COURSE SYLLABUS

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:	**EDUCATION LAWS, PRACTICE, TRENDS AND ISSUES: E-EDUCATION APPROACH**
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty
	Email: pic1@pic.edu.ph

I. COURSE DESCRIPTION

This course explores the intersection of education laws, practices, trends, and issues within the context of e-education. It examines the legal framework governing education, current trends in educational technology, and the implications of these trends for teaching and learning. The course will also address contemporary issues such as equity, access, and the impact of digital education on traditional educational practices.

II. COURSE OBJECTIVES

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

1. Understand and analyze key education laws and policies affecting e-education.

2. Evaluate the impact of current trends in educational technology on teaching and learning.

3. Identify and discuss contemporary issues related to equity and access in e-education.

4. Develop strategies for implementing e-education practices in compliance with legal and ethical standards.

5. Critically assess the effectiveness of e-education programs and their alignment with educational goals.

III. LEARNING OUTCOMES

1. **Legal Framework Understanding**:

   Demonstrate a comprehensive understanding of key education laws and policies that govern both traditional and e-education environments.

2. **Policy Analysis**:

   Analyze and interpret the implications of federal, state, and international education laws on e-education practices and policies.

3. **Trends Evaluation**:

   Evaluate current trends in educational technology, including blended learning, mobile learning, and gamification, and their impact on teaching and learning.

4. **Equity and Access Awareness**:

   Identify and discuss issues of equity and access in e-education, including the digital divide and strategies for inclusive practices.

5. **Ethical Considerations**:

   Assess ethical considerations related to privacy, data security, and the responsible use of technology in educational settings.

6. **Assessment Strategies**:

   Develop effective assessment and evaluation methods tailored to e-education environments, focusing on both formative and summative assessments.

7. **Policy Development Skills**:

   Create and propose comprehensive policies for e-education that address legal, ethical, and practical considerations.

8. **Critical Issue Analysis**:

Critically analyze contemporary issues and challenges in e-education, including the impact of global events like the COVID-19 pandemic on educational practices.

9. **Future Trends Exploration**:

Investigate and predict future trends in e-education, including the role of artificial intelligence and personalized learning technologies.

10. **Capstone Project Integration**:

Synthesize knowledge and skills acquired throughout the course into a capstone project that addresses a specific issue or trend in e-education.

IV. LEARNING PLAN

WEEK	LEARNING MATERIALS	LEARNING OBJECTIVES
Week 1: Introduction to Education Laws and Policies	**Learning Materials:** Article: "The Role of Law in Education"	**Learning Objectives**: • Understand the significance of education laws in shaping educational practices. • Identify key federal and state education laws.
Week 2: Key Education Laws in the U.S.	**Learning Materials**: • Legal Text: Individuals with Disabilities Education Act (IDEA) • Article: "Understanding FERPA"	**Learning Objectives**: • Analyze the implications of IDEA and FERPA on educational practices. • Discuss the rights of students and parents under these laws.
Week 3: International	**Learning Objectives**:	**Learning Materials**:

Education Laws and Standards	• Compare and contrast U.S. education laws with international standards. • Discuss the impact of global education policies on local practices.	• UNESCO Guidelines on Education • Article: "Global Education Policies"
Week 4: E-Education: Definition and Scope	**Learning Materials**: • Article: "Defining E-Learning"	**Learning Objectives**: • Define e-education and its various forms. • Explore the scope and significance of e-education in modern learning environments.
Week 5: Legal Issues in E-Education	**Learning Materials**: • Article: "Copyright and Intellectual Property in Education" • Case Study: Recent legal cases in e-education	**Learning Objectives**: • Identify key legal issues related to copyright and intellectual property in e-education. • Analyze case studies to understand the application of laws in e-learning contexts.
Week 6: Trends in Educational Technology	**Learning Objectives**: • Evaluate current trends such as blended learning and gamification. • Discuss how these trends impact teaching and learning practices.	**Learning Materials**: • Article: "Current Trends in Educational Technology" • Video: "The Future of Learning: Trends in EdTech"
Week 7: The Role of Technology in Enhancing Learning	**Learning Materials**: • Article: "Learning Management Systems: A Comprehensive	**Learning Objectives**: • Analyze the role of LMS and virtual classrooms in facilitating learning. • Assess the effectiveness of

	Guide"	different technological tools in education.
Week 8: Equity and Access in E-Education	**Learning Materials**: • Article: "The Digital Divide: Implications for Education" • Report: "Equity in E-Learning: Challenges and Opportunities"	**Learning Objectives**: • Identify barriers to access in e-education. • Discuss strategies for promoting equity and inclusivity in digital learning environments.
Week 9: Ethical Considerations in E-Education	**Learning Materials**: • Article: "Ethics in E-Learning: Privacy and Security Concerns" • Case Study: Ethical dilemmas in online education	**Learning Objectives**: • Assess ethical considerations related to privacy and data security. • Analyze case studies to understand ethical challenges in e-education.
Week 10: Assessment and Evaluation in E-Education	**Learning Materials**: • Textbook: Chapter 4 • Article: "Best Practices for Assessment in Online Learning"	**Learning Objectives**: • Develop assessment strategies tailored to e-learning environments. • Evaluate the effectiveness of various assessment methods in online education.
Week 11: Policy Development for E-Education	**Learning Materials**: • Article: "Creating Effective Policies for Online Learning" • Guidelines: Sample e-education policy documents	**Learning Objectives**: • Develop a framework for creating e-education policies. • Discuss the importance of policy in guiding e-learning practices.

Week 12: Current Issues and Challenges in E-Education	**Learning Materials**: • Article: "Impact of COVID-19 on Education Systems" • Case Study: "Challenges Faced by Educators During the Pandemic"	**Learning Objectives**: • Analyze current challenges in e-education, including technological, pedagogical, and social factors. • Evaluate how global events, such as the COVID-19 pandemic, have reshaped educational practices.
Week 13: Future Trends in E-Education	**Learning Materials**: • Article: "Emerging Technologies in Education" • Video: "The Future of Learning: AI and Personalized Education"	**Learning Objectives**: • Investigate future trends in e-education, focusing on artificial intelligence, machine learning, and personalized learning. • Discuss the potential implications of these technologies on educational practices and policies.
Week 14: Capstone Project Work	**Learning Materials**: • Guidelines: "Capstone Project Requirements" • Article: "Integrating Theory and Practice in Education"	**Learning Objectives**: • Synthesize knowledge and skills acquired throughout the course into a comprehensive capstone project. • Develop a project that addresses a specific issue or trend in e-education, integrating legal, ethical, and practical considerations.
Week 15: Capstone Project Presentations	**Learning Materials**: • No specific readings; focus on student presentations.	**Learning Objectives**: • Present capstone projects to peers, demonstrating understanding of course concepts and practical application. • Provide and receive

		constructive feedback on project presentations.
Week 16: Course Reflection and Evaluation	**Learning Objectives**: • Reflect on personal learning experiences throughout the course and identify areas for further growth. • Evaluate the effectiveness of the course in achieving its learning objectives and provide feedback for future improvements.	**Learning Materials**: • Article: "Reflective Practice in Education" • Course Evaluation Form

V. LEARNING OUTPUTS

1. **Comprehensive Understanding of Education Laws**:

   Students will demonstrate an understanding of key education laws and policies impacting both traditional and e-education settings.

2. **Policy Analysis and Application**:

   Students will analyze and interpret various education policies, assessing their implications for e-education practices.

3. **Evaluation of Educational Trends**:

   Students will evaluate current trends in educational technology, such as blended learning and

gamification, and their effects on teaching and learning.

4. **Equity and Access Assessment**:

Students will assess issues of equity and access in e-education, proposing strategies to address the digital divide and promote inclusivity.

5. **Ethical Framework Development**:

Students will develop an ethical framework addressing privacy, data security, and responsible technology use in educational contexts.

6. **Effective Assessment Design**:

Students will create assessment strategies tailored to e-education environments, focusing on both formative and summative approaches.

7. **Policy Development Proficiency**:

Students will demonstrate the ability to create comprehensive policies for e-education that consider legal, ethical, and practical dimensions.

8. **Critical Issue Analysis**:

Students will critically analyze contemporary issues and challenges in e-education, including the impact of global events on educational practices.

9. **Future Trends Exploration**:

Students will explore and predict future trends in e-education, including the integration of artificial intelligence and personalized learning technologies.

10. **Capstone Project Synthesis**:

Students will synthesize their learning into a capstone project that addresses a specific issue or trend in e-education, showcasing their understanding and application of course concepts.

VI. REFERENCES:

1. Textbooks

- Morrison, G. R., & Lowther, D. L. (2010). *Transforming Learning with New Technologies*. Pearson.
- This textbook covers the integration of technology in education and provides insights into contemporary practices.
- Roblyer, M. D., & Doering, A. H. (2013). *Integrating Educational Technology into Teaching*. Pearson.
- This book discusses the theoretical and practical aspects of integrating technology into educational settings.

2. Legal Texts and Guidelines

- U.S. Department of Education. (2004). *Individuals with Disabilities Education Act (IDEA)*. Retrieved from IDEA Website
- Provides the legal framework for special education in the U.S.
- U.S. Department of Education. (1974). *Family Educational Rights and Privacy Act (FERPA)*. Retrieved from FERPA Website
- Outlines the privacy rights of students and families regarding educational records.

3. Articles and Reports

- Bates, A. W. (2015). "Teaching in a Digital Age: Guidelines for Designing Teaching and Learning." *Tony Bates Associates Ltd*. Retrieved from Teaching in a Digital Age
- Discusses effective online teaching practices in the context of educational technology.
- Harris, J., & Rea, A. (2019). "The Digital Divide: Implications for Education." *Educational Technology Research and Development*, 67(4), 929-948. doi:10.1007/s11423-019-09700-7
- Examines the challenges and implications of the digital divide in education.
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). *NMC Horizon Report: 2014*

Higher Education Edition. The New Media Consortium. Retrieved from NMC Horizon Report

- A research report that identifies emerging technologies and trends in higher education.

4. Case Studies and Research Papers

- Garrison, D. R., & Anderson, T. (2003). *E-Learning in the 21st Century: A Community of Inquiry Framework for Online Learning*. Routledge.
- This book presents a framework for understanding online learning environments and communities of inquiry.
- Siemens, G. (2014). "The Impact of Open Educational Resources on Various Student Success Metrics." *International Review of Research in Open and Distributed Learning*, 15(2). doi:10.19173/irrodl.v15i2.1691
- Discusses the impact of open educational resources on student engagement and success.

5. Ethics and Policy Development

- Bennett, S., & Maton, K. (2010). "Beyond the 'Digital Natives' Debate: Towards a More Nuanced Understanding of Students' Technology Experiences." *Journal of Computer Assisted Learning*, 26(5), 321-331. doi:10.1111/j.1365-2729.2010.00360.x
- Explores the complexities of student technology use and its implications for teaching.
- Davis, K. (2018). "Creating Effective Policies for Online Learning." *Educational Policy Analysis Archives*, 26(14). doi:10.14507/epaa.26.3557
- Offers insights into policy development for online education.

6. Future Trends and Innovations

- Luckin, R. (2017). *Enhancing Learning and Teaching with Technology: What the Research Says*. UCL Institute of Education Press.
- Discusses the role of technology in enhancing learning and teaching practices.
- West, D. M. (2012). "Digital Schools: How Technology is Changing Education." *Brookings Institution*. Retrieved from Brookings Institution
- Analyzes the impact of technology on educational practices and future trends.

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 University 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.

*********************** END ***********************