MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1. **Advanced Knowledge Acquisition**: Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.

2. **Research Proficiency**: Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.

3. **Culturally Responsive Teaching**: Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.

4. **Leadership Development**: Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.

5. **Curriculum and Instruction Design**: Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.

6. **Technology Integration**: Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.

7. **Policy and Advocacy**: Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory**: Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.

2. **Conduct and Analyze Research**: Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.

3. **Implement Inclusive Practices**: Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.

4. **Exhibit Leadership Skills**: Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.

5. **Design Effective Curriculum**: Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.

6. **Utilize Technology Effectively**: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7. **Engage in Policy Advocacy**: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.

COURSE SYLLABUS

Course Title:	**FOUNDATIONS OF EDUCATION**
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty
	Email: info@pic.education

I. COURSE DESCRIPTION

This course provides an in-depth exploration of the historical, philosophical, sociological, and psychological foundations of education. It aims to equip students with a comprehensive understanding of the various factors that shape educational practices and policies, fostering critical thinking about the role of education in society.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Analyze the historical development of educational systems and philosophies.

2. Evaluate the influence of sociocultural factors on education.

3. Understand key psychological theories and their implications for teaching and learning.

4. Critically assess contemporary educational issues and policies.

5. Develop a personal philosophy of education informed by foundational concepts.

III. LEARNING OUTCOMES

1. **Historical Analysis:**

   Analyze key historical developments and influential figures in the evolution of educational systems.

2. **Philosophical Understanding**:

   Evaluate major educational philosophies and their implications for teaching practices and educational policy.

3. **Sociocultural Awareness**:

   Assess the impact of sociocultural factors on education, including issues of equity, access, and social stratification.

4. **Psychological Insights**:

   Apply key psychological theories of learning and development to enhance teaching strategies and educational outcomes.

5. **Cultural Competence**:

   Demonstrate an understanding of cultural influences on education and the importance of multicultural education.

6. **Policy Evaluation**:

   Critically evaluate contemporary educational policies and reforms, identifying their effects on educational systems and practices.

7. **Global Perspective**:

   Compare and contrast educational systems and practices across different cultural and global contexts.

8. **Technological Integration**:

Explore the role of technology in education and its implications for teaching, learning, and educational management.

9. **Ethical and Legal Understanding**:

Identify and discuss ethical considerations and legal frameworks that govern educational practices.

10. **Leadership Development**:

Understand the principles of educational leadership and management, applying them to foster effective educational environments.

11. **Philosophy Articulation**:

Develop and articulate a personal philosophy of education that reflects an understanding of foundational concepts.

12. **Contemporary Issue Analysis**:

Identify and analyze contemporary issues in education, proposing informed solutions based on foundational knowledge.

These learning outcomes aim to equip students with a comprehensive understanding of the foundational aspects of education, enabling them to critically engage with educational practices and policies in their future roles as educational leaders and managers.

IV. LEARNING PLAN

WEEK	LEARNING MATERIALS	LEARNING OBJECTIVES
Week 1: Introduction to Foundations of Education	Learning Materials: • Textbook: Chapter 1 • Articles on the importance of educational foundations. Activities: • Class discussion on the relevance of education foundations. • Reflection paper on personal educational experiences.	Learning Objectives: • Understand the significance of the foundations of education. • Familiarize with key concepts and terminology.
Week 2: Historical Foundations of Education	Learning Materials: • Textbook: Chapter 2 • Selected readings on historical milestones in education. Activities: • Group presentation on a significant historical figure in education. • Timeline creation of major educational developments.	Learning Objectives: • Analyze key historical developments in education. • Identify influential figures in educational history.
Week 3: Philosophical Foundations of Education	Learning Materials: • Textbook: Chapter 3 • Articles on various educational philosophies (e.g., pragmatism, essentialism). Activities: • Debate on different educational philosophies.	Learning Objectives: • Evaluate major educational philosophies. • Discuss implications of philosophy on educational practice.

	• Write a reflective essay on personal educational philosophy.	
Week 4: Sociological Foundations of Education	Learning Materials: • Textbook: Chapter 4 • Case studies on social stratification in education. Activities: • Group discussion on sociocultural influences in education. • Research paper on a specific sociocultural issue affecting education.	Learning Objectives: • Assess the impact of sociocultural factors on education. • Discuss issues of equity and access in education.
Week 5: Psychological Foundations of Education	Learning Materials: • Textbook: Chapter 5 • Articles on learning theories (e.g., behaviorism, constructivism). Activities: • Workshop on different learning styles. • Create a lesson plan incorporating psychological theories.	Learning Objectives: • Apply psychological theories to educational practices. • Understand learning styles and their implications.
Week 6: The Role of Culture in Education	Learning Materials: • Textbook: Chapter 6 • Selected readings on multicultural education practices. Activities: • Class discussion on cultural responsiveness in	Learning Objectives: • Demonstrate understanding of cultural influences on education. • Discuss the importance of multicultural

	education. • Develop a multicultural curriculum project.	education.
Week 7: Educational Policies and Reform	<u>Learning Materials:</u> • Textbook: Chapter 7 • Reports on recent educational reforms. <u>Activities</u>**:** • Group analysis of a recent educational policy. • Write a position paper on an educational reform issue.	<u>Learning Objectives:</u> • Critically evaluate contemporary educational policies. • Analyze the effects of reforms on educational systems.
Week 8: Midterm Exam	<u>Activities</u>**:** • Midterm exam covering all material discussed.	<u>Learning Objectives:</u> • Synthesize knowledge from Weeks 1-7.
Week 9: Global Perspectives on Education	<u>Learning Materials:</u> • Textbook: Chapter 8 • Articles on international education systems. <u>Activities:</u> Presentation on an educational system from another country. Class discussion on globalization's effects on local education.	<u>Learning Objectives:</u> • Compare educational systems across cultures. • Discuss the impact of globalization on education.
Week 10: Technology and Education	<u>Learning Materials:</u> • Textbook: Chapter 9 • Research articles on educational technology. <u>Activities</u>**:** • Workshop on integrating technology into the classroom. • Create a technology-	<u>Learning Objectives:</u> • Explore the role of technology in modern education. • Discuss digital literacy and its importance.

	enhanced lesson plan.	
Week 11: Ethical and Legal Issues in Education	Learning Materials: • Textbook: Chapter 10 • Case studies on ethical dilemmas in education. Activities: • Group discussion on a current ethical issue in education. • Write a case analysis on an ethical dilemma.	Learning Objectives: • Identify ethical considerations in education. • Understand legal frameworks affecting educational practice.
Week 12: Educational Leadership and Management	Learning Materials: • Textbook: Chapter 11 • Articles on leadership theories (e.g., transformational, transactional). Activities: • Case study analysis of effective educational leadership. • Group discussion on the role of leadership in shaping educational outcomes.	Learning Objectives: • Understand principles of educational leadership and management. • Apply leadership theories to real-world educational scenarios.
Week 13: Personal Philosophy of Education	Learning Materials: • Selected readings on personal philosophy in education. • Examples of personal philosophy statements from educators. Activities: • Workshop on drafting a personal philosophy of	Learning Objectives: • Develop and articulate a personal philosophy of education. • Reflect on foundational concepts and their implications for practice.

	education.	
	• Peer review of philosophy statements in small groups.	
Week 14: Contemporary Issues in Education	<u>Learning Materials:</u> • Selected articles on current educational trends and challenges. • Reports on educational equity, mental health, and policy changes. <u>Activities</u>**:** • Student-led presentations on selected contemporary issues. • Class discussion on potential solutions to identified issues.	<u>Learning Objectives:</u> • Identify and analyze contemporary issues affecting education. • Propose informed solutions based on foundational knowledge.
Week 15: Course Review and Reflection	<u>Learning Materials:</u> • Review materials from previous weeks. • Reflection prompts for personal and professional growth. <u>Activities</u>**:** • Group discussion to summarize key takeaways from the course. • Write a reflective essay on personal growth and future aspirations in education.	<u>Learning Objectives:</u> • Review key concepts and themes from the course. • Reflect on personal learning and its implications for future practice.
Week 16: Final Exam	<u>Activities:</u> • Final exam covering all course content.	<u>Learning Objectives:</u> • Synthesize knowledge from the

	• Course evaluations and feedback session.	entire course. • Demonstrate understanding of the foundational aspects of education.

V. LEARNING OUTPUTS

1. **Historical Insight:**

   Articulate key historical milestones and influential figures that have shaped contemporary educational systems.

2. **Philosophical Framework**:

   Critically analyze and apply various educational philosophies to inform teaching practices and educational policies.

3. **Sociocultural Awareness**:

   Examine the impact of sociocultural factors on education, including issues of equity, diversity, and social justice.

4. **Psychological Application**:

   Integrate psychological theories of learning and development into educational practices to enhance student outcomes.

5. **Cultural Competence**:

   Demonstrate an understanding of multicultural education and its significance in fostering an inclusive learning environment.

6. **Policy Analysis**:

   Evaluate contemporary educational policies and reforms, assessing their implications for

educational practice and management.

7. **Global Perspective**:

Compare and contrast educational systems and practices globally, recognizing the influence

of globalization on local education.

8. **Technological Integration**:

Assess the role of technology in education, developing strategies for effective integration into

teaching and learning.

9. **Ethical and Legal Understanding**:

Identify and discuss ethical considerations and legal frameworks that influence educational

practices and decision-making.

10.   **Leadership Skills**:

Demonstrate knowledge of educational leadership principles and apply them to create

effective and equitable educational environments.

11.   **Philosophy Development**:

Formulate a personal philosophy of education that reflects foundational concepts and informs

future educational practices.

12.   **Contemporary Issue Engagement**:

Identify, analyze, and propose solutions to contemporary issues in education, drawing from

foundational knowledge and research.

These learning outputs provide a comprehensive framework for what students should

achieve by the end of the course, preparing them for effective roles in educational

management and leadership.

VI.   REFERENCES:

Textbooks

1. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles,*

and Issues. **Pearson.**

- A comprehensive overview of curriculum development, including historical, philosophical,

and sociological foundations.

2. Gordon, S. P., & Gordon, J. A. (2018). *The Foundations of Education: A*

Comprehensive Approach. **Cengage Learning.**

- Explores the historical, philosophical, and sociological aspects of education, with practical

applications for educators.

3. Sadker, M. P., & Sadker, D. M. (2019). *Teachers, Schools, and Society.* **McGraw-**

Hill Education.

- Analyzes the role of teachers and schools within the context of societal influences and

educational policies.

Articles and Journals

4. Banks, J. A. (2016). "Cultural Diversity and Education: Foundations,

Curriculum, and Teaching." *Multicultural Education Review,* **8(1), 3-28.**

- Discusses the importance of multicultural education and its implications for curriculum and

teaching practices.

5. Darling-Hammond, L. (2017). "The Flat World and Education: How America's Commitment to Equity Will Determine Our Future." *Educational Leadership,* **69(4), 8-15.**

- Examines equity in education and its critical role in shaping educational outcomes.

6. Fullan, M. (2016). "The New Meaning of Educational Change." *Teachers College Press.*

- Provides insights into educational reform and the leadership necessary for effective change.

Online Resources

7. U.S. Department of Education. (2020). "Every Student Succeeds Act (ESSA)." Retrieved from https://www.ed.gov/essa

- Overview of policies and reforms in U.S. education, relevant for understanding contemporary educational issues.

8. UNESCO. (2021). "Global Education Monitoring Report." Retrieved from https://en.unesco.org/gem-report

- Annual reports that analyze global education trends and challenges, providing a global perspective on education.

Additional Resources

9. Miller, R. (2018). *Educating for a Sustainable Future: A Guide for Teachers.* **Routledge.**

- Discusses the integration of sustainability into education, relevant for contemporary educational practices.

10.   Cuban, L. (2016). "The Technology Puzzle: A Historical Perspective." *Harvard Education Press.*

- Explores the historical context of technology in education and its implications for modern teaching practices.

11.   Kumar, R. (2019). "Educational Leadership: A Bridge to the Future." *Educational Management Administration & Leadership,* **47(5), 719-738.**

- Focuses on leadership theories and practices in education, aligning with the course's leadership objectives.

VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams). Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

VIII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

- Class Attendance   10%
- Participation in Class Discussion and Pair/Group Activities   25%
- Individual Formative Tests, Homework, Research
  25%
- Summative Examination (Midterm/Final Exams)   40%

TOTAL   100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.

2. No one is allowed to attend a class unless officially enrolled on a

credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.

3. In compliance with the School regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or participation in group activities.)

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.

5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous

weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.

7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights

2. Any form of cheating will immediately earn you a failing grade.

3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

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