EDU - GENERAL EDUCATION (EDU)

EDU 1003 Theories of Child Development (3-1-3)
Introduces the fundamental theories of child development across the physical, cognitive, language, social and emotional domains and how development and learning intersect across the domains. Identifies the various types and stages of play and describes the importance of social interaction, relationships and play in children's development 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 1313 Health, Safety and Nutrition in Early Childhood (3-1-3)
Develops knowledge and skills to ensure good health, nutrition, wellbeing and safety of children in Early Childhood settings. Identifies responsibilities related to child protection, and available community resources. Defines roles and responsibilities of adults in meeting children's diverse needs, promoting healthy life styles, understanding common illnesses and injuries, and meeting health, nutrition and safety standards. Outlines ways of building children's resilience, focusing on developing positive relationships, healthy brains, self-regulation skills and optimal family support.

EDU 1503 Theories of Learning (3-1-3)
Introduces the theoretical foundations of Behaviorism and Constructivism. Recognizes modern applications of behaviorist and constructivist approaches to teaching and learning in Early Childhood Education, including neurocognitive processing. Outlines brain development including executive function, learning motivation and life skills in Early Childhood.
Prerequisites: EDU 1003

EDU 1713 Arabic First Language Acquisition: Principles and Pedagogy (3-1-3)
Develops an understanding of theoretical foundations of first language acquisition in general, and Arabic first language acquisition in particular. Explores key factors that may affect first language acquisition. Develops competency in the components of Arabic emergent literacy, including oral language development, phonological and phonemic awareness. Outlines first language acquisition teaching methods and strategies in Early Childhood Education.

EDU 2303 Second Language Acquisition: Principles and Pedagogy (3-1-3)
Develops an understanding of theoretical foundations and research-based approaches to second language acquisition in general and English as a second language in particular. Outlines second language acquisition teaching methods and strategies in Early Childhood Education. Explores learner language development through the error analysis approach.
Prerequisites: EDU 1713

EDU 3033 Advanced Academic English for Pre-Service Teachers (3-1-3)
Develops key English language skills with a focus on academic reading and writing. Provides opportunities to examine, interpret and critique a wide range of academic and research texts in education from a variety of sources. Equips students with strategies and tools to produce different types of academic texts for teaching and learning in Early Childhood Education.

EDU 3803 Inclusive Strategies and Intervention for Early Childhood (3-1-3)
Develops further understanding of the current philosophies, structure, levels of support, methodologies, assistive technologies, and applications for People of Determination in Early Childhood Education. Explores a variety of inclusive practices and interventions in support of People of Determination with reference to local and international approaches.
Prerequisites: ECE 3103

EDU 4003 Research Methods and Reflective Practice in Early Childhood (3-1-3)
Introduces definitions, justifications and processes of action research. Explains the process of 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 proposal for action research.
Prerequisites: EDU 3033

EDU 4033 Global Education and Instructional Leadership (3-1-3)
Clarifies the concepts, values, attitudes, qualities, and ethical principles needed for effective leadership. Examines analytical, transformational, and 21st- century skills required by educational leaders. Provides opportunities to apply effective instructional leadership in simulations and team-based practical activities that support reflection and self-discovery in Early Childhood Education.

EDU 4203 Integrated Curriculum Mapping and Planning (3-1-3)
Introduces foundational aspects of curriculum mapping and planning in Early Childhood Education and explores how curricula, school-level plans, and syllabi complement each other. Describes key components of an integrated unit plan and provides opportunities to design a developmentally appropriate curriculum that fosters young children's interest in different content areas, and facilitates individual and group learning in Early Childhood Education contexts.
Prerequisites: ECE 2503

EDU 4503 Capstone Research Project (3-1-3)
Builds on the knowledge and skills gained in the Research Methods and Reflective Practice in Early Childhood Education course. Develops deeper understanding of the action research process through the implementation of a detailed plan for the capstone action research project. Broadens understanding of the reflective cycle needed to implement effective research and refine academic writing to a publication standard.
Prerequisites: EDU 4003

EDU 4603 Teacher Licensure and Employment Preparation (3-1-3)
Prepares students to demonstrate competence against professional standards performance criteria to meet the Teacher and Education Leadership Standards (TELS) UAE. Supports students to gain self-awareness, careers knowledge and exploration, employability skills and practical preparation for the education profession through interview practice, an awareness of social media platforms, and the development of Curriculum Vitae and teacher portfolio with evidence.