

MASTER OF EDUCATION IN PEDAGOGY

1.0 INTRODUCTION

There has been a rising demand for postgraduate studies in Educational pedagogy. It is therefore important to meet this demand for teachers with advanced knowledge in Education by providing relevant programmes. The programme is also designed for persons who want to undertake or upgrade their teacher education and training.

2.0 PROGRAMME OBJECTIVES

The objectives of the programme are as follows;

- a) To prepare persons who can effectively teach in various educational institutions.
- b) To prepare education professionals to undertake leadership positions in the field of education.

3.0 ADMISSION REQUIREMENTS

- 3.1 The common regulations for Masters Degree of Jaramogi Oginga Odinga University of Science and Technology shall apply.
- 3.2 To be eligible for admission into any of the M.Ed. programmes, a candidate must be a holder of any one of the following qualifications:
 - i. At least lower Second class honours B.Ed. degree from Jaramogi Oginga Odinga University of Science and Technology or any other recognized institution of higher learning.
 - i. Bachelor of Arts (BA) or Bachelor of Science (BSc) degree with Postgraduate Diploma in Education (PGDE) from At least lower Second class honours B.Ed. degree from Jaramogi Oginga Odinga University of Science and Technology or any other recognized institution of higher learning.
 - ii. Such other academic and professional qualification equivalent to Nos. (i) and (ii) above and approved by the Department, the Faculty and Senate.
 - iii. Teaching experience in an educational institution will be an added advantage.

4.0 CREDIT TRANSFER

A candidate may be exempted from some course units and credit(s) transferred from institutions recognized by the Senate, subject to the following conditions:

- a) Must have passed in similar course units at Master's level. Request for exemption should be made in writing to the Director, Board of Postgraduate Studies through the Dean of the respective School and must be accompanied by officially endorsed supporting documents.
- b) Candidates may be allowed to transfer up to one third (1/3) of the total number of course units.
- c) Application for transfer will be processed only after payment of the prescribed fees.

5.0 COURSE STRUCTURE AND DURATION

- a) The Masters' course shall normally take two years covering 4 semesters offered by unit method.
- b) Courses shall be offered in units. A course unit is defined as that part of a semester subject described by coherent syllabus and taught normally over a period of a semester. It is designated as a total of 42 hours of study in a semester. For this purpose, one 1-hour lecture is equivalent 2-hours tutorial or 3-hours practical or any combination as may be approved by the Board of the School.
- c) Part-time students shall be allowed to take not less than 50% of the courses prescribed for the year.
- d) All course units will be taught for a total of 42 contact hours, including examinations except project work which will take 480 hours of practical work and project writing.

6.0 BASIC REQUIREMENTS

All core courses are compulsory; however, students can take additional electives courses up to a maximum of the six units.

7.0 EXAMINATIONS REGULATIONS

University College Examinations rules and regulation shall apply.

8.0 COURSE DISTRIBUTION

FIRST YEAR – FIRST SEMESTER

Course Code	Course Title	Credit hours
ECTC 801:	Research Methods in Education	(42hrs)
ECTC 802:	Curriculum Theory and Design	(42hrs)
ECT 803:	Instructional Theory and Design	(42hrs)
ECT 804:	Computer Application in Research	(42hrs)

Any two Elective courses from the list below

ELECTIVES

SCIENCE PEDAGOGY

ECT 827:	Historical and Philosophical Roots of Science Education
ECT 828:	Development of Expertise in Science Teaching.
ECT 829:	Value of Technological Tools in Science Education

SOCIAL STUDIES PEDAGOGY

ECT 846:	Teaching of Social Studies in Secondary Schools	3 (Elective)
ECT 828:	Research and Developments in the Social Studies Education	3 (Elective)
ECT 848:	The Social Context of Schooling	3 (Elective)

LANGUAGE AND LITERATURE PEDAGOGY

ECT 870:	Applied Linguistics and Teaching of English and Literature	3 (Elective)
ECT 871:	Socio-Linguistics Educational Implications	3 (Elective)
ECT 872:	Semantics and Semiotics Pedagogic Implications	3 (Elective)
873:	Language Curriculum Design, Implementation, and Assessment and Evaluation	
ECT 874:	Language Departmental Organization, Supervision and Inspection	3 (Elective)

CREATIVE AND PERFORMING ARTS PEDAGOGY

Course Code	Course Title	Units
ECT 888	Creative and Performing Arts in Education	3 (Elective)
ECT 889:	Current Issues and Practice in Creative Arts Education	3 (Elective)
ECT 890:	Disciplinary Foundation for Teaching Creative and Performing Arts Education	3 (Elective)

FIST YEAR SECOND SEMESTER

Four core courses from one area of specializations below		12 (core)
ECT 899:	Research (Proposal Writing)	2 (Core)

AREAS OF SPECIALIZATION

BIOLOGY PEDAGOGY

ECT 830:	Biology Curriculum	3 (Core)
ECT 835:	Biology Instruction	3 (Core)
ECT 832:	Media in Biology Education	3 (Core)
ECT 833:	Research in Biology Education	3 (Core)

CHEMISTRY PEDAGOGY

ECT 834:	Chemistry Curriculum	3 (Core)
ECT 835:	Chemistry Instruction	3 (Core)

ECT 836: Media in Chemistry Education 3 (Core)

ECT 837: Research in Chemistry Education 3 (Core)

PHYSICS PEDAGOGY

ECT 838: Physics Curriculum 3 (Core)

ECT 839: Physics Instruction 3 (Core)

ECT 840: Media in Physics Education 3 (Core)

ECT 841: Research in Physics Education 3 (Core)

MATHEMATICS PEDAGOGY

ECT 842: Mathematics Curriculum 3 (Core)

ECT 843: Mathematics Instruction 3 (Core)

ECT 844: Media in Mathematics Education 3 (Core)

ECT 845: Research in Mathematics Education 3 (Core)

HISTORY PEDAGOGY

ECT 850; History Curriculum 3 (Core)

ECT 851: History Instruction 3 (Core)

ECT 852: Media in History Education 3 (Core)

ECT 853: Research in History Education 3 (Core)

GEOGRAPHY PEDAGOGY

ECT 854: Geography Curriculum 3 (Core)

ECT 855: Geography Instruction 3 (Core)

ECT 856: Media in Geography Education 3 (Core)

ECT 857: Research in Geography Education 3 (Core)

RELIGIOUS STUDIES PEDAGOGY

ECT 858: Religious Studies Curriculum 3 (Core)

ECT 859: Religious Studies Instruction 3 (Core)

ECT 860: Media in Religious Studies Education 3 (Core)

ECT 861: Research in Religious Studies Education 3 (Core)

ECONOMICS PEDAGOGY

ECT 862: Economic Curriculum 3 (Core)

ECT 863: Economics Instruction 3 (Core)

ECT 864: Media in Economics Education 3 (Core)

ECT 865: Research in Economics Education 3 (Core)

BUSINESS STUDIES PEDAGOGY

ECT 866: Business Studies Curriculum 3 (Core)

ECT 867: Business Studies Instruction 3 (Core)

ECT 868: Media in Business Studies Education 3 (Core)

ECT 869: Research in Business Studies Education 3 (Core)

ENGLISH LANGUAGE AND LITERATURE LPEDAGOGY

ECT 876: English Language and Literature
 Curriculum 3 (Core)

ECT 877: English Language & Literature Instruction 3 (Core)

ECT 878: Media in English Language & Literature 3 (Core)

Education

ECT 879: Research in English Language & Literature Education 3 (Core)

KISWAHILI LANGUAGE AND LITERATURE PEDAGOGY

ECT 880: Kiswahili Language and Literature Curriculum 3 (Core)

ECT 881: Kiswahili Language and Literature Instruction 3 (Core)

ECT 882: Media in Kiswahili Language and Literature Education 3 (Core)

ECT 883: Research in Kiswahili Language and Literature 3 (Core)

FRENCH LANGUAGE AND LITERATURE PEDAGOGY

ECT 884: French Language and Literature Curriculum 3 (Core)

ECT 885 French Language and Literature 3 (Core)

ECT 886 Media in French Language and Literature Education 3 (Core)

ECT 887 Research in French Language and Literature 3 (Core)

MUSIC PEDAGOGY

ECT 891 Music Curriculum 3 (Core)

ECT 892 Music Instruction 3 (Core)

ECT 893 Media in Art and Design Education 3 (Core)

ECT 894 Research in music Education 3 (Core)

ART AND DESIGN PEDAGOGY

ECT 895	Art and Design Curriculum	3 (Core)
ECT 896	Art and Design Instruction	3 (Core)
ECT 897	Media in Art and Design Education	3 (Core)
ECT 898	Research in Art and Design Education	3 (Core)

SECOND YEAR FIRST SEMESTER

ECT 899	Research (Data collection and Analysis)	9 (Core)
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SECOND YEAR SECOND SEMESTER

ECT 899	Research (Thesis Writing and Presentation)	9 (Core)
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8.0 COURSE DESCRIPTION

ECTC 801: Research Methods in Education

Meaning of research in education conceptualization qualitative and quantitative research in education investigation issues in education research needs in the schools curriculum and instructional setting identify research problems and construction hypothesis literature review and source of literature, population and sampling developing a research proposal techniques and tools of data collection in education ethical consideration organization and analysis of research data. Use of descriptive and inferential statistics in data analysis interpretation of results and writing of research report.

ECTC 802: Curriculum Theory and Design

Curriculum as a discipline and as a programme of instruction: emerging concepts of curriculum development interdisciplinary approach to curriculum development; historical foundations, sociological foundations, psychological foundations, philosophical foundations implications of these disciplines to curriculum theory and practice; developing theories, concept and models for understanding the meaning and process of curriculum development focus of works on selected curriculum scholars such as Ralph Tyler, Hilda Tabá, Jerome Bruner, John Dewey, Ivan Illich and Paul Freire; recent approach to curriculum development concept of curriculum design , models of curriculum designs; problem of scope, sequence, integration, balance, continuity and relevance in designing curriculum.

ECT 803: Instructional Theory and Design

Concept of instructional theory and design; issues and existing research in the use and development of methods and media instructions; instructional design process; factors to consider in designing instructional environment ; resource- based learning ; effect of media in teaching and learning .

ECT 804: Computer Application in Research

Practical experience in use of computer in analyzing and interpreting data ; basic principles in computer operations; basic word processing ;operation of statistical packages to compute descriptive statistics; mean median mode quartile and percentile range standard deviation;

computer and inferential statistics; correlation and regression coefficient, t-statistics- F ratio in ANOVA, chi-square; drawings and interpreting simple graphical plots.

ECT 827: Historical and Philosophical Roots of Science Education.

Ways in which science education has developed over the last century; history of science education, ways in which changing views of the history, philosophy, and sociology of science have affected, and continue to affect, science education practice and research; Dynamic and static views on science education; implications of these viewpoint for science education in developing countries; recent trends in methods, and research techniques applied to solutions of instructional problems in science: Factors that have influenced these trends; developing a portfolio in science teaching experience in writing grant proposals.

ECT 828: Development of Expertise in Science Teaching

Theory and research on science teacher learning and development, temporary and historical frameworks for characterizing teacher learning and development, focusing on teacher knowledge, particularly subject matter and subject-specific pedagogical knowledge. The use of computer-based tools for promoting teacher learning and development. Students will interview teachers regarding their knowledge and beliefs about teaching and learning science, observe their classroom practice, and analyze how knowledge and beliefs influence their practice. Learner perception of a science teacher and its effect on teaching learning process.

ECT 829: Value of Technological Tools in Science Education

Past and current issues in research on learning and instruction in science; philosophical issues and theoretical frameworks used to understand how students learn science; approaches to empirical work investigating student's learning in Science classrooms; applications of research to theory and practice in science education; difficulties encountered in the learning of science; perspectives on teaching in science education; conceptual developments; examination of technological tools such as the microcomputer, analogue-to-digital conversion, simulation and video technology and their use in science education; computer applications in science education.

ECT 830: Biology Curriculum

Concept, principles and procedures for developing biology curriculum; trends and innovations in biology curriculum; biology syllabus; objectives design and content; evaluation in biology: assessment of science process skills in manipulative and intellectual skills, assessment of practical work; the place of biology in the school curriculum; concerns and new directions in biology curriculum development and improvement.

ECT 831: Biology Instruction

Concept and principles of instruction in biology; selection and teaching of content based on principles of learning in Biology; planning for instruction in Biology, teaching higher level thinking skills, ethics and values of teaching Biology; problem solving in Biology education.

ECT 832: Media in Biology Education

Exploration of uses of media to facilitate teaching and learning Biology; selection, development and management of teaching and learning resources in Biology; laboratory management techniques; use of realia, charts, models, cages, green-house, botanical gardens; use of audio-

visual techniques in teaching biology, critique of existing media in teaching Biology; zoological/botanical techniques in enhancing learning in Biology education.

ECT 833: Research in Biology Education

Approaches in Biology education study; developing theoretical framework for research in Biology education; biological investigations and ethical considerations; critique of research in Biology education; application of research findings to solving problems of teaching and learning in Biology; empiricism in Biology education research; qualitative versus quantitative debate in Biology education research.

ECT 834: Chemistry Curriculum

Concept, principles and procedures for developing chemistry curriculum; trends and innovations in chemistry curriculum; chemistry syllabus; objectives design and content; evaluation in chemistry: assessment of science process skills in manipulative and intellectual skills, assessment of practical work; the place of chemistry in the school curriculum; concerns and new directions in chemistry curriculum development and improvement.

ECT 835: Chemistry Instruction

Concept and principles of instruction in chemistry; selection and teaching of content based on principles of learning in Chemistry; planning for instruction in chemistry, teaching higher level thinking skills, ethics and values of teaching chemistry; problem solving in chemistry education.

ECT 836: Media in Chemistry Education

Exploration of uses of media in teaching and learning Chemistry; the chemistry laboratory design and management; role of local environment in chemistry teaching: improvisation and use of low-cost equipment; Chemistry teaching kits and use of informal sector; critique of existing media in teaching chemistry.

ECT 837: Research in Chemistry Education

Approaches in Chemistry Education study; developing theoretical framework for research in Chemistry education; ethical considerations in chemistry education research; critique of research in Chemistry education, application of research findings to solving problems of teaching and learning in Chemistry.

ECT 838: Physics Curriculum

Concept, principles and procedures for developing physics curriculum: trends and innovations in physics curriculum: physics syllabus; objectives design and content; evaluation in physics: assessment of science process skills in manipulative and intellectual skills, assessment of practical work; the place of physics in the school curriculum; concerns and new directions in physics curriculum development and improvement.

ECT 839: Physics Instruction

Concept and principles of instruction in physics; selection and teaching of content based on principles of learning in physics: planning for instruction in physics, teaching higher level thinking skills, ethics and values of teaching physics; problem solving in Physics education.

ECT 840: Media in Physics Education

Exploration of uses of media to facilitate the teaching and learning physics; physics laboratory design and management; role of local environment in physics teaching: improvisation and use of low-cost equipment; Physics kits and use of informal sector: critique of existing media in teaching physics.

ECT 841: Research in Physics Education

Approaches in Physics Education study; developing theoretical framework for research in Physics education; ethical considerations in physics education research; critique of research in Physics education; application of research findings to solving problems of teaching and learning in Physics; implications of positivist, empiricist, and naturalistic viewpoints on research findings in Physics education.

ECT 842: Mathematics Curriculum

Concept, principles and procedures for developing mathematics curriculum, trends and innovations in mathematics curriculum; mathematics syllabus; objectives design and content; evaluation in mathematics: assessment of science process skills in manipulative and intellectual skills, assessment of practical work; the place of mathematics in the school curriculum; concerns and new directions in mathematics curriculum development and improvement; professional life of teacher of mathematics.

ECT 843: Mathematics Instruction

Approaches to teaching Mathematics – practical assignments, individualized and peer learning,; teaching selected topics numeracy, algebra, measures and estimation, shape and space, psychological theories and implications for teaching and learning mathematics; cognitive development and relevance to mathematics instruction; mathematics as a conceptual understanding and problem – solving; individual differences, diagnosis and remediation; task analysis of concepts, skills and procedures.

ECT 844: Media in Mathematics Education

Concept and functions of media in Mathematics instruction; range of media in mathematics instruction; developing and utilization of resources in teaching and learning mathematics; the mathematics laboratory organization and equipment; critique of existing media in mathematics instruction; role of computer in the teaching and learning of mathematics; use of the environment in teaching and learning of mathematics.

ECT 845: Research in Mathematics Education

Approaches in Mathematics education study; developing theoretical framework for research in Mathematics education; critique of research in Mathematics education; application of research findings to solving problems of teaching and learning in Mathematics; mathematical modeling in relation to real life situations.

ECT 846: Teaching of Social Studies in the Secondary School

General and specific instructional objectives in the secondary school social studies curriculum, trends in methods, materials and their uses, provisions for individual differences, Evaluation of

pupil progress, and procedures useful for curriculum construction and improvement, contribution from research.

ECT 847: Research and Developments in the Social Studies

Recent practices and proposals for change in content, methods, and instructional materials in secondary school social studies; recent and state trends with emphasis on critical analysis of national recommendations and experimental materials; current research in the social studies critical analysis of this research; areas of needed research; appropriate research methodologies in social studies; use of research in solving social problems.

ECT 848: The Social Context of Schooling

Social, cultural and instructional forces that shape the educational system and the individuals within it; the changing nature of the family and its effects on schooling, effects of race, class, gender and ability on school processes and outcomes, educational attainment and school to – work transitions: and public expectations for schools.

ECT 849: Disciplinary Foundations for Teaching Social Studies.

National, and local curriculum standards for social studies; the relationship between social science disciplines and the curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children’s understanding of social studies concepts and methods; Critique of studies on social studies; historical development of social studies in the curriculum; the concepts of Humanities, Liberal Arts, and Social Sciences; Social Studies and social education; major concerns of social studies; the relationship between social studies and society.

ECT 850: History Curriculum

Concept, principles and procedures for developing History curriculum; the place of History in the school curriculum; concerns and new directions in History curriculum; development and improvement of History curriculum; challenges to the History curriculum development, implementation and education.

ECT 851: History Instruction

Concept and methods of teaching History; interdisciplinary approach to teaching history, emphasizing relations with Anthropology, Archeology, Economics, Geography and Political Science; planning for instruction in history: lesson plan and scheme of work; teaching higher level thinking skills; motivation in History instruction.

ECT 852: Media in History Education

Concept and range of media in history teaching and Learning; development and utilization of media in teaching and learning history; critique of existing media in history teaching and learning; development of educational media for History teaching.

ECT 853: Research in History Education

Research in History education, types of research and methods of data collection; approaches in History education study; developing theoretical framework for research in History education, application of research findings to solving problems of teaching in History.

ECT 854: Geography Curriculum

Concept, principles and procedures for developing Geography curriculum; the place of Geography in the school curriculum; concerns and new directions in Geography teaching and learning; Geography Curriculum development and improvement; position of Geography curriculum in social science studies.

ECT 855: Geography Instruction

Planning for instruction in Geography syllabus, scheme of work and lesson plan; approaches and techniques in teaching geography: the unified, concentric and integrated approaches; the direct and fieldwork methods of teaching geography; use of local studies from rural areas: surveys of residential neighborhoods', detailed land, transport surveys, observation and recording of weather; indirect methods of teaching geography; explanation, sample study, project, discovery and the use of assignments; principles of individual work and its assessment.

ECT 856: Media in Geography Education

Concept and role of media in Geography teaching and learning, facilities, materials and equipment for Geography teaching; principles of visual illustration; structure of visual display; the use of blackboard, pictures, maps, atlases, globes, charts, specimen collection; use of opaque, film strips, duplicators, T.V. broadcasts, tape-recorders, the geography library, the geography room, design of the Geography room; and equipping; models and displays in geography; the school weather station; the use of local environment.

ECT 857: Research in Geography Education

Approaches in Geography Education study; developing theoretical framework for research in Geography education; critique of research in Geography education, application of research findings to solving problems of teaching and learning in Geography

ECT 858: Religious Studies Curriculum

Principles, objectives and process of developing a curriculum for religious education; the syllabus: objectives, content and structure; examination of the strengths and weaknesses of the

various current religious education syllabus in Kenya; developing the scheme of work, and lesson plan; stakeholders in developing curriculum for religious education; place of Religious curriculum in the school curriculum.

ECT 859: Religious Studies Instruction

Planning for Religious education instruction: the syllabus into scheme of work and lesson plan; methods and techniques in teaching Religious education; values in Religious education instruction; teaching religion through artifacts, faith mapping, dilemma interventions, art, story, games and simulations; the place of imagination in religious learning; critique of Religious education instruction.

ECT 860: Media in Religious Studies Education

Concept and range of media in Religious teaching and learning; developing and utilization of media in teaching and learning Religious; critique of existing media in Religious teaching and learning.

ECT 861: Research in Religious Studies Education

Approaches in Religious Education study; developing theoretical framework for research in Religious education; critique of research in Religious education, application of research findings to solving problems of teaching and learning in Religious.

ECT 862: Economics Curriculum

Concept, principles and procedures for developing Economics curriculum; the place of Economics in the school curriculum; concerns and new directions in Economics curriculum developing and improvement; developing various instructional tools for economics teaching; appraisal of economics educational instruction

ECT 863: Economics Instruction

Planning for instruction in Economics; approaches to teaching economics; role of field study and research in the teaching of economics; challenges of teaching economics in secondary schools and tertiary level of education.

ECT 864: Media in Economics Education

Concept role and range of media in Economics teaching and learning; developing and Utilization of media in teaching and learning Economics; critique of existing media in Economics teaching and learning. Designing appropriate educational media for economics teaching. The role of educational media in economics education and research.

ECT 865: Research in Economics Education

Approaches in Economics education research; developing theoretical framework for research in Economics education; critique of research in Economics education, application of research findings to solving problems of teaching and learning in Economics; research needs and approaches in economics education research.

ECT 866: Business Studies Curriculum

Principles and objectives in developing Business Studies curriculum for all levels of education; roles of curriculum developers, industry, examination body and ministry of education in

development of business studies curriculum; secondary school tertiary level Business education; Business Studies subject clusters; vocational entrepreneurship, and business related courses, Business studies curriculum development and improvement.

ECT 867: Business Studies Instruction

Planning for instruction in Business Studies; approaches to teaching Business Studies; use of project, field surveys, industrial attachment and induction programmes; challenges in the teaching of specialized areas of Business Studies; accounting, commerce, office practice, typing and computer application packages.

ECT 868: Media in Business Studies Education

Concept role and range of media in Business Studies teaching and learning; development and utilization of media in teaching and learning Business Studies; critique of existing media in Business Studies teaching and learning; challenges in the use of various educational media in Business Studies; identifying appropriate educational media in teaching and learning Business Studies.

ECT 869: Research in Business Studies Education

Approaches in Business Studies Education research; developing theoretical framework for research in Business Studies education; critique of research in Business Studies education; application of research findings to solving problems of teaching and learning in Business Studies; areas of research in Business studies.

ECT 870: Applied Linguistics and Teaching of English and Literature

Concepts of applied linguistics, first language, second language and foreign language; language acquisition and language learning; communicative competence and performance; concept of psycholinguistics; theories of language acquisition; factors influencing language learning and acquisition and classroom implications; concept of error analysis and interlanguage classroom implications; linguistics in literature teaching; classroom research in language teaching-classroom implication; research in literature teaching;-classroom implications.

ECT 871: Socio-Linguistics Educational Implications

The concept of socio-linguistics; language and the individual thought, culture and society; language and gender; language variation: register, dialects and standard language; monolingualism, bilingualism and multilingualism; language maintenance, shifts, interaction and social change; national language policies and educational implications.

ECT 872: Semantics and Semiotics Pedagogic Implications

The concept of semantics; the concept of semiotics; semantic organization; theories of semantic organization; semantic properties; word meaning; word relations and sentence meaning; syntax; semantic variations over time; pragmatics; speech acts and non-verbal communication; variations in Kenya; semantics and semiology; pedagogic implications.

ECT 873: Language Curriculum Design, Implementation, Assessment and Evaluation

Concept of language curriculum; principles of developing language curriculum; types of language curriculum; language in the literature curriculum; literature in the language curriculum;

language and literature course planning: pre-planning, planning and the post-planning stage; concept of assessments, principles of assessment; design of content, context evaluation; functions of evaluation in language and literature curricula.

ECT 874: Literary Theory and Practical Interpretation

Concept of Theory; ideology in literature education; critical review of literary theories; Classical, Socio logical, formalistic, structural Psychoanalytical, Deconstruction, New criticism; History, major proponents, Basic tenets, Evaluation of theories practical application on according to design, regions, periods, genres and authors; Pedagogical implication.

ECT 875: Language Departmental Organization, Supervision and Inspection

Concept of language department; departmental organization; the concept of inspection and supervision; inspecting the implementation of language and literature curricula in schools; inspecting language teaching; types of supervision; supervising language and literature teaching as a teacher educator; organizing departmental in-service language and literature teacher education.

ECT 876: English Language and Literature Curriculum

Concept of English language and literature curriculum; principles of developing English language and literature curriculum; types of English language and Literature curriculum; language in the literature curriculum; Literature in the language curriculum; Language and literature course planning; pre-planning and the post-planning stages; concept of assessment, principles of assessment; design content, context and methods of assessment; Use of assessment results; concept of evaluation; types of evaluation; Functions of evaluations in a language and Literature curricula.

ECT 877: English Language and Literature Instruction

The concept of language learning; approaches to language teaching; their advantages and disadvantages, methods of developing language skills: reading, writing, listening and speaking – teaching grammar, comprehension and summary; literary knowledge and skills, the concept of learning in literature; traditional approaches to teaching literature; a critical analysis; alternative methodology: texts, readers and teachers, developing reader response; Creative writing; Developing literary skills; teaching the genres: novels, short stories, plays, poetry, oral literature and children’s literature.

ECT 878: Media in English Language and Literature Education

Concept of English language teaching materials; types of language teaching materials; factors influencing development and design; textual and non-textual materials; analysis of textual and non-textual materials; evaluation of language teaching/learning materials; using language teaching/learning textual and non-textual materials; evaluating use; concept of educational technology; types of technology that can be used in language and literature education; using cameras, radio, video recordings, audio recordings, overhead projector and computers in teaching of English language and literature.

ECT 879: Research in English Language and Literature Education

Approaches in English language and literature education study; developing theoretical framework for research in English language and literature education; critique of research in English language and literature education, application of research findings to solving problems of teaching and learning in English language and literature.

ECT 880: Kiswahili Language and Literature Curriculum

Concept of Kiswahili language and literature curriculum; principles of developing Kiswahili language and literature curriculum; types of Kiswahili language and literature curriculum; language in the literature curriculum; literature in the language curriculum; language and literature course planning; pre-planning and the post-planning stages; concept of assessment; principles of assessment; design of content, context and methods of evaluation in a Kiswahili language and literature curriculum.

ECT 881: Kiswahili Language and Literature Instruction

The concept of language learning; approaches to language teaching; their advantages and disadvantages; methods of developing language skills: reading, writing, listening and speaking – teaching grammar, comprehension and summary; literary knowledge and skills; the concept of learning in Kiswahili; traditional approaches to teaching Kiswahili; a critical analysis; alternative methodology: texts, readers and teachers; developing reader response; creative writing; developing literary skills; teaching the genres: novels, short stories, plays, poetry, oral literature and children's literature.

ECT 882: Media in Kiswahili Language and Literature Education

Concept of Kiswahili language and literature teaching materials; types of Kiswahili language and literature teaching materials; factors influencing development and design; textual and non textual materials; analysis of textual and non-textual materials; evaluation of Kiswahili teaching/learning materials; using Kiswahili teaching/learning textual and non-textual materials; evaluating use; concept of educational technology; types of technology that can be used in Kiswahili and Kiswahili education; using cameras, radio, video recordings, audio recordings, the overhead projector and computers in teaching of Kiswahili language and literature.

ECT 883: Research in Kiswahili Language and Literature Education

Approaches in Kiswahili language and literature education study; developing theoretical framework for research, in Kiswahili language and literature education; critique of research in Kiswahili language and literature education, application of research findings to solving problems of teaching and learning in Kiswahili language and literature.

ECT 884: French Language and Literature Curriculum

Concept of French language and literature curriculum; principles of developing French language and literature curriculum; types of French language and Literature curriculum; French in the literature curriculum; French in the language curriculum; French language and literature course planning; pre-planning and the post-planning stages; concept of assessment; principles of assessment; design of content, context and methods of assessment; use of assessment results; concept of evaluation; types of evaluation; functions of evaluation in a French and literature curriculum.

ECT 885: French Language and Literature Instruction

The concept of language learning; approaches to language teaching; their advantages and disadvantages, methods of developing language skills: reading, writing, listening and speaking – teaching grammar, comprehension and summary; literary knowledge and skills; the concept of learning in French; traditional approaches to teaching French; a critical analysis; alternative methodology: texts, readers and teachers; developing reader response; creative writing; developing literary skills; teaching the genres: novels, short stories, plays, poetry, oral literature and children's literature.

ECT 886: Media in French Language and Literature Education

Concept of French language and literature teaching materials; types for French language and literature teaching materials; factors influencing development and design; textual and non textual materials; analysis of textual and non-textual materials; evaluation of French teaching/learning materials; using French teaching/learning textual and non-textual materials; evaluating use; concept of educational technology; types of technology that can be used in French and French education; using cameras, radio, video recordings, audio recordings, the overhead projector and computers in teaching of French language and literature.

ECT 887: Research in French Language and Literature Education

Approaches in French language and literature education study; developing theoretical framework for research in French language and literature education; critique of research in French language and literature education, application of research findings to solving problems of teaching and learning in French language and literature.

ECT 888: Creative and Performing Arts in Education

Examination of theories of Creative Performing arts, including functions and aesthetic values which underlie create arts education practices and criticism; interdisciplinary role of Creative arts in traditional and nontraditional educational and administrative settings through analysis of programmes, projects, policy issues and political processes that involve the visual arts, dance, music and theatre.

ECT 889: Current Issues and Practices in Creative Arts Education

Current philosophies, theories and practices in creative and performing Arts their creative practice from critical perspective; production of personal profiles and projects within educational and cultural contexts; Problems of creative arts in the curriculum.

ECT 890: Disciplinary Foundations for Teaching Creative and Performing Arts

National, and local curriculum standards for Creative and Performing Arts; the relationship between social science disciplines and the curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children's understanding of creative and Performing Arts concepts and methods; Critique of studies on Creative and Performing Arts; historical development of Creative and Performing Arts in the curriculum; the concepts of Humanities, Liberal Arts, and Social Sciences; Creative and Performing Arts and social education; major concern of Creative and Performing Arts; the relationship between Creative and Performing Arts and society; exploration of the creative and performing arts and aesthetics of various Kenyan cultures; development of understandings, sensitivities and skills for cross-cultural and intercultural dialogues; interactions through artists, artworks, aesthetic theories, philosophies, art events, myths, folklore and rituals; role of Kenya music and Drama Festivals in advocacy and preservation of Kenyan cultures; museums and National galleries as cultural heritage.

ECT 891: Music Curriculum

Concept of music curriculum; importance of studying music; principles of developing music education curriculum; process and dynamics of planning, development, implementation and evaluation of music curriculum; trends in music curriculum development; analysis of music curriculum in Kenya; the future of music studies.

ECT 892: Music Instruction

Principles of teaching music; social and psychological context of music instruction Planning for instruction in Music; methods of teaching music; trends in the teaching of music in Kenya; critique of music instruction practices in schools.

ECT 893: Media in Music Education

Criteria and procedures for selection, use and evaluation of instrumental material, band matching and music literature; vocal techniques suitable for adolescent voices and effective rehearsal procedures; developing skills and techniques in performance on chosen instruments or voice; instruments for music instruction including African traditional music instruments, western key board and orchestral or band instruments; critique of existing media for music education.

ECT 894: Research in Music Education

Meaning of research in Music education; general concepts concerning scientific research; approaches in music education study; developing theoretical framework for research in Music education; research needs in music education; tools of research; data analysis management of musical aptitudes, music biographies and research report writing; critique of research in Music education, application of research findings to solving problems of teaching and learning in Music in educational institutions.

ECT 895: Art and Design Curriculum

Mean of Art and Design curriculum; importance of studying Art and Design; principles of developing Art and Design curriculum; process and dynamics of planning, development, and implementation and evaluation of Art and Design curriculum; critical analysis of alternative

conceptual models as reflected in different Art and Design curricular, trends in Art and Design curricula; the place of Art and Design in the school curriculum.

ECT 896: Art and Design Instruction

Planning for instruction in Art and Design; role of the senses, emotions and intellect in artistic development of art and design: Print making, ceramics, sculpture, photography; critique of Art and Design instructional practices.

ECT 897: Media in Art and Design Education

Meaning of research in Art and Design education; general concepts concerning scientific research; approaches in Art and Design education study; developing theoretical framework for research in Art and Design education; research needs in Art and Design education, tools of research, data analysis, management of aptitudes in Art and Design; writing research report; critique of research in Art and Design education; application of research findings to solving problems of teaching and learning in Art and Design education.

ECT 899: Research

The student, under the guidance of supervisors will select a research topic, develop research proposal, collect data, write a thesis, defend and present it.