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FACULTY OF EDUCATION

CURRICULUM FOR POST GRADUATE DIPLOMA IN EDUCATION (PGDE)

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1. CUR Background and Rationale

The Catholic University of Rwanda (CUR) is a private Catholic institution of higher learning established by the Catholic Diocese of Butare. The founder of the CUR believes that higher education plays a key role in a sustainable development of a just, equitable and stable society through the training of responsible citizens who are committed and professionally competent and skilled in scientific field. The conception of the CUR was to create a University with a vision and a mission of contributing to the solving of development challenges in Rwanda.

Rwanda Government “**Vision 2020**” clearly stipulates a developmental agenda to become a middle-income country by the year 2020. However, one of the major challenges facing Rwanda is the low level of competent and skilled human resources in different fields. In order to overcome these challenges, the country is targeting a knowledge-based economy with skills to its further development in sciences, research, industry, education as well as professional social services provision. The National Skills Audit for the Economic Development and Poverty Eradication Strategy (EDPRS) indicated a gap in different sector including education.

CUR, through Faculty of Education shall promote efficient and continuous upgrading of skills to unqualified teachers on the job by providing them short courses and post graduate diploma in education. Through this programme the CUR strives to keep in touch with the basic realities of the society in a very close collaboration with the local population and secondary schools so that its accredited programs serve to promote teachers’ levels. By doing so, CUR will contribute to bridging the gaps as mentioned above, and thus an attempt to contribute to the Government’s endeavor to overcome the issue of unqualified teachers.

2. Rwanda National qualification level and corresponding descriptors

The programme is aligned with the Qualification Frameworks for Higher Education Institutions, Level 6 (**Postgraduate Certificate, Postgraduate Diploma, Masters Degree**) as detailed below:

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
<p>Demonstrate: *a systematic and comprehensive understanding of the main areas of the subject/discipline *a critical awareness of current problems and/or new insights at the forefront of the academic discipline *a comprehensive understanding of relevant techniques applicable to their research or advanced scholarship *an understanding of how established techniques of research and enquiry are used in the discipline</p>	<p>Use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with their discipline</p> <p>Apply a range of standard and specialized research or equivalent techniques of enquiry</p> <p>Plan and carry out a significant project of research, investigation or development</p> <p>Demonstrate originality in the application of knowledge</p>	<p>Deal with complex issues and make informed judgments in the absence of complete data</p> <p>Analyzed, evaluate and synthesized issues which are at the forefront of knowledge</p> <p>Demonstrate original responses to problems and issues</p>	<p>Use a range of advanced and specialized skills as appropriate to the discipline: e.g.:</p> <p>*communicate using a range of appropriate methods to a range of audiences with different levels of subject expertise</p> <p>*communicate with peers, more senior colleagues and specialists</p> <p>*use a wide range of appropriate software solutions</p> <p>*evaluate a wide range of numerical and graphical information.</p>	<p>Exercise initiative and personal responsibility</p> <p>Demonstrate self-direction and originality in tackling and solving problems</p> <p>Act autonomously in planning and implementing decisions at a professional level</p> <p>Demonstrate the skills of life-long learning</p> <p>Demonstrate the skills of leadership and the management of resources</p>

3. Programme Justification

In Rwanda around 30% of secondary schools teachers are not qualified (MINEDUC, 2016). The Ministry of Education requests teachers to be qualified according to the Law No 23/12 of 15/06/2012, by 2019. It is against this situation that CUR, through the Faculty of Education (FED) is committed to put its contribution to solve this issue by offering an opportunity of training teachers in needs. Recently, some teachers from Gisagara, Huye, Nyaruguru and Nyamagabe Districts requested CUR to help them to cope with a lot of money spent to join centers where the programme is being delivered (see the sample of teachers who need to be enrolled). Therefore, the Faculty of Education proposes to respond to the teachers' needs by offering them a programme of Post Graduate Diploma in Education (PGDE) by the end of the academic year 2016-2017.

4. Programme objectives

The general objectives of the programme are:

- To equip candidates with relevant knowledge of General Psychology and Psychology of Child and Adolescent to facilitate them to know and understand learners
- To equip candidates with theories , skills of Pedagogy and Methodology, to help them to teach with standards in respective fields
- To equip candidates with package of knowledge in Educational Policies, History of Education and Comparative Education with the mission to give them necessary background of education sector
- To give to candidates necessary knowledge for curricula development , evaluation and change
- To equip candidates with skills and competences in Special Needs and Inclusive Education.
- To help candidates become professional teachers by applying advanced education practices

5. Entry requirements for admission to the PGDE

A student wishing to join the program should comply with the following conditions:

- To be admitted to the programme, candidates must have completed bachelor's degree programme or having A1 diploma in any field of higher education.
- To be currently employed or willing to be employed in education
- Candidates must comply with registration requirements specified in CUR General Academic Regulations.

6. Exit Awards

Graduates of the programme shall be awarded a Post Graduate Diploma in Education

7. Program duration

The post Graduate Diploma in Education program shall normally be attainable in six months.

8. Program structure

The Post Graduate Diploma in Education (PGDE) program will involve theoretical and practical sessions, tutorials, seminars, and internship. Each module will have a module-leader. The module leader will plan the self-learning experiences and assignments prior to the beginning of the module. Provisions for these learning experiences must appear in each module guidelines.

9. Mode of delivery

The programme shall be delivered in Weekend from Friday evening up to Sunday, and in holidays from Monday up to Friday.

10. Evaluation

Documented methods of evaluation will be provided to the students; criteria for passing, failing, and progressing in the program will comply with CUR General Academic Regulations and CUR Examination Policy. Evaluation systems will be related to the learning outcomes: knowledge and understanding, skills and competences, attitudes and values as described in programme description. Formative and summative Evaluations will be employed to ensure that students are regularly assessed as a reliable indicator of the effectiveness of the methods of instruction and course design.

11. Module credits and coding

a) Modules coding

Concerning module coding the following are keys:

- _ Each module code is composed of four letters reflecting the programme: PGDE(Post Graduate Diploma in Education)
- _ Each module code is also composed of four digits:
 - ❖ The first digit reflects the level of study (level 6)
 - ❖ The second digit reflects the Faculty (the Faculty of Education is the 3rd faculty at CUR according to the alphabetic order)
 - ❖ The third digit reflects the order of the module (1st ,2nd ,3rd9th)
 - ❖ The fourth digit reflects the number of credits (10 credits = 1 , 15 credits = 2 , 20 credits =3 ,

Example : Knowledge of Human Being is coded as PGDE6312

b) Modules code, title, components and credits

No	Module Code	Module title	Module Components	Number of Credits	
1	PGDE6312	Knowledge of Human Being	General Psychology	5	15
			Psychology of Child and Adolescent	5	
			Social Psychology	5	
2	PGDE6323	Foundation of Education	History of Education	5	20
			Philosophy of Education	5	
			Sociology of Education	5	
			Comparative Education	5	
3	PGDE6331	Pedagogical Sciences	General Pedagogy	5	10
			General Teaching Methodology	5	
4	PGDE6341	Curriculum studies	Curriculum Theory	5	10
			Curriculum Development and Design	5	
5	PGDE6351	Inclusive Education and Special Needs Education	Special Needs Education	5	10
			Inclusive Education	5	
6	PGDE6362	Theory and Practice of Teaching	Measurement and Evaluation of learning	5	15
			Subject Teaching Methodology*	10	
7	PGDE6371	ICT integration in Education	-		10
8	PGDE6381	Professional Deontology and Guidance-Counselling in Education	Professional Deontology	5	10
			Guidance and Counselling in Education	5	
9	PGDE6393	Internship			20
TOTAL					120

Award: Post Graduate Diploma in Education (PGDE)

*Languages Teaching Methodology, Mathematics teaching Methodology; Sciences Teaching Methodology (physics, Biology, chemistry), Social Studies Teaching Methodology (history, geography, economics, accounting.....)

12. MODULES DESCRIPTION

MODULE 1: KNOWLEDGE OF HUMAN BEING

1. **Module Code: PGDE6312**
2. **Level: 6 Credits: 15**
3. **Allocation of study and teaching hours.**

Activities	Student hours	Lecturer hours
Face to face Lectures	54	54
Students support	21	21
Students self learning hours	75	-
Total	150	75

4. Learning outcomes

Understanding/Knowledge

At the end of the module students should be able to demonstrate knowledge and understanding of:

- The basic concepts and principles of General Psychology, Psychology of Child and Adolescent, Social Psychology as they relate to teaching and learning.
- the basic concepts, theories, perspectives of Psychology of Child and Adolescent
- the basic concepts and principles of Social Psychology.

Competences-Skills/ Application of knowledge

Having successfully completed the module, students should be able to:

- Apply in class situation basic concepts, theories , perspectives and methodological approaches in general psychology
- Analyze basic concepts and principles of Psychology of Child and Adolescent and Social Psychology.
- Apply in concrete situations the basic concepts, theories, perspectives of Psychology of Child and Adolescent
- Carry out informed discussions based on the principles and theories of learning treated in the module.

- Demonstrate understanding of classroom settings practices related to the above principles and theories.

Communication/ICT/ Numeracy/Analytic Techniques/Practical Skills

At the end of the module, students should be able to:

- Produce in groups or as individuals properly researched work on relevant topics discussed in the module
- Make competent oral presentation of the assignment in front of colleagues and lecturers.

General transferable skills:

At the end of the module, students should be able to:

- Identify specific areas in the field that encourage practices on the principles and theories discussed in the module and apply them with or without supervision.
- Identify educational problems related to Psychology in their areas of community service and work out practical solutions to them, based on practical knowledge of Psychology.
- Have ability to deal and understand young people

5. Indicative Content

General psychology

- Fundamentals of psychology
- Methods used in Psychology.
- Key concepts in psychology (intelligence, attention ,perception, memory, motivation, emotion, learning, etc)

Psychology of Child and Adolescent

- Principles, basis and theories and main stages of human development,
- Physical ,Cognitive, social and emotional development in infancy and toddlerhood, Physical ,Cognitive, social and emotional development in preschool and school years
- Physical ,Cognitive, social and emotional development in adolescence

Social Psychology

- History of Social Psychology; key figures of Social Psychology; structure and function of attitudes

- Social theories :attribution theory, cognitive dissonance theory ,psychological theories of prejudice stereotyping and discrimination
- Social relations
- Applications of social psychology
- Methodology: methods used by social psychology

6. Learning and teaching strategy

- Face to face discussion
- Exchange of experiences on human development
- Reported experiences from observation of people in real life
- Group work and oral presentations by students

7. Assessment strategy

- CATs (Continuous Assessment Tests :self directed assignments, class presentation of assignment and reports...)
- Final exam

8. Assessment pattern

Component	Weighting (%)
CATs	60%
Final exam	40%

9. Strategy for feedback and student support during module

- Discussions in the classroom
- Discussion in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

10. Indicative resources

- A P S, *Current directions in Developmental Psychology* (2008). 2nd edition, Lynn S. Liben, USA.
- Bee, H. (1994). *Psychologie du développement. Les âges de la vie*. Bruxelles : De Boeck – Université.
- Benedetto, P. (2004). *Introduction à la psychologie*, Paris, Hachette
- Bideau, J. et coll. (2002). *L'homme en développement*, Paris, PUF
- Cattew, M. et coll., (2005). *Psychologie du développement de l'être Humain*. Paris : Armand colin.
- Cavanaugh, J.C & Blanchard-Fields, F. (2006). *Adult development and aging*, 5th edition. Thomson Learning, USA.
- Davey, G. et coll. (2004). *complete psychology*, London, Hodder&Stroughton
- Gordon, A. M.& Browne, K.W. (2004). *Beginnings & Beyond. Foundations in Early Childhood Education*, 6th,Edition, Thomson Delmar Learning, USA
- Ingule, F. O. , Rono R.C. , Ndambuki P. W. (1996). *Introduction to Educational psychology*, East African Publishers, Nairobi-Kampala.
- John,M. At all.(2010). *Personality, individual differences*, 2nd edition,Pearson Education Limited
- Lahey, B. (2000). *Psychology. An introduction*. New York: Mc Graw Hill.
- Lynda, A., Graham, B. (2003). *The counseling approach to careers guidance*, London, Routledge
- Messer, D. et coll. (1999). *Exploring developmental psychology*, London, Arnold
- Morris, C.G, Maisto A.A., Dunn w 1 (2007). *Psychology. Concepts and Applications*, Pearson Education, New Jersey.
- Rekha, S.S., Neerja C. (2009). *Introduction to Child Care and Development*, Indira Gandhi Open University, New Dehli,
- Shaffer, D. R. , Kipp K. (2007). *Developmental Psychology. Childhood & Adolescence*, Seventh Edition, Wadsworth, Cengage Learning
- Vasta, R.,Younger A.J. ,Adler S.A. , Miller, S.A. , Ellis, S. (2009). *Child Psychology*, Second Canadian Edition, John Wiley& Sons Canada Lt

MODULE 2: FOUNDATIONS OF EDUCATION SCIENCES

1. Module Code: PGDE6323

2. Level: PGDE Credits: 20

3. Allocation of study and teaching hours

Activities	Student hours	Lecturer hours
Lectures	72	72
Student support	28	28
Preparations	100	-
Total	200	100

4. Learning outcomes

Knowledge and understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

- the meaning of the History of Education and explain the reason for the trainees to study History of Education
- the main contributions of Eastern and Western Ancient Period and its relevance to the field of education
- the main contributions of Medieval, Enlightenment, Contemporary periods ideas and its relevance to the field of education
- the main contributions of Africans ideas in education ideas and its relevance to the field of education
- some educational ideas from the educational pioneers and relate them with the current ones.
- the functions of education, issues of stratification and equality in educational access, the school as a social system, and educational effectiveness and reforms;
- the main philosophical ideas of the West, Islam, and the East and its relevance to the field of education;
- the theoretical approaches in the sociological analysis of education

- the stages of comparative research in Education to Bereday, Holmes, and Eckstein Noah.
- the great periods of educational development
- different educational systems
- educational policies development
- problems in the education sector

Competences-Skills/Application of knowledge

Having successfully completed the module, students should be able to:

- Give concrete examples of rationale of studying History of Education
- Have critical vision on the origins, traditions and educative practices influencing the education system
- Relate the theory of Medieval, Enlightenment, Contemporary periods ideas and its relevance to the field of education
- Relate the theory of African Education period with main figures' ideas on self Reliance in education
- Compare the different educational systems and their evolution
- Analyze and interpret educational policies
- Critique and comment the influence exercised by the various philosophical and sociological ideas associated with educational practice, specifically in terms of the aims of education, methods of education, curriculum, and the role of the teacher.
- Propose ways of overcoming the problems in education sector

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- Explain orally and in writing the new knowledge acquired.
- They could express their opinions in debates
- Search for information about Education, using internet.

General transferable skills

Having successfully completed the module, students should be able to:

- Acknowledge the contributive techniques of education from Ancient period , both East and West
- Improve critical vision on medieval education system influencing the current system of education
- Improve critical vision on renaissance, Enlightenment, Contemporary and African education system influencing the current system of education especially in Rwanda
- Make some comments on the knowledge given in the course.
- Explain causes of any educational situation in the above domains.
- Appreciate the different educational systems and their evolution
- Appreciate the way the problem solving in education is in the center of the overall progress
- Explain causes of any educational situation in the above domains.

5. Indicative Content

Component 1: History of Education

- Education in ancient period
- Education in Middle Age (V^e-XV^e c)
- Education in Renaissance (XV^e - XVII^e c)
- Education in the Age of Enlightenment (XVII and XVIII centuries)
- Contemporary Pedagogy (19^e-21st c)
- History of Education in Africa
- Educational policies development

Component 2: Philosophy of Education

- Perennialism
- Essentialism
- Progressivism
- Reconstructionnism
- Existentialism

Component 3: Sociology of Education

- Functions of education
- Education and the process of stratification
- Stratification and equality

Component 4: Comparative education

- The Meaning of Comparative Education
- The Purpose and Uses of Comparative Education
- Comparative Approaches in Education
- Bereday's Four-Stage Method
- Holmes' Problem Solving Approach
- Eckstein and Noah's Scientific Method
- Comparative study of International Systems of Education

6. Learning and teaching strategies

- Face to face discussion
- Exchange of experiences
- Reported experiences from observation of people in real life
- Group work and oral presentations by students

7. Assessment strategy

- CATs (Continuous Assessment Tests: self directed assignments, class presentation of assignment and reports...)
- Final exam

8. Assessment pattern

Component	Weighting (%)
CATs	60%
Final exam	40%

9. Strategy for feedback and student support during module

- Discussions in the classroom

- Discussion in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

10. Strategy for feedback and student support during module

- Discussions in the classroom
- Discussion in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

11. Indicative Resources

- Ballantine, J.H. (2001). *The sociology of education: A systematic analysis* , (5th ed.). New Jersey: Prentice-Hall, Inc.
- Bob,M. ;Miriam,B-P ;Sally,B.(2000).*Routledge International comparison to education*,Routledge
- Carlos A. T; Adriana P (1997).*Latin American Education: Comparative Perspectives*,,Westview Press,
- Dominique (2002): Dictionnaire d'Education comparée
- Helen Bullock& Juliet Mountford, &Rebecca Stanley,(2001) '*Better Policy-Making*':Centre for Management and Policy Studies
- Joy,A.P.(2001).*Fifty Modern Thinkers on Education:From Piaget to present day*,Routledge
- Kibbi,I.(1995).*Lebanese and American educational differences :A comparison* .Education :Volume 115,No 3,spring
- Johnson , J. A., Dupuis, V.L., Musial, D., Hall, G. E. , & Gollnick, D. M. (1999). *Introduction to the foundations of American education*. 11th Ed. Boston, London, Toronto, Sydney, Tokyo, Singapore: ALLYN AND BACON
- Johnson , J. A., Dupuis, V.L., Musial, D., Hall, G. E. , & Gollnick, D. M. (2008). *Foundations of American: Perspectives on education in a changing world*. 14th Ed. Boston: ALLYN AND BACON

- Kwabena,G.(2008).*Going to school in the Middle East and North Africa*, Greenwood press
- Lulat ,G-M. (2005). *A history of African Higher Education from the Antiquity to present :A critical synthesis*,preager
- Magnus,O.(1999). *Western Education and political domination in Africa :A study in critical and Dialogical pedagogy*,Bergin and garvey
- Mialaret, G. (1996). *World History of Education*. Paris: PUF
- Mombusa,D.(2008). *New Direction in Africa :Challenges and possibilities*,University of Calgary press
- Paul ,A.; Katherine S. (2010) .*Growing Gaps: Educational Inequality around the World* , Oxford University Press,
- Richard A; Melissa V. (2012). *Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective* , Stanford University Press,
- Ronald,B.;Bergley,J.(2005).*Medieval Education*,Fordham University press
- Timothy ,R.(2005).*Non Western educational traditions :Indigenous comparison to education*,Routledge
- Yin Cheong Cheng & Wing Ming Cheung (1995):A framework for the analysis of educational policies' in *International Journal of Educational Management*, Vol. 9 No. 6, , pp. 10-21.
- You Lee Too (2001).*Education in Greek and Roman Antiquity*,Brill

MODULE 3: PEDAGOGICAL SCIENCES

1. Module code:PGDE6331

2. Level: 6 Credits: 10

3. Allocation of study and teaching hours

Activities	Student's hours	Lecturer's hours
Face to face lectures	36	36
Student support	14	14
Students self learning	50	-
TOTAL	100	100

4. Learning outcomes

Knowledge and Understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

- concepts and approaches of conventional Pedagogy, learner centered pedagogy, teaching and learning principles and methods
- characteristics of teaching- learning situation,
- Teaching, process learning process and educating process
- criteria of selecting teaching -learning methods
- general, specific objectives in the teaching -learning process
- pedagogic documents
- Scheme of work and lesson plan

Competences –Skills/Application of knowledge

At the end of the module, students should be able to :

- Apply pedagogical principles to teaching learning process
- Select better methods to teaching- learning process
- Apply general, specific objectives in the context of lesson setting
- Fill regularly pedagogic documents

- Establish a scheme of work and lesson plan
- Apply the principles of planning and organizing the teaching-learning activities.

Communication/ICT/Innumeracy/Analytic Techniques/Practical Skills

At the end of the module, students should be able to :

- Explain those principles and methods orally or in writing to any audience.
- Present orally the teaching-learning principles and methods to colleagues.
- Use internet/ICT as a source of new facts and ideas in teaching and learning Processes

General transferable skills

Having successfully completed the module, students should be able to:

- Being an enthusiast and affective teacher
- using teaching- learning principles and methods for effective teaching practices
- Apply teaching-learning principles and methods for effective lesson planning and Preparation
- Use teaching-learning principles and methods for effective teaching practices

5. Indicative Content

- Pedagogical processes: teaching, training and learning
- Traditional and new pedagogy
- Formulation of lesson objectives
- Teaching learning methods
- Pedagogic documents
- Detailed lesson plan

6. Learning and teaching strategy

- Face –to – face: The Lecturer presents the main ideas contained in the module and give opportunity to students to ask questions
- Group works will help students to interact.
- Presentations: Introduction to debate-discussions conducted using individual or collective research done by students
- Exercises

7. Assessment strategy

- Continuous Assessment Tests (Self directed assignments, Class presentation of assignment , reports, quizzes
- Final exam

8. Assessment pattern

Component	Weighting (%)
Continuous Assessments Tests (CATs)	60%
Final exam	40%
Total	100%

9. Strategy for feedback and student support during module

- Discussions in the classroom
- Discussion in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored

10. Indicative Resources

- Amigues, R. Et al.,(1998). *Le contrat didactique : différentes approches "*, *Interactions didactiques*, 8. Universités de Neuchâtel et Genève.
- Astolfi, J.P.(1997), *Erreur, un outil pour enseigner*
- Chamberland, G. et al. (2000), *20 formules pédagogiques*. Québec : Presses de l'Université du Québec
- Geoff, P. (2004), *teaching today, a practical guide*, London, 3rd edition, Nelson Thornes.
- Marchall, K. (2004). *Let's clarify the way we use the word "curriculum."*(online)
- Golub, J. (2000). *Making learning happen: Strategies for an interactive classroom*. Portsmouth, NH: Heinemann. A. *Collection of mostly speaking-listening activities on a variety of topics for small groups, partners, or individual presenters.*

- McCann, T. M., Johannessen, L. R., Kahn, E., & Flanagan, J. M. (2006). *Talking in class: Using discussion to enhance teaching and learning*. Urbana, IL: NCTE. Specific strategies for organizing and managing small-group discussion, along with broad principles.

MODULE 4: CURRICULUM STUDIES

1. Module Code: PGDE6341

2. Level: 6 Credits: 10

3. Allocation of study and teaching hours

Activities	Students hours	Lecturer's hours
Lectures	36	36
Student support	14	14
Students self learning hours	50	-
Total	100	50

4. Learning Outcomes:

Knowledge and understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

- Concepts of curriculum, reforms, change and innovation of curriculum in education context
- Different types of curriculum
- Conceptual framework of curriculum
- Stages of Curriculum Development and Design
- Know the techniques of curriculum evaluation and change
- Principles for reforming an educational system and techniques for changing a national curriculum
- Factors that can influence reforms and curriculum change in education

Competences/Skills

At the end of the module, students should be able to:

- Assess the notion of curriculum
- Compare types of curriculum in real life
- Analyze the conceptual framework of the Rwandan competence based curriculum

- Apply the stages of a curriculum development on a given field
- Design and interpret the curriculum for a chosen program
- Respect curriculum implementation
- Evaluating a curriculum
- Reflect actively on new Rwandan educational system for the purpose to promote quality of education.
- Demonstrate creativity on what elements or resources are needed for an effective implementation, evaluation and change/Innovation of curriculum.
- Analyze critically the existing curricula to improve the quality of education in Rwanda

Communication/ICT/Innumeracy/Analytic Techniques/Practical Skills

At the end of the module, students should be able to:

- Explain principles of curriculum orally or in writing to any audience.
- Present orally the curriculum implementation to colleagues.
- Use internet/ICT as a source of new facts and ideas in teaching and learning Processes

General transferable skills

- Appreciate the role of Rwandan based competence Curriculum Framework in the progress of Education.
- Demonstrate a sense of cooperation and show respect to the curriculum implementation
- Acknowledge how the stages of curriculum evaluation are relevant for curriculum development sustainability
- Apply the techniques and principles for planning and implementing a reform
- Use various techniques and principles for designing new curriculum/innovations

5. Indicative Content

- Basic notions of curriculum
- Foundations of curriculum

- Types of curriculum
- Conceptual framework of Curriculum
- Processes of Curriculum Development
- Curriculum Design
- Curriculum implementation
- Curriculum evaluation
- Curriculum change

6. Learning and teaching strategy

- Face –to – face: The Lecturer presents the main ideas contained in the module and give opportunity to students to ask question
- Group /individual works will help students to interact.
- Presentations: Introduction to debate-discussions using individual or collective research done by students?
- Exercises

7. Assessment strategy

- Self directed assignments
- Continuous assessment tests
- Final exam
- Class presentation of assignment and reports

8. Assessment pattern

9. Component	10. Weighting (%)
11. Continuous Assessments Tests (CATs)	60%
12. Final exam	40%
13. Total	100%

9. Strategy for feedback and student support during module

- Discussions in the classroom
- Discussion in office on appointment during working hours

- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

10 Indicative Resources

- Anderson, L. W., & Krathwohl, D. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Beauchamp, G.A. (2003). *Curriculum theory*. (4th Ed.). Itasca, Ill.: Peacock
- Bertram, C. et al. (2000). *Curriculum studies*. Pietermaritzburg: School of Education, Training, & Development, University of Natal
- Clark, D. (2010). Bloom's taxonomy of learning domains: The three types of learning. *Big Dog & Little Dog's Performance Juxtaposition*. Edmonds, WA: Author. Retrieved on August 31st, 2016 from <http://www.nwlink.com/~donclark/hrd/bloom.html>
- Criticos, C. (2002). *Getting Practical: About outcomes- Based Teaching. Learning guide*. Cape Town: Oxford University Press Southern Africa.
- Mc Laughlin, M. (2002). *Implementation as Mutual Adaptation: Change in classroom Organization in Curriculum: from Plans to Practices*. Cape Town: Oxford University Press/ Southern Africa
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- Okello, V. & Kagoire, O. M. (1996). *Curriculum Studies*. Kampala: Makerere University
- Ornstein, A., & Hunkins, F. (2003). *Curriculum: Foundations, principles, & issues*. (3rd ed.). Boston: Allyn and Bacon.
- REB (2015). *Teacher Training Manual. Roll out of the Competence-Based Curriculum*. Kigali: MINEDUC
- REB (2015). *Competence-Based Curriculum . Summary of Curriculum Framework*. Kigali: MINEDUC
- Slattery, Patrick (2005). *Curriculum development in Africa (postmodern period)*. New York: Garland Publishing, Inc.
- Tanner, D. & Tanner, L. (1995). *Curriculum Development: Theory and practice*, 3rd ed. Englewood Cliffs, NJ: Merrill, Teachers College Press.

MODULE 5: INCLUSIVE EDUCATION AND SPECIAL NEEDS EDUCATION

1. Modula Code: PGDE6351

2. Level: 6 Credits: 10

3. Allocation of study and teaching hours

Activities	Students hours	Lecturer's hours
Lectures	36	36
Student support	14	14
Students self learning hours	50	-
Total	100	50

4. Learning outcomes

Knowledge and understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

- concepts related to InclusiveE and Special Needs Education
- causes and the nature of the different limitations of learners in the teaching and learning process
- approaches of Inclusive Education as ways of improving teaching and learning in educational settings
- school practices of learning and teaching in Special and Inclusive Education
- Child friendly and inclusive education approaches as crucial ways of improving teaching and learning in educational settings where learners with Special Needs Education are;
- The learning and teaching practices in Ordinary, Special, Integrated and Inclusive Education, with a particular view of the growing Rwandan Inclusive Education and Child-Friendly school contexts;
- The school practices that promote the social, physical and emotional well being of all learners in school, including those with Special Educational Needs.

Competences-skills/Application of knowledge

At the end of the module, students should be able to:

- Explain, justify and consider the measures that involve school adjustment for integration and inclusion of learners with Special Educational Needs;
- Effectively explain and discuss learner- centered approaches in classroom performances
- Adopt school practices that enable learners with Special Educational Needs to achieve their full potential within the mainstream and special school settings.
- Demonstrate abilities to recognize and analyze the educational needs of varying categories of learners with Special Educational Needs and other barriers, and tailored alternative or friendly educational approaches and resources that correspond to the needs.
- Discuss the applicability of the Special Needs Educational theories, in crafting the appropriate or friendly practical response to any of the educational needs etc.
- Demonstrate the understanding of the conventional Inclusive Education and child friendly practices, and its applicability to the Rwandan Education context.
- Demonstrate the accurate understanding of the appropriate environment within which learning and teaching of the varying categories of learners with Special Educational Needs in Rwanda takes place, and be able to discuss the facilitating strategies to improve it.
- Understand and use some of the learner-friendly appropriate educational materials, and their application to specific categories of educational needs.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of this module, the student should be able to:

- Develop strategies of working with parents and the community in general to help students with Special Educational Needs.
- Search for reading and reference materials on the internet and library
- Write academic essays on topical issues related to Child-Friendly and Inclusive Education issues
- Orally express themselves in classroom, groups presentations

General Transferable Skills

At the end of the module, students should be able to:

- Assist learners to move towards fulfilling their potential;
- Explore various ways of implementing child friendly approaches in Rwandan schools
- Identify the challenges of implementing child friendly approaches in schools and propose practical solutions to them.
- Provide learners with skills, awareness and knowledge to enable them confront social inadequacies.

5. Indicative Content

- Definitions of key concepts
- Principles and theories of Inclusive and Special Needs in Education
- Philosophy of inclusive and Special Need in Education
- Problems with Inclusion and Special Need in the Classroom setting
- The Rights Framework for Inclusion
- Inclusive Education and Special Needs Education in Rwanda

6. Learning and teaching strategy

- Face –to – face: The Lecturer presents the main ideas contained in the module and gives opportunity to students to ask question
- Group /individual works will help students to interact.
- Presentations: Introduction to debate-discussions using individual or collective research done by students
- Exercises on curriculum development

7. Assessment strategy

- Self directed assignments
- Continuous Assessment Tests
- Final exam
- Class presentation of assignment and reports

8. Assessment Pattern

Component	Weighting (%)
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Continuous Assessment Tests (CATs)	60%
Final Exam	40%
Total	100%

9. Strategy for feedback and students support during module

- Oral feedback will be given in class during the teaching-learning process.
- Questions are answered as they are raised.
- Comments on assignment copies will be given to students

10. Indicative Resources

- Ainscow, M., Dyson, A. Weiner, S. (2013). *From Exclusion to Inclusion. Ways of responding in schools to students with Special Educational Needs*. Manchester: CFBT
- Karangwa, Iyamuremye & Muhindakazi (2013). The plight of learners with Visual Disabilities in Science Classes. *Rwandan Journal of Education*, 1 (2).
- Karangwa, E., Ghesquière, P. & Devlieger, P. (2007). The Grassroots community in the vanguard of Inclusion: The post-genocide Rwandan prospects. *International Journal of Inclusive Education*, 11 (5) 6, pp. 607-626.
- MINEDUC. (2007). *Special Needs Education Policy*. Kigali
- MINEDUC (2010). *Education Sector Strategic Plan 2010-2015*, Kigali
- UNESCO, (2008). *Defining an Inclusive Education Agenda: Reflections around the 48th session of the International Conference on Education*. Genève. international Bureau of Education
- UNESCO (2009). *Policy Guidelines on Inclusive Education*. Paris: UNESCO
- Praisner, C. L. (2003). *Attitudes of elementary school principals toward the inclusion of students with disabilities*. *Exceptional Children*, page 69, 135-145.
- Scheyer et al. (1996). *The Inclusive Classroom Teacher*. Created Materials, Inc.
- Sugiharto, S. (2008). *Challenges in implementing inclusive education*. Available online at [http://www.thejakartapost.com/news/2008/06/07/challenges-
implementing-inclusive-education.html](http://www.thejakartapost.com/news/2008/06/07/challenges-
implementing-inclusive-education.html)

MODULE 6: THEORY AND PRACTICE OF TEACHING

1. Module Code :PGDE6362

2. Level:6 Credits:15

3. Allocation of study and teaching hours

Activities	Student hours	Lecturer hours
Face to face Lectures	54	54
Student support	21	21
Student self learning hours	75	-
Total	150	75

4. Learning outcomes:

The main purposes of this module are to equip students with knowledge and skills to enable them to master the necessary current teaching methods and techniques; the selection and use of various resource materials; the designing and use of schemes of work, lesson plans and making teaching notes ; and the development of valid and reliable tests for effective teaching/learning at both O-Level and Upper secondary education .

Understanding-Knowledge

At the end of the module students should be able to demonstrate knowledge and understanding of:

- measures and evaluation related terms;
- types of evaluation and their purposes;
- measurement scales and functions of tests in education;
- Describe levels of educational objectives
- Bloom taxonomy levels
- process of learning – teaching,
- Different approaches of pedagogy and using meaningfully the different school documents.
- Instructional objectives formulation

- Detailed lesson plan
- Micro-teaching

Competences –Skills/Application of Knowledge

Having successfully completed this module, students should be able to:

- Differentiate techniques of assessment
- Explain with examples types of items used in a classroom test.
- Compare the characteristics of objectives and essay tests.
- Use bloom taxonomy in assessment of respective subject
- Differentiate concepts relative to pedagogy and teaching methodology and explain different applications of learning–teaching process and methods.
- Formulate correctly instructional objectives
- Plan a lesson and discuss different steps in planning a lesson
- Plan and teach lesson
- Conduct and evaluate a micro-lesson

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- Use internet to find relevant material for teaching mathematics, sciences languages, social sciences
- Analyze and interpret lesson plan models
- Enhance and develop communicative skills
- Develop practical work management skills
- Create and improve required teaching resources
- realize a critical evaluation of different principles and methods of teaching-learning .
- develop classroom assessment skills

General transferable skills

Having successfully completed the module, students should be able to:

- Develop pre-service teaching skills that are transferable to the classroom environment

- Demonstrate required capabilities to deal with the daily classroom management
- Demonstrate imaginative skills, creative skills as well as critical skills
- Demonstrate abilities to use the local environment to create teaching resources.
- Prepare and supervise lessons of social studies, Arts and Languages ,Mathematics and sciences and practice them first through micro teaching.

5. Indicative Content

Measure and evaluation

- Definitions and meaning
- Historical development of testing and evaluation
- Importance and functions of tests in Education
- Bloom taxonomy analysis
- Types of classroom tests

Social studies subject teaching methodology

- Note on cognitive strategies
- Activating prior knowledge
- collaborative process(inquiry teaching, problem solving, direct instruction, visual strategies
- Teaching facts, concepts, generalization(community based instruction, role play, simulation, discussion, graphic organizers
- Lesson plan
- Micro-teaching

Arts & Languages subject teaching methodology

- Methodology
- Approach
- Methods
- Techniques in languages teaching
- Resources in teaching languages
- Lesson plan
- Micro-teaching

Mathematic and sciences subject teaching methodology

- Learning and teaching theory for mathematics and sciences

- Implication of behaviorism
- Active teaching and learning of mathematics and sciences
- Comparing and contrasting
- Group working
- Teaching aids/materials
- Methodological steps in teaching mathematics and sciences
- Lesson plan
- Micro-teaching techniques

6. Learning and teaching strategy

- Face –to – face: The Lecturer presents the main ideas containing in the module and give opportunity to students to ask question
- Group /individual works will help students to interact.
- Presentations: Introduction to debate-discussions using individual or collective research done by students
- Micro-teaching

7. Assessment strategy

- Self directed assignments
- Individual group works
- Group works
- Micro-teaching assessment

8. Assessment pattern:

Component	Weighting (%)
Continuous Assessment Test (CATs)	60%
Final Exam	40%
Total	100%

9. Strategy for Feedback and Student Support during Module

- Discussion in office on appointment during weekends especially on Saturdays afternoons.

- The lecturer will make available a component handout that the students can always refer to.
- Communication through internet and cell phones is also allowed.

10. Indicative resources

- Alaska Department of Education. (1996). *Alaska social studies framework*. Juneau: Alaska Department of Education.
- Bower, B., J. Lobdell, and L. Swenson. (1994). *History alive*. Menlo Park, CA: Addison Wesley.
- Ellis, A.K. (1995). *Teaching and learning elementary social studies*. Boston: Allyn and Bacon.
- Martorella, Peter H. (1996). *Teaching social studies in middle and secondary schools*. Englewood Cliffs, NJ: Prentice Hall.
- Celce-Murcia, M. (2001). Teaching methodology: In M. Celce-Murcia (ed), *Teaching English as a second or foreign language*, (3rd edition), (pp. 1-42), Heinle Cengage Learning.
- Doff, A. (2008) *Teach English, a Training Course for Teachers*, Cambridge, CUP
- Fotos, S. (2005). Traditional and grammar translation methods for second language teaching. In E.
- McGroarty, M. (2001). *Bilingual approaches to language learning*: In M. Celce-Murcia (ed), *Teaching English as a second or foreign language*, (3rd edition), (pp. 345-356), Heinle Cengage Learning.
- MINEDUC. (2015). *Teacher training manual: Roll Out of the competence-based curriculum*, Kigali, REB
- Iwuji, V.B.C. (1997) *Measurement and Evaluation for Effective Teaching and Learning*. CRC Publishing. Owerri:.
- STRAIDE Handbook (2002). *Assessment and Evaluation in Distance Education*. New Delhi: A Publication of Indira Gandhi National Open University (IGNOU).

MODULE 7: ICT INTEGRATION IN EDUCATION

1. Module Code: PGDE6371

1. Level: 6 Credits: 10

3. Allocation of study and teaching hours

Activities	Students hours	Lecturer's hours
Lectures	36	36
Student support	14	14
Students self learning hours	50	-
Total	100	50

1. Learning outcomes

Knowledge and understanding

At the end of the module students should be able to demonstrate knowledge and understanding of:

- appropriate concepts in educational technology and information
- use of various educational media in teaching and learning event
- contributions of Educational Technology and Communication to an effective teaching- learning system
- Differentiating the modern system of imparting knowledge to the learner from stone-age system, through the use of instructional technology.
- different uses of ICT in teaching and learning
- strategies for the integration of ICT into schools and other educational settings
- advancements in the field of e-learning and distance learning

Competences-skills/Application of knowledge

Having successfully completed the module, students should be able to:

- Apply the theory learned from the classroom during the training while in the field.

- Identify appropriate instructional materials for specific levels of educational systems,
- Taking into consideration the learning ability, styles and the environmental conditions of the learners.
- Explain the role of improvisation in teaching and learning processes, using the environment as a source of locally available materials.

Communication/ICT/Innumeracy/Analytic Techniques//Practical skills

Having successfully completed the module, students should be able to:

- Explain orally or in written the use of educational technology and information to any audience.
- Explain the phrase information communication technology and its application in teaching and learning

General transferable skills

Having successfully completed the module, students should be able to:

- Identify and recommend to a local school authority common instruments that could be used for improvisation and teaching learning–process so as to minimize cost.
- Identify and construct specific teaching aids in the form of an improvised material in each of their teaching subjects.
- Be abreast with the latest ideas about Information Communication Technology, as it relates to collaborative teaching-learning and instructional materials.
- Use the various educational media in real teaching/learning sessions
- Explain orally or in written the use of educational technology and information to any audience.

2. Indicative Content

- Various concepts
- Educational media in teaching and learning
- Role of ICT in Education
- Modern system of knowledge transfer

- Different uses of ICT in teaching and learning
- Strategies for the integration of ICT in education
- Tools and practices for E-learning and teaching
- Effective good practice in teaching and learning by using ICT
- Necessary tools to develop ICT in teaching materials
- Use of internet in education(Finding books ,journals, ...)
- Syllabuses and handout preparation

6. Learning and teaching strategy

- Face –to – face: The Lecturer presents the main ideas contained in the module and give opportunity to students to ask question
- Group /individual works will help students to interact.
- Presentations: Introduction to debate-discussions using individual or collective research done by students
- Learning activities: Learners will read relevant materials and use the internet and will work through groups and discuss.

7. Assessment strategy

- Self directed assignments
- Continuous Assessment Tests
- Final exam
- Class presentation of assignment and reports

8. Assessment Pattern

Component	Weighting (%)
Continuous Assessment Tests (CATs)	60%
Final Exam	40%
Total	100%

9. Strategy for feedback and students support during module

- Oral feedback will be given in class during the teaching-learning process.
- Questions are answered as they are raised.
- Comments on assignment copies will be given to students

10. Indicative Resources

- Kinelev, V., Kommers, P., Kotsik, B.(2004). *Information and Communication Technologies in Secondary Education*. Moscow: UNESCO IITE. http://www.iite.ru/img/upload/Position_paper.pdf
- Kotsik, B. (2001). Indicators of ICT Usage in Education . *In final report on the expert meeting ICTs in Education:State-of-the-Art, Needs and Perspectives – Indicators and Information System* . Moscow: UNESCO IITE.
- Kotsik, B. (2003). *Development and Use of Indicators of ICTs in Education for the Baltic and CIS Countries*. In materials of Consultative Workshop on Performance for ICTs in Education. Bangkok: UNESCO ,Bangkok.
- Palloff, Rena M. and Pratt, Keith (1999). *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom*. Jossey-Bass Inc. http://www.amazon.com/gp/reader/0787944602/ref=sib_dp_pt/002-010899-0856828#reader-page
- Palloff, Rena M. and Pratt, Keith (1999). *Lessons from the Cyberspace Classroom: The Realities of Online Teaching*. Jossey-Bass Inc. http://www.new-ageshop.com/books-skills-learning_75.html
- Palloff, Rena M. and Pratt, Keith (2003). *The Virtual Student: A Profile and Guide to Working with Online Learners*____.San Francisco. http://www.amazon.com/gp/reader/0787964743/ref=sib_dp_pt/002-0108998-0856828#reader-page
- Rana M.T, Eugene B, David P and Robert M.B; *Commonwealth of Learning*, 201 <http://oasis.col.org/handle/11599/809>(Accessed -17 June, 2015)

MODULE 8 : PROFESSIONAL DEONTOLOGY AND GUIDANCE IN EDUCATION

1. Module Code: PGDE6381

2. Level: 6 Credits: 10

3. Allocation of study and teaching hours

Activities	Student hours	Lecturer hours
Face to face lectures	36	36
Student support	14	14
Students self learning hours	50	-
TOTAL	100	50

4. Learning outcomes

Understanding and Knowledge

At the end of the module students should be able to demonstrate knowledge and understanding of:

- theoretical, technical and practical knowledge for positive professionalism;
- positive behavior in a socio-professional workplace is;
- measures to adopt depending on a particular deontological context;
- legal implications of unprofessionalism
- theories elements ,principles, basic skills of counseling theories
- Types/Methods/Techniques ,process ,form of Counseling in education setting

Competences-Skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- Analyze theoretical, technical and practical knowledge for positive professionalism;
- Adopt positive behavior in a socio-professional workplace;;
- Determine measures to adopt, depending on a particular deontological context;
- Describe the legal implications of unprofessionalism;
- Implement deontological theories in the context of education.
- Apply principles, theories, and skills of Guidance and Counseling in their daily activities;

- Use acquired techniques of counseling in the education context

Communication/ICT/Innumeracy/Analytic techniques/practical skills

- Create a network of contacts with school administration, academic staff, learners and parents for a better learner's guidance and counseling.
- Observe professionalism in daily activities of teaching and learning

General transferable skills

Having successfully completed the module, students should be able to:

- Have good conduct
- Be impartial in judgment
- have good listening skills
- assist people with different problems in the societies
- inspire trustful and confidence to others
- be able to quip confidentiality

5. Indicative content

Component 1: professional deontology

- Definition of important concepts
- Meaning ,importance,elements,of professional deontology
- Professional deontology in education settings
- Golden rules in ethics
- Features of deontological theories
- Code of ethics and deontology
- Tips for a successful & satisfying career
- Standards of professional conduct
- Characteristics of professionalism
- Common problems at work

Component 2: Guidance and Counseling

- Defining Guidance and Counseling
- Basic skills in Counseling
- Guidance and Counseling Theories
- Types/Methods/Techniques of Counseling
- Counseling process
- Principles of an active communication
- Forms of counseling

6. Learning and teaching strategy

- Basic knowledge and understanding are developed in formal classroom lectures.
- Group work in tutorial sessions for solving structured exercises and problems in class
- Case study given by students

7. Assessment strategy

- Learning outcomes are evaluated using Continuous Assessment Tests
- Students' ability to use appropriate referencing and to work in groups are evaluated through assignments
- A final written exam will be organized.

8. Assessment Pattern

Component	Weighting (%)
Continuous Assessment Tests (CATs)	60%
Final exam	40%
Total	100

9. Strategy for feedback and student support

- Each test or assignment is marked with immediate feedback
- Specimen solutions of exercises are available for students self-assessment needs

- Consultation hours for students in order to interact on methods, problems and ways forward on the module are organized.

10. Indicative Resources

- London: Sage Publication. Kocchar, S.K, (2005). Guidance in College, New Dehli: Steliming Publications
- Maddox P.J., MSN, RN (1998). Administrative Ethics and the Allocation of Scarce Resources, Althouse Press.
- Bates, R (2003b). Can we live together? The Ethics of Leadership and the Learning Community. Paper presented to the annual conference of the British Educational Leadership, Management and Administration Society. Milton Keynes.
- Beckner, W (2004) .Ethics for Educational Leaders. Boston. Allyn & Bacon
- Furman, G (2003). Moral Leadership and the Ethic of Community. Values and Ethics in Educational Administration 2(1) 1-7.
- Kamm, F. M. (2007). *Intricate Ethics: Rights, Responsibilities, and Permissible Harm*. New York: Oxford University Press. ISBN 0-19-518969-8.
- Samier, E (ed) (2003) Ethical Foundations for Educational Administration London Routledge
- Waller, Bruce N. (2005). *Consider Ethics: Theory, Readings, and Contemporary Issues*. New York: Pearson Longman.

MODULE 9: INTERNSHIP

1. Module Code: PGDE6392

2. Level: 6 Credits: 20

3. Allocation of activities hours

Activities	<i>STUDENT HOURS</i>	<i>SUPERVISOR'S HOURS</i>
Introduction to the institution	8	0
Observation of institution and activities	12	0
Internship	130	0
Progressive reports	25	0
Internship report	25	0
Supervision and report marking	0	50
Total	200	50

7. Learning outcomes

The main purpose of this module is to empower students by helping a deep understanding of the importance of the internship and the role that the stakeholders will play in the purpose to carry out an effective internship.

Understanding and Knowledge

At the end of the module students should be able to:

The internship program aims to help students to:

- Apply acquired knowledge in the class situation to real situations;
- Give the opportunity to work with quality professionalism;
- Identify self strengths and weaknesses by referring to former practices;
- be engaged in service activities for the purpose of providing enough experiences that enhance their learning and appropriate professional skills;
- enhance creativity and critical thinking,
- promotes interest in their future career,
- be equipped with scientific skills

Cognitive/Intellectual Skills/ Application of Knowledge

At the end of this module, students will be able to:

- Get approved and monitored work experience that is related to an academic field of study.
- Reflect actively on what he or she is practicing throughout the pre-requisite knowledge offered according to particular field and get experience from school and community
- Improve their learning–teaching activities according to the new techniques acquired
- Promote an interest in teaching career

Communication/ICT/Innumeracy/Analytic techniques/practical skills

- Create a network of contacts with school administration, academic staff, mentors, learners and school environment.
- Once the students have found a potential internship in their field of study they won't hesitate to transfer knowledge to any learner's audience in secondary schools

General transferable skills

Having successfully completed internship, students should be able to:

- Analyze and criticize any existing teaching/ learning system
- Participate in workshops aiming to promote teaching/ learning methods in secondary schools
- Interpret and implement the curricula of his or her field showing strengths and weaknesses for eventual innovations.

8. Indicative Content

- Getting in touch with the realities of the work and it is a hands-on training in view of testing learned content and solving real problems.
- Report of a detailed summary of report of activities performed during internship.
- Apply theoretical knowledge to the realities on the ground
- Gaining experience for future service
- Career development

9. Assessment strategy

The internship will be assessed by both the Field Instructor and the field supervisor. The assessment report will be brought by the Field Supervisor to the Field Coordinator one week after the internship period.

COMPONENT	WEIGHT / 100
Field Instructor's Assessment	40
Field Supervisor's Assessment	30
Students' reports	30

10. Assessment Pattern

The module will be assessed in the following ways:

- Grades/marks will be assigned based on the achievement of goals and objectives of field education.
- Referring to the general academic regulation of CUR, the passing mark for internship is 50%.
- Student who will score below the passing mark will re-do the internship any time within the following academic year after fulfilling the financial requirements for retaken courses.

11. Strategy for feedback and student support during the module

The student is mentored by field instructor and field supervisor along the various steps of the internship and prompt feedback is given to him/her as required for regular improvement. The internet is required to correct all mistakes as indicated by the supervisors and a report of improvement is sent to the field coordinator.

CURRENT LECTURERS IN THE FACULTY OF EDUCATION /CUR

No	Lecturer	Qualification	Field	Status
1	MUKABACONDO Thérèse	PhD	Education	Full time
2	UWIMANIMPAYE Donata	PhD	Education	Full time
3	MUTABARUKA Jean	PhD	Education	Part time
4	MASENGESHO KAMUZINZI	PhD	Education	Part time
5	MUKARUKUNDO Josette	Masters	Computer science	Full time
6	NSHIMYUMUREMYI Eustache	Masters	Applied Mathematics	Full time
7	MUHIMBAZA Consolée	Masters	Education	Full time
8	HARELIMANA Alexis	Masters	Education	Full time
9	IYAKAREMYE Jean Pierre	Masters	Statistical Modeling and Actuarial Sciences	(internal visiting)
10	NSHIMIYIMANA Alphonse	Masters	Education	Part time
11	Frederic Mugenzi	Masters	Education	Part time
12	NTALINDWA Théoneste	Masters	Computer Science with education	Part time
13	BIZIMUNGU Théogène	Masters	Computer science	Part time
14	MAJYAMBERE Silas	Masters	Computer science	Part time
15	BIZIMANA Thomas	Masters	Statistical Modeling and Actuarial Sciences	Part time
16	Alice MUKASEKURU	Masters	Economics	Part time

UNIT APPROVAL:

FACULTY OF EDUCATION	APPROVAL
1	Signature
	Print Name: MUKABACONDO Thérèse Dean, Faculty of Education
2	Signature
	Print Name: MUKARUKUNDO Josette Vice Dean, Faculty of Education
3	Signature
	Print Name: NSHIMYUMUREMYI Eustache Secretary, Faculty of Education

Seen and Agreed

Director of Quality Assurance	Signature
	Print Name :Alexis HARERIMANA Director (a.i)