EDU - GENERAL EDUCATION (EDU)

EDU 1003 Introduction to Theories of Learning 1a (3-1-3)
Introduces the development of children from birth to adulthood by investigating the cognitive, linguistic, physical, social and emotional domains of development. Identifies theories of first language acquisition (FLA) and child development. Develops an initial understanding of the significant influence of these theories on teaching and learning.

EDU 1303 Learning Technologies for the Classroom (3-1-3)
Develops basic knowledge, skills, and attitudes toward integrating educational technology into the classroom. Builds an understanding of affordance and significance of digital technologies for teaching and learning while exploring the educational issues pertaining to the use of technology in the classroom. Explores educational technology concepts and theories for collaboration, creativity, publishing and sharing of information and knowledge. Develops skills of using various types of digital tools to create learning environments, teaching and learning materials, and learning e-portfolios.

EDU 1503 Introduction to Theories of Learning 1b (3-1-3)
Develops an understanding of the theoretical foundations of Behaviorism and Constructivism. Recognizes modern applications of the behaviorist and constructivist approaches to teaching and learning. Explores the development of language, and identifies key beliefs of the three theories of first language acquisition: Behaviorism, Innatism and Interactionism.
Prerequisites: EDU 1003

EDU 1803 Fundamentals of Teaching Math and Science (3-1-3)
Presents the theoretical foundations of Constructivism. Develops students' understandings of how young children acquire and develop foundational concepts and skills of mathematics and science through the process of inquiry-based teaching and learning, and application of naturalistic, informal, adult-guided, and integrated learning experiences. Explores the content and pedagogical tools used to integrate content into the Early Childhood curriculum. Explains foundational mathematical skills and concepts, and science process skills, and how these might be assessed.

EDU 2303 Language and Development: SLA Principles and Pedagogy (3-1-3)
Develops an overview of key theories of children's acquisition of English as a second language and contrasts these theories with First Language Acquisition. Explores the nature of learner language and develops practical insights driven from learner errors to promote language learning.

EDU 2803 Teaching Learners with Special Needs (3-1-3)
Develops a basic understanding of the current philosophies, structure, levels of support, methodologies, assistive technologies, and applications required to educate students with special needs in different learning environments. Explores a variety of case studies to expand students' understanding of Special Educational Needs (SEN) and challenges their assumptions while researching local approaches to special needs education.

EDU 3003 Global Education and Leadership (3-1-3)
Clarifies the concepts, values, attitudes, and qualities needed for effective leadership. Examines analytical, inspirational, and 21st-century skills that are required by ethical leaders and provides opportunities to apply these traits in simulations and team-based practical activities that support reflection and self-discovery.

EDU 3033 English for Academic Purposes (3-1-3)
Focuses on the development of academic listening, speaking, reading and writing skills. Examines and interprets a broad range of articles, reports, and academic texts that support demonstration of understanding of extended speech on a range of general topics at natural speed. Provides students with opportunities to create short reports and expository texts such as discussion essays. Supports students in demonstrating an ability to take part in discussions, while demonstrating an understanding of grammar and ability to understand multiple meanings of a broad range of words in specific contexts.

EDU 4003 Research Methods and Reflective Practice in Education (3-1-3)
Introduces definitions, justifications and processes of qualitative action research, including the role of a literature review. Introduces the process of qualitative data collection and analysis and provides opportunities for students to take on the role of a teacher-researcher, investigating an aspect of their practice during teaching placement. Outlines conceptualizations of research ethics and enables students to create a reflective action plan for completion in the Research Project course.

EDU 4203 Curriculum Mapping and Planning (3-1-3)
Introduces foundational aspects of curriculum planning and explores how curricula, syllabi and school-level plans complement each other. Identifies and discusses factors which impact curriculum delivery, including student progress. Develops key skills for planning for the long, mid and short terms.

EDU 4503 Research Project (3-1-3)
Builds on the knowledge and skills in Research Methods and Reflective Practice in Education during the Practicum of Semester 7 where students demonstrate a basic understanding of qualitative research and implement a pilot study. Broadens and fine-tunes students' understanding of the action research process through the implementation of the detailed action plan developed for the capstone action-research report.
Prerequisites: EDU 4003