



FACULTY OF ENGINEERING & TECHNOLOGY

First Year Master of Engineering

Semester I / II

Course Code: 102301205

Course Title: Pedagogy Studies

Type of Course: Audit Course

Course Objectives: Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers. Identify critical evidence gaps to guide the development.

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Internal		External		Total
				Theory	J/V/P*	Theory	J/V/P*	
2	0	0	0	NA	NA	50 / 25	NA	50 / 25

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1	Introduction and Methodology: Aims and rationale, Policy background, Conceptual framework and terminology, Theories of learning, Curriculum, Teacher education. Conceptual framework, Research questions. Overview of methodology and Searching.	3
2	Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. Curriculum, Teacher education.	3
3	Evidence on the effectiveness of pedagogical practices, Methodology for the in-depth stage: quality assessment of included studies. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? Theory of change. Strength and nature of the body of evidence for effective pedagogical practices. Pedagogic theory and pedagogical approaches. Teachers' attitudes and beliefs and Pedagogic strategies.	4
4	Professional development: alignment with classroom practices and follow-up support, Peer support, Support from the head teacher and the community. Curriculum and assessment. Barriers to learning: limited resources and large class sizes	4
5	Research gaps and future directions: Research design, Contexts, Pedagogy, Teacher education, Curriculum and assessment, Dissemination and research impact	4



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks						R: Remembering; U: Understanding; A: Application, N: Analyze; E: Evaluate; C: Create
R	U	A	N	E	C	
25	25	NA	25	25	NA	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Reference Books:

1	Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261.
2	Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3	Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4	Chavan M (2003) Read India: A mass scale, rapid, 'learning to read' campaign
5	www.pratham.org/images/resource%20working%20paper%202.pdf .

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?	35
CO-2	What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?	35
CO-3	How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?	30

Curriculum Revision:

Version:	1
Drafted on (Month-Year):	Apr-20
Last Reviewed on (Month-Year):	Jul-20
Next Review on (Month-Year):	Apr-22