomes

- To understand Myanmar Engineering Council Accreditation Rules & Regulations related to accreditation of Government Technical Colleges & Technological Universities in Myanmar.
- Get the information & knowledge on Current issues related to international & Myanmar Engineering profession.
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for accreditation by Myanmar Engineering Council Engineering Accreditation Committee & taking part in mock accreditation sessions.

Contents

- Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles
- Examples of marine engineers competency assessment in Myanmar/ in line with International Certification standards & explore the way to apply the similar competency based training in other engineering areas
- Requirement of Myanmar Engineering Council & how to design the curriculum to address the learning outcomes
- Discussing the programme structure and course contents(MEng C)
- Discussing the programme delivery and assessment methods
- Assessment Validation Guide of Myanmar Engineering Council
- Educational Resources Development in line with Myanmar Engineering Council Requirements
- Curriculum design for accreditation compliance
- Overall accreditation and compliance practice
- Preparation for self accreditation report
- Engineering Accreditation Plan

Lecture Slides

Day9Session2+3.ppt (0.51MB)

www.iqytechnicalcollege.com/Day9Session2+3.ppt

www.iqytechnicalcollege.com/ED 301 Educational Policy.zip

SAR.pptx (0.51MB)

Regulations.pdf (0.29MB)

Policy - Qualifications Policy POL11 v4.PDF (0.15MB)
pe-path.pdf (0.9MB)

pe-req.pdf (0.94MB)

Myanmar Engineering Council Law.pdf (0.26MB)

2015 YTU First Workshop.pptx (1.81MB)

EngineerCoulcilRegulation.pdf (0.8MB)

Accredition Manual.pdf (0.71MB)

POWER POINT

Day9Session2+3.ppt (0.51MB)

www.iqytechnicalcollege.com/Day9Session2+3.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-9-session-23

Day 9 Session 23A.zip (32.47MB)

www.iqytechnicalcollege.com/Day 9 Session 23A.zip

Instruction Reference Textbook-

1. Accreditation Manual
2. Graduate Attributes & Terminology.pptx
3. SAR.pptx
4. Engineer Council Regulation
5. Policy - Qualifications Policy POL11 v4
6. Myanmar Engineering Council Law
7. Policies for Accreditation of Programs
8. Time line,EAC Code,Guidelines,Fees

Assessment

Assignments = Participation in workshop sessions

ED 308 Change Management

Objective-

The unit involves candidates in leading a complete cycle of the change process. This process falls into three phases that correspond broadly
to the elements of competency.

i. Preparing for change

ii. Planning for change

iii. Implementing and evaluating change

Outcomes

- To provide leadership and support to others within the organization
- To manage change more effectively
- To develop educational business skills

- To analyse work practice and context, and make improvements
- To contribute to innovation and capacity building in the organization.

Contents

- Leadership issues Raising achievement
- The Leadership of Change
- A shift from management to leadership
- How not to do change management
- Managing change and transition

Lecture Slides

Day10Session2+3.ppt (0.57MB)

www.iqytechnicalcollege.com/Day10Session2+3.ppt

http://www.iqytechnicalcollege.com/ED308 PPT.zip

AUDIO

http://yourlisten.com/Kyaw.Naing/day-10-session-23

Day 10 Session 23A

www.iqytechnicalcollege.com/Day_10_Session_23A.zip

Brief Notes

Why do so many people resist change (initially at least)? How do you personally respond to change? Marvin Weisbord has written extensively about organizational change and in his book, *Productive workplaces: organizing and managing for dignity, meaning and community*, he draws on a fascinating visual model to aid understanding of people's capacity to change.

According to this representation, we all move from room to room depending on our perceptions, feelings or aspirations triggered by external events. How much energy we have for change depends on what room we're in at the time. In Contentment, we like the status quo and feel calm and satisfied. Any prospect of change can move us into Denial where we stay until we acknowledge our own fear or anxiety. We then move into the Confusion room where we feel unsure and scattered. As we stumble about in Confusion, trying to sort things out, we eventually open the door to Renewal where we feel open and willing to take risks.
This perspective does not see anxiety as a state to be avoided; rather, anxiety is the place we store energy while deciding whether to invest it. Every new project or major change requires a certain amount of anxiety. If there's too much, we're paralysed, while if there's too little, we're unmotivated.

As Weisbord (p268-9) observes, *"People in Contentment or Denial are not frozen. Events will move them soon enough. ... The urge to hold on - to old habits, familiar patterns, relationships and structures (whether they satisfy or not) - is as old as human history. ... We can help by giving people a chance to come together, to experience their mutual dilemmas*

more fully, to make their own choices about when and how to move. ... Feelings and perceptions can block task accomplishment as surely as lack of money, time or tools."

- leadership is a process of influencing
- leadership can be exercised by people in organizations who do not possess formal authority
- leadership implies followers
- leadership involves the achievement of goals and objectives
- leadership may best be seen as the exercise of influence to move an organization forward, whereas management is concerned largely with the maintenance of existing systems and structures.

To conclude this section, you could dip into a book that takes a radically different approach to change and leadership. In contrast to most management texts, the authors of *Presence*, like Weisbord, acknowledge the emotional as well as the intellectual aspects of change. They emphasise the connectedness of all things and argue for a synergy between the personal and the collective. Senge et al explain why change is necessary and suggest an almost spiritual approach to learning the profound transformations that are required.

Instruction Reference Textbook-

Leadership+ Change Management DVD

Read

- 811A.pdf
- Reading1.pdf
- Reading2.pdf
- Reading3.pdf
- Reading4.pdf
- Reading5.pdf

Assignment

PATHWAYS AND RESOURCES

OPTION 1

Prepare an annotated bibliography or brief literature review (maximum five pages) demonstrating your familiarity with current thinking about leadership styles and change management strategies.

Plus

Select relevant entries from the reflective journal to illustrate your developing skills and knowledge in relation to leadership and change management.

Plus

Present a fully developed action plan for the proposed change.

OPTION 2

Prepare a formal report or case study which includes detailed information about how you prepared for this project, planned and implemented the change, and evaluated both the outcomes and your own performance as leader.

Plus

Provide a statement from your supervisor or manager, confirming your role and attesting to your leadership development.

OPTION 3

Present a portfolio of workplace documents that tracks progress of the change project and demonstrates your leadership role at every stage of the change process.
Plus

Select reflective journal entries that show the ways in which interaction with your mentor contributed to your growth as a leader.

Assessment

Assignments = 100%

ED309 Educational Communication

Objective-

This program uses methods of the social sciences, encompassing both qualitative and quantitative approaches to the study of communication and education. It asks in particular how education and other social systems change under the impact of new media

Outcomes

- Reflect on the historical effects of media and on the cultural uses of developments such as face-to-face speech, writing, printing, photography, film, radio, television, computers, and networked multimedia;

- Use anthropological and linguistic methods to study how the diverse forms of communication, literacy, information processing, and cognition condition educational practice; and

- Explore positive and negative effects of media on social relations and develop strategies for using information and communication technologies to improve conditions of education and life.

Contents

- Creating a production that communicates your message
- Digital Design
- Great Looking Presentations

- Planning
- Technical Papers related to effectiveness of ICT in education
- Access and equity issues
- Educational Communication Portfolio Presentation

Lecture Slides

Day10Session2+3.ppt (0.57MB)

www.iqytechnicalcollege.com/Day10Session2+3.ppt

POWER POINT

Day10Session2+3.ppt (0.57MB)

www.iqytechnicalcollege.com/Day10Session2+3.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-10-session-23

Day 10 Session 23A

www.iqytechnicalcollege.com/Day_10_Session_23A.zip

Instruction Reference Textbook-

ED309 Educational Communication Assignment Tasks-806A Modified (Work Examples)

Assignment

Prepare the educational communication portfolio based on your workplace tasks. Your portfolio should demonstrate the following criterias

- At least two substantial written texts such as a submission , project plan, evaluative report, professional journal article or web site contribution to the project
- Planning documents and evidence of consultation and evaluation relating to the above texts.This could be in the form of e-mail correspondences or meeting notes
- A video taped presentation delivered as part of the project OR presentation notes and visual aids eg powerpoint , overhead transparencies)used in your presentation together with audience feedback commenting on the effectiveness of presentation.
- Planning , problem solving , decision making and evaluating tools that you have developed for facilitating group processes as part of the project

- Samples from strategies you developed to enhance communication between participants in the project such as newsletters, facilitated online forums, e-mail group correspondences , web blogs , teleconference minutes
  PLUS
- Write a reflective essay discussing how the project developed workplace relationships and evaluating your role as a facilitator and the strategies that you used

- OTHER RELATED EVIDENCES

Assessment

Assignments = Portfolio Assessment- 100%

ED 407 Learning Environment

Objective-

The objective of this unit is to give the candidate an understanding of the conceptualisation, historical development, assessment, determinants and effects of classroom learning environments.

Outcomes

- To review classroom learning environment for effective educational setting
- To prepare effective educational setting for teaching and learning
- To understand the students' behaviour in the classroom and the cause of the behaviour
- To effectively use the teaching and learning strategies for keeping the good learning environment in the class
- To perform educational survey task on learning environment assessment.

Contents

- Background information about the fields of school and classroom environment
- Outcomes and environment;evaluation of educational innovations
- Quantitative and qualitative methods
- Teachers' use of classroom and school environment instruments in practical attempts to improve their own classrooms and schools.
- Current trends and future desirable directions in research on educational environments.

www.iqytechnicalcollege.com/ED 407 Learning Environment.zip

Lecture Slides

Day10Session1.ppt

www.iqytechnicalcollege.com/Day10Session1.ppt

www.iqytechnicalcollege.com/ED407 PPT.zip

POWER POINT

Day10Session1.ppt (11.78MB)

www.iqytechnicalcollege.com/Day10Session1.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-10-session-1

Day 10 Session 1A

www.iqytechnicalcollege.com/Day_10_Session_1A.zip

Instruction Reference Textbook-

Learning Environment Reader

Brief Lesson

Educators often speak of a classroom's or school's climate, environment, atmosphere, tone, ethos, or ambience; they consider it to be both important in its own right and influential in terms of student learning. Despite the fact that the educational climate or environment is a somewhat subtle concept, remarkable progress has been made over the last two decades in conceptualising it, assessing it, and researching its determinants and effects. Although important educational learning environment work has been undertaken by researchers interested in a variety of school subject areas, clearly science education researchers have led the world in terms of developing, validating, and applying environment assessment instruments.

The learning environment focuses on the research on classroom learning environments in technology, science and mathematics. Topics include the history of learning environment research; questionnaires for assessing classroom environments; relations between type of learning environment and learning outcomes; and practical attempts to improve educational environments.

History of Learning Environment Research

Begin your study with Reading No. 1, Science learning environments: Assessment, effects and determinants. (B. J. Fraser). You will observe that this monograph falls into seven main parts:

1. Background information about the fields of school and classroom environment including alternative assessment approaches, a historical perspective on past work, the distinction between school and classroom environment and the unit-of-analysis question.
2. Instruments for assessing perceptions of classroom environment.
3. Assessment instruments for school environment.
4. An overview of several lines of past research involving environment including:
    i. associations between student outcomes and environment; evaluation of educational innovations;
    ii. investigations of differences between students' and teachers' perceptions of the same classroom;
    iii. and investigations of whether students achieve better when in their preferred environments.
5. Recent research in which quantitative and qualitative methods were combined in the same study.
6. Teachers' use of classroom and school environment instruments in practical attempts to improve their own classrooms and schools.

7. Current trends and future desirable directions in research on educational environments.

Instruments for Assessing the Classroom Learning Environment

Refer to the Table on page 531 of Reading 1. This table contains, in summary form, some of the instruments that are used in studies of learning environments.

Complete Readings 2 to 8. These readings will provide further information about the development and application of instruments used in the quantitative assessment of learning environments. After completing these readings you should be able to select an appropriate instrument that you can use in your own teaching situation.

Assessment

Assignments = 100%

In this assignment you are required to complete an action research project incorporating the use of a learning environment measure. Use one of the learning environment instruments with a class, colleagues, or others in your own teaching situation. You could use more than one form of the instrument. Use the following guide in presenting this assignment.

Title

The title should be brief and accurately describe the nature of the project.

Context of the study

Discuss the background to the central problem. Explain why the problem is significant to your teaching or professional activities and educational research.

Selection of instrument

Briefly describe the development of the questionnaire and your reasons for its selection.

Data sources

Describe the target population (i.e., the class or other group).

Role of participants

Describe your role in the action research and any other persons involved the study (e.g., other teachers, principal, students).

Data collection

Describe and explain the types of data you collected, and how they were obtained and recorded.

Data analysis & interpretation

Present your results and explain the methods you used to analyse and interpret the data. Use tabular and graphical forms to enhance your presentation.

Significance

Explain your results and reflect on what they mean. Discuss the importance of both the results and the process.

References

Every reference you cite must be included in a list of references at the end of the assignment. Do not include any reference which is not explicitly cited in your report. Use *APA Format. This is covered in the "I Hate to Write Guide to Writing a Report" under the section "Citing Sources and References".

Sample Report

Assessing the Effectiveness of Information & Communication Technology in Senior Students' Learning Environment at Niue High School

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ED311 Outcome based Education

Objective-

At the end of this training, participants will be able to understand:

- ❑ Outcome-Based Education (OBE)
- ❑ Programme Education Objectives (PEO'S),

Outcomes

Programme Outcomes (PO's), Course Outcomes (CO) and Performance Indicators

- ❑ Bloom's Learning Taxonomy
- ❑ Assessment and Evaluation Methods
- ❑ Continual Quality Improvement Process

Contents

- ❑ The Origins of Outcome Based Education
- ❑ *Approaches to OBE*
- ❑ *OBE Process*
- ❑ Educational Process - Stakeholders
- ❑ Educational Process – Lecturers' Roles
- ❑ Educational Process - References
- ❑ OBE Model Hierarchy
- ❑ Characteristics of OBE curricula
- ❑ *Types of Teaching/Learning Delivery Activities*
- ❑ *OBE Delivery*
- ❑ Continual Quality Improvement (CQI)
- ❑ Essentials for OBE's success

- ❑ Essentials Components of OBE
- ❑ Different Levels of Outcomes
- ❑ Development of Programme Education Objectives
- ❑ CHARACTERISTICS OF GOOD OUTCOME STATEMENTS
- ❑ Course Development
- ❑ ENGINEERING EDUCATION
- ❑ and
  BLOOM'S TAXONOMY
- ❑ DOMAINS of LEARNING OUTCOMES
- ❑ Assessment in OBE
- ❑ Continual Quality Improvement (CQI)

Lecture Slides

http://www.iqytechnicalcollege.com/ED311_Outcome Based Education +PPT.zip

Final OBE Training at Myanmar July 2014.pptx (1.02MB)

Graduate Attributes & Terminology.pptx (0.7MB)

Instruction Reference Textbook-

Final OBE Training at Myanmar July 2014. by **Ir. Professor Academician Dato' Dr. HT Chuah President of FEIAP**

Assessment

Participation in workshop & presenting the portfolios

ED412 Engineering Education (2)

Objective-

To design the international standard engineering education program by applying total quality management

Outcomes

- To have the knowledge and skills in total quality management
- To foster the cross border co-operation
- To interface the school to engineering programs

Contents

- Secondary School-University Interface: Science and Engineering
- The Educational Process
- Quality Engineering Education: Student Skills and Experience
- The Web as a Tool for Supporting Student Learning
- Develop a Long-Term Plan to Overcome Skills Shortage
- Cross border engineering practice
- Cross-cultural Skills for engineers

Instruction Reference Textbook-

ED412 File

www.iqytechnicalcollege.com/ED412 Engineering Education 2.zip

Assessment

Assignments = 100% (Two assignments of 50% each)

Describe total quality management in engineering education by outlining the important concepts.

Explore the rationales to prepare the global engineering program by cross border co-operation

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Level 4-Specialized Teaching Areas

ED 313 Computer Supported Learning & Distance Education

Objective-

This unit provides the skills related to contribute to the central questions of how students can learn collaboratively using the new technologies, the problems that can be expected, and the benefits that may ensue. The various ways to examine how computer supported group work differs from face-to-face group work, and the implications for both educators and students are provided.

Outcomes

- ❑ To offer assessment of e-learning with the hope of offering ideas in terms of practical guide and points of good practices, while addressing potential pitfalls to avoid.
- ❑ To be aware of what constitutes good and effective e-learning practices and how to design them for specific contexts and audiences in the global information

- Innovative uses of e-learning, Addressing various divides in e-learning, user centered focus in e-learning, special considerations in e-learning and development economy.

Contents

- Computer-Supported Collaborative Learning in Higher Education:
- An Introduction
- Online Group Projects: Preparing the Instructors to Prepare the Students
- Time, Place and Identity in Project Work on the Net
- The Collective Building of Knowledge in Collaborative Learning Environments
- Collaboration or Cooperation
- Analyzing Small Group
- Interactions in Educational Environments
- Mapping Perceived Socio-Emotive Quality of Small-Group Functioning
- A Constructivist Framework for Online Collaborative Learning:
- Adult Learning and Collaborative Learning Theory
- The Real Challenge of Computer-Supported Collaborative Learning
- Use and Mis-Use of Technology for Online, Asynchronous, Collaborative Learning
- The Personal and Professional Learning Portfolio
- An Online Environment for Mentoring, Collaboration, and Publication
- Problems and Opportunities of Learning Together in a Virtual Learning Environment
- Web-Based Learning by Tele-Collaborative Production in Engineering Education
- Relational Online Collaborative Learning Model
- Online, Offline and In-Between: Analyzing Mediated-Action

Lecture Slides

Day7Session2+3Mod.pdf (42.53MB)

www.iqytechnicalcollege.com/Day7Session2+3Mod.pdf

http://www.iqytechnicalcollege.com/ED313 Computer Supported Learning II PPT.zip

POWER POINT

Day7Session2+3Mod.pdf (42.53MB)

www.iqytechnicalcollege.com/Day7Session2+3Mod.pdf

http://www.filefactory.com/file/1ikpltc7rck9/n/Day7Session2+3Mod.pdf

AUDIO

http://yourlisten.com/Kyaw.Naing/day-7-session23

Day 7 Session 23A.zip (226.17MB)

www.iqytechnicalcollege.com/Day 7 Session 23A.zip

Instruction Reference Textbook-

Computer Supported Learning by Tim S. Roberts

Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

ED 304 Maths Teaching

Objective-

This unit provides the skills to the teachers to act as mechanisms for communicating an approach to mathematics education that is eclectic and embracing, respectful and engaging, reflective and, ultimately, educational.

Outcomes

To provide the methods to the educators in class teaching to provide the students with conceptual understanding of mathematics content through modelling or interpretation of representations,

• computational fluency,
• problem solving through application of the content.

Contents

- Strategies for Vocabulary Development
- Strategies for Using Manipulatives
- Strategies for Teaching Procedures
- Strategies for Understanding Problem Solving
- Strategies for Using Mathematical Games
- Strategies for Assessing
- Mathematical Thinking

Lecture slides

www.iqytechnicalcollege.com/ED 304 Maths Teaching.zip

Instruction Reference Textbook-

- Multiple Perspectives on Mathematics Teaching and Learning Edited by Jo Boaler
- Strategies for Teaching Mathematics by *Deborah V. Mink*

Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

ED 305 Science Teaching

Objective-

This unit provide the teaching pedagogy in science that effectively enable the teacher to transfer what they learn in our courses into their own classroom practices.

Outcomes

- To shine a spotlight on important work that science teacher educators are doing with teachers and youth
- To describe the professional purposes and benefits realized when they, as science teacher educators, arranged opportunities to teach children or adolescents.
- To utilize model teaching lessons in class room practice

Contents

- Pedagogical Content Knowledge
- Teaching & learning Through experience
- Teaching examples

Instruction Reference Textbook-

- Understanding and Developing Science Teachers' Pedagogical Content Knowledge *By* John Loughran
- Science Teacher Educators as K-12 Teachers edited by Michael Dias • Charles J. Eick, Laurie Brantley-Dias

www.iqytechnicalcollege.com/ED 305 Science Teaching.zip

Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

ED 306 Technology Teaching

Objective-

This unit provides the teaching idea for teaching students with unique opportunities to develop a range of process skills such as critical and creative thinking skills in addition to their practical skills, through undertaking authentic tasks of real purpose.

Outcomes

- To link philosophy and educational issues in my daily work
- To help teachers to improve the teaching by means of the insights that philosophy of technology offers.

Contents

- Philosophy of technology:
- Technological artifacts
- Technological knowledge
- Technological processes
- Technology and the nature of humans
- Ethics and aesthetics of technology
- Learners' philosophies of technology
- Reconceptualizing technology through education
- Practical issues in teaching about technology

Lecture Slides

www.iqytechnicalcollege.com/ED 306 Techology Teaching.zip

POWER POINT

Day 4 Session 2

www.iqytechnicalcollege.com/Day4Session2.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-4-session-2

Day 4 Session 2A.zip (66.62MB)

www.iqytechnicalcollege.com/Day 4 Session 2A.zip

Instruction Reference Textbook-

Teaching about Technology by MARC J. DE VRIES

Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

ED 404 Educational Research

Objective-

This unit describes the performance outcomes, skills and knowledge required to undertake research into educational theory and apply this research to improve current training and assessment practice.

This unit typically applies to those who need to develop skills in research in order to apply educational theory to improve current and future training and assessment practice

Outcomes

- Prepare research brief relating to training and assessment practice
- Conduct research in training and assessment practice
- Investigate and apply educational theory to the research
- Report on application of educational theory to training and assessment practice
- Review entire process

Contents

Qualitative Research and Public Policy

- Multilevel Analysis in Higher Education Research: A Multidisciplinary Approach .
- ConductingMulti-paradigm Inquiry in the Study of Higher Education Organization and Governance: Transforming
- Research Perspectives on Colleges and Universities
- Examining Pathways to and Through the Community College for Youth and Adults
- Review of the Theories Developed to Describe the Process of College Persistence and Attainment

Lecture Slides

www.iqytechnicalcollege.com/ED404 PPT.zip

Instruction Reference Textbook-

Higher Education: Handbook of Theory and Research

Published under the Sponsorship of the Association for Institutional Research (AIR) and the Association for the Study of Higher Education (ASHE)

Assessment

Assignments = 100%

Prepare & submit one educational research paper.

ED310 Learning Technology I & II

Objective-

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

All participants will be competent, confident and professional users of e-Learning system in teaching

Outcomes

To use e-Learning tools to:

- improve their own professional productivity,
- improve their preparation for classes and teaching generally and
- improve their ability to use and integrate IT appropriately within the classroom

Contents

The Syllabus:

The unit consists of five inter-related modules:

1. **Module 1: Getting Started and IT Empowerment and Teaching**
   a. Unit Introduction

2. **Module 2: IT and Education:**
   a. The Hype and the Reality
   b. Multimedia in Education

3. **Module 3: Ghosts of Schooling Past, Present and Future**
   a. Technology and the Whole Curriculum
   b. Technology as a Classroom Tool
   c. Creating an active learning Environment

4. **Module 4: Making the World Wide Web Work for You**
   a. The Tools of the Trade
   b. Using the internet for information

5. **Module 5: Technology in Your Classroom**
   a. Classroom Applications of the
   b. WWW
   c. Educational Software
   d. Ideas, Approaches, Tools and Tricks
   e. Integration
   f. Early Learning and Primary

Tuition Pattern:

This unit is provided as an online unit. All tuition is provided through the online course website. The length of the unit is one semester (12 weeks); however, some students will finish sooner, and some may require additional time to complete it. While the weekly time commitment will vary from student to student, most should allow approximately 10 hours per week total study time for the unit.

Instruction Reference Textbook-

The CD in the folder Day 7 Session 2/ 5.Learning Technology 1/ index.html

Recommended Texts and Principal References:

- Shelly G. Cashman T.J. Gunter R.E. Gunter G.A. (2002). Teachers discovering computers: A link to the future WWW. Course Technology, Cambridge.

All other materials are supplied on Course CD-ROMS and online.

Lecture Slides

Day7Session2+3Mod.pdf (42.53MB)

www.iqytechnicalcollege.com/Day7Session2+3Mod.pdf

www.iqytechbniucalcollege.com/ED 310 Learning Technology.zip

Day 7 Session 23A.zip (226.17MB)

www.iqytechnicalcollege.com/Day 7 Session 23A.zip

Assessment

Assignment One: Your Portfolio

Due progressively, by installments, see unit outline.

50% of final mark.

Each student is expected to keep a personal portfolio / diary / reading log, which will be assessed at the completion of the subject. Students will record -- in an outline / notes / diary style -- their reactions to and reflections upon their reading and other study: from the modules of this course, from assigned and optional readings, from what is happening at their school -- whatever is relevant. This is a reflective record of your journey through the course and the development of your ideas, skills and professional practice. As your skills and knowledge develop so to will your portfolio

Assignment Two: Educational and Multimedia Review

. 50% of final mark.

Students will gather material on educational multimedia -- both WWW sites and self-contained packages (such as CD-ROMs) -- that are relevant to the age group(s) and learning area(s) they teach. Midway thorough Module 5, they will be required to submit a formal report reviewing these materials from the perspective of: educational merit, overall quality, appropriate uses, and deficiencies / room for improvement. In developing your evaluation and report you are required to your own evaluation mechanism, based upon the readings and course notes. In addition you are to indicate the rational for the evaluation design and how you would use your review template in your teaching

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ED312 Technology in Classrooms

Objective-

To provide use of technology in educational context by combining with teaching and learning principle, educational leadership skills and educational leadership skills.

Outcomes

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

Upon completion, the participant;

1. Through the use of professional based portfolios will design, implement and evaluate the use of IT, multimedia and the Internet in their own classrooms

2. Using the skills and knowledge developed within the unit, conduct research of the use on learning technologies within the areas of;
    a. Learning technologies and Developing Leadership Skills in Technology
    b. Assessing and Changing IT Learning Environments

Teaching and Learning Principles for Technology-Rich Classrooms

Contents The unit consists of 2 inter-related sections:

1. **Section 1**
    a. Conduct independent research in one of the following
        i. Developing Leadership Skills in Technology
        ii. Assessing and Changing IT Learning Environments
        iii. Teaching and Learning Principles for Technology-Rich Classrooms
2. **Section 2**
    a. The development of two Portfolios
        i. "Classroom" based portfolio that demonstrates the use and integration of educational technology in your classroom or workplace.
        ii. "Personal" based portfolio that provides the student with the opportunity to demonstrate the use and educational practice in professional practice.

Lecture Slides

Day8Session1.ppt (1.15MB)

www.iqytechnicalcollege.com/Day8Session1.ppt

Day8Session2+3.pdf (17.25MB)

www.iqytechnicalcollege.com/Day8Session2+3.pdf

http://www.iqytechnicalcollege.com/ED312 Technology in Class Room PPT.zip

POWER POINT

Day8Session1.ppt (1.15MB)

www.iqytechnicalcollege.com/Day8Session1.ppt

AUDIO

http://yourlisten.com/Kyaw.Naing/day-8-session-1a

POWER POINT

Day8Session2+3.pdf (17.25MB)

www.iqytechnicalcollege.com/Day8Session2+3.pdf

AUDIO

http://yourlisten.com/Kyaw.Naing/day-8-session-23

Day 8 Session 1A.zip (86.47MB)

www.iqytechnicalcollege.com/Day 8 Session 1A.zip

Day 8 Session 23A

Copy from hard drive

Instruction Reference Textbook-

Day 8 Session 1/ 7.Technology in classroom/ index.html

Assessment

Assignments = 100%

Prepare e-Learning portfolio that include

- Digitized notes , Powerpoint lectures , Online test
- Folders for lessons & students' work , Web-based online teaching documents & study support website

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ED413 Engineering Education (3)

Objective-

This unit provides the engineering educators with engineering ethical issues, New pedagogy , Industrial co-operation & Lifelong learning and Strategic Planning skills in engineering education

Outcomes

Design the engineering programs by taking account on emphasizing in engineering ethics & by utilizing innovative new teaching pedagogies

Contents

- Engineering ethics
- Engineering teaching pedagogies
- New training and work-based approach
- Strategies planning in engineering education

ED413 Par1 Ethics Lecture Slides

www.iqytechnicalcollege.com/ED413 Par1 Ethics.zip

http://www.iqytechnicalcollege.com/ED413 Part3 Strategic Planning in Engg Education.zip

ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning Lecture Slides

www.iqytechnicalcollege.com/ED413 Engg Pedagogies PPT.zip

http://www.iqytechnicalcollege.com/ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning.ziphttp://www.filefactory.com/file/5y391hyhpm6d/tools.ppt

ED413 Part3 Strategic Planning in Engineering Education Lecture Slides

http://www.iqytechnicalcollege.com/ED413 Part3 Strategic Planning in Engg Education.zip

ED413 Part 4 New training and work-based approach Lecture Slides

http://www.iqytechnicalcollege.com/ED413 Part 4 Workbased Learning & Assessment.zip

Instruction Reference Textbook-

- ED413 Par1 Ethics
- ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning
- ED413 Part3 Strategic Planning in Engg Education

Assessment

Assignments = Project 100%

Design an engineering program. The program

- Address the ethical issues
- Contains various innovative pedagogies & co-operation with industry & other disciplinary areas.
- Cover the future strategies for next 5 to 10 years

Level	Course	Abbreviation	Pre-requisite	Target Group
1	Diploma in Vocational Education & Training (Certificate in Vocational Education & Training for completion of certain subjects)	Dip VET	Degree/Diploma /Certificate In relevant professional/ vocational areas	Vocational Education Teachers in various training courses
2	Diploma in Technical Teaching	Dip Tech Tchg	Diploma in Vocational Education & Training	Government Technical College Teachers
3	Diploma in Engineering Education	Dip Engg Ed	Diploma in Technical Teaching	Technological University Teachers
4	Diploma in Engineering Education (Specialist Discipline)	Dip Engg Ed (Specialist Area)	Diploma in Engineering Education	Technological University Teachers with specialized teaching in specific area of study.

Training & Assessment System Overview

Level	Course	2 weeks workshop (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment (Individual Assessment- During/After two weeks workshop) (The candidates can submit their portfolios)	Self study & Assignment Assessment (Individual Assessment)
1	Diploma in Vocational Education & Training (Certificate in Vocational Education & Training for completion of certain subjects)	ED120-Part (2A) Basic Teaching Practicum Preparation ED121-Part (2B) Training & Assessment Practice (Day 1 to 6 Session 3 s)	ED 103 Teaching Practice ED 104 Lesson Planning ED 106 Interpreting Curriculums ED 107 Teaching & Learning ED 201 Class Room Management & Teaching	ED 101 Theory of Education ED 102 Education Technology

Level	Course	2 weeks workshop (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment (Individual Assessment- During/After two weeks workshop)	Self study & Assignment Assessment (Individual Assessment)
2	Diploma in Technical Teaching	ED 202 Curriculum & Design ED 405 Training Principle ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) **(All session 3s)**	ED 206 Designing Instructions & Assessment	ED 401 Adult Learning Technology ED 205 Teaching & Measuring ED411-Engineering Education (1)
3	Diploma in Engineering Education	ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements) ED309 Educational Communication ED311 Outcome based Education ED320-Part (2) Myanmar Engineering Council's Accreditation Compliance Practice (All Sessions 1/2/3)	ED301P- Curriculum design for accreditation compliance ED302P-Overall accreditation and compliance practice	ED 402 Educational Leadership ED 308 Computer Supported Learning & Distance Education/Change Management ED 407 Learning Environment ED412 Engineering Education (2)

Level	Course	2 weeks workshop (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment (Individual Assessment- During/After two weeks workshop)	Self study & Assignment Assessment (Individual Assessment)
4	Diploma in Engineering Education (Specialist Discipline)		ED 308 Computer Supported Learning & Distance Education ED310 Learning Technology I & II ED312 Technology in Classrooms	ED 304 Maths Teaching ED 305 Science Teaching ED 306 Technology Teaching ED 404 Educational Research (Part 2) ED413 Engineering Education (3)