



# Tribhuvan University

## Faculty of Education

# ADVANCED STUDY PROGRAM IN DIGITAL PEDAGOGY

Preparing Teachers for the 21st Century

# 2023

Master of Educational Science/Post-Graduate Diploma in Digital Pedagogy (MES DP/PGD DP)  
(Program and Curriculum)

Office of the Dean  
Faculty of Education  
Tribhuvan University  
Kathmandu, Nepal  
January 2023

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## **Brief Introduction of Pedagogy and Digital Pedagogy**

Teaching is meant to enhance teachers' professional practice. It is not a simple application of theoretical knowledge that one studied or practical skills they learnt. As a mass phenomenon, teaching consists of a series of activities that is always new and positioned in unique situations. In this sense, it is an art, a science and both (Bayer, Brinkkjær, Plauborg, & Rolls, 2009).

Teaching today is very much aligned with an Eurocentric concept of didactics (Hopmann, 2007) which constitutes three core principles: building; matter and meaning; and autonomy. For Hopmann, didactics is a process to unfold the capabilities of students' "I", which is not only the degree that students master, but includes if and how their educative substance opens the meaning as intended (Hopmann, 2007). Hopman's didactic perspective of teaching is compatible with 21st century education where knowledge is moving faster. In the past, if someone discovered new knowledge, it could take a generation to be known in the rest of the world. Today, it will spread within 24 hours or even in less time around the world using internet and social Media like Facebook, Twitter, and others. Therefore, teaching must address this kind of knowledge acquisition and dissemination process rather than just the information display.

It is accepted that teaching is ultimately for students' learning. Teachers, therefore, need to design and implement teaching with resources, activities, and assessments that enhance student learning. In order to ensure this, we see that expert pedagogues (Berliner, 1986) effectively play between human and machine to perform didactics (Hopmann, 2007), using a "Bag of tricks" (Joram, 2007), and letting "no one left with nothing in hand" by the interplay between art and science (Bayer et al., 2009).

ICT innovation has changed the landscape of the educational governance through F2F (face to face), blended, hybrid and online mode of teacher teaching, and therefore learner's learning. In recent days, online, hybrid and blended learning environment are helping learners to connect home, school, and other spaces for anytime anywhere learning opportunity whenever required (Downes, 2005). With this concept, the term Digital Pedagogy (DP) is formalized working with pedagogy using digital tools with three process steps: a) dissemination of learning resources digitally, b) engaging students with learning activities digitally and, c) accessing students' learning (of, for, as) digitally.

## **Background of the Program Master/PGD in Digital Pedagogy**

Digital Nepal Framework (2019) includes digital integration as a core development agenda in education sector. Smart classrooms, online learning platform, educational management information system (EMIS), mobile learning centers in rural areas are the key priorities of the Digital Nepal Framework. Similarly, digitalization in education have received attention in Nepalese educational reforms as reflected in the policy and planning documents that include Open Education and Distance Learning Policy 2007, Directives on Distance Education/Open Learning Program 2007 with its third amendment (2014), Information and Communication Technology (ICT) in Education Master Plan 2013-2017 (Government of Nepal, Ministry of Education, Science and Technology - MoEST) and Higher Education Policy Framework – 2018. Similarly, a recent Education Policy Document, 2020 has indicated the need for reforming the existing mode of education by strengthening the pedagogical experience and focusing on ICT and 21<sup>st</sup> century skills at all levels of education.

This indicates that the government has now given due focus on digitization and ICT integration across the disciplines. Ministry of Education, Science and Technology (MOEST) and their constituents have emphasized ICT integration, digitalization and use of digital tools and online resources in teaching and learning as integral parts of educational reforms.

Universities in Nepal including Tribhuvan University have also started dual mode of education (Face-to-Face mode and blended mode). However, the workforce required to effectively deliver these blended and online programs is scarce and existing mode of teacher education cannot address the emerging technological and pedagogical changes for 21<sup>st</sup> century teachers. In this context, the traditional mode of teacher education needs to be reviewed and/or new modes of teacher education need to be introduced with a focus on digitization, virtual learning, online resources and 21<sup>st</sup> century skills. Therefore, this program is developed to address this gap in teacher education. This teacher education program is developed in collaboration with the JAMK University of Applied Sciences, HAMK University of Applied Sciences, Finland, and NOU Nepal under the support of the HEI ICI program.

### **Introduction to the Master and Post-Graduate Diploma Program**

Considering the recent focus on the widespread use of technology and digitalization efforts in schools and higher education in Nepal, this teacher education program on master's in digital Pedagogy (or Post Graduate Diploma in Digital Pedagogy) is prepared to address the nation's need to supply expert pedagogue having sound skills on integration of emerging technological and 21<sup>st</sup> century skills in their professional work through both regular full-time study and part time study plan.

Master of Educational Science in Digital Pedagogy (MESDP) is an advanced study program that is designed to support professional development of teachers who have already earned the Master's Degree in any discipline and experience in teaching and training. MESDP is a blended and flexible program that intends to develop knowledge and skills required to apply methods and strategies of digital pedagogy including twenty-first century skills in classroom effectively. This is three-semester (18 months) fulltime course. Indeed, being a flexible master program, individuals can be enrolled in part-time program and can complete all prescribed course with a duration of six years.

A detailed baseline survey was carried out to identify the gaps in the existing teacher education programs to find out the status of teachers' awareness and use of digital pedagogy 21st century skills in class. Based on it, this course was developed to address a group of competencies required for this program; and developing the implementation program with piloting for its refinement. Additionally, consultation was also made with the multi-sector stakeholders of education and te experts from the universities in Nepal and Finland along with the officials of the Ministry of Education in Nepal during the process.

The program follows competency-based teacher education model. Its principles are conceptualizing the teacher education as readiness for adopting the change, recognizing desired competencies for the future, identifying the gaps in the existing mode of educational delivery through research. The program includes courses on

theories of education; curriculum and instruction; assessment and evaluation; learning management system, emerging innovations of ICTs in education; guidance and counseling; and research and practices using digital tools.

### **Rationale for the Program**

The fundamental political change in Nepal shifted the country into the federal republic with a new constitution that has envisioned ensuring fundamental rights, equity, justice, and distribution of progress with equal share to people of Nepal. Rights to education for all is one of the major constitutional commitments. Education function now is distributed to the three tiers of the government and, thus, the responsibility of school education is handed over to the local government. This decentralization of education function at the state will facilitate to increase access of education and quality education to the disadvantage groups and regions. Therefore, re-engineered teacher education program to produce competent teachers to supply quality education are the fundamental elements to ensure access of quality education for all.

Teacher Education in Nepal has decades long history in preparation of teachers through pre-service education and in-service training program. Efforts have been made to adapt the teacher education programs relevant to changing societal contexts to produce quality teachers of the national needs. The driving forces of the teacher education program are the national education policy, national framework of sustainable development goals in education, intervention of information and communication technology in education. The education policy (2019) has indicated that students in teacher education programs will be graduates from different specialization areas and they will be provided competences on add. Similarly, Government of Nepal has approved National Qualification Framework (NQF) which has outlined major competencies based on the learning outcomes rising educational issues and necessary pedagogies in the relevant specializations.

However, the existing teacher education programs of different universities in Nepal mostly focus on the subject specific contents and generic pedagogy. This program focuses on the preparation of subject specific educators with generic, digital, subject specific pedagogical competencies. Moreover, research on effectiveness of teacher training has given some implications pointing out the strengths and weakness inherent in the existing teacher training program suggesting areas of necessary reform particularly on pedagogical aspects including the updated content knowledge required in teacher education to meet the changing needs of the teachers for the 21st century schools and colleges.

Growing level of technological intervention in different service sectors including education in the world and its consequential intervention in Nepalese society is unavoidable. It is, therefore, necessary to rethink on teacher education in the light of the constitutional provision, information communication technologies intervention in education, government's national and international commitments of ensuring quality education for all, education and ICT policy framework including the present issues of teacher education in Nepal.

Sustainable Development Goals 4 (SDG4) has emphasized inclusive quality education for all; introduction of information and communication technologies in education sectors as tools for administration and pedagogies; and discipline specific ICTs programs at schools and higher education. Ministry of Education, Science and Technology (MOEST) has disseminated a comprehensive education policy for school to higher education that has emphasized the use of ICTs, focus on Science, Technology, Engineering, Arts and Mathematics (STEAM) education and 21st century skills. In addition, the policy has enforced on reform in the existing teacher education program in a different framework focusing on teacher education program on pedagogy, educational studies, and research in educational issues (Education Policy, 2019).

In this context, this Master/PGD in Digital Pedagogy program is conceptualized rethinking the existing teacher education program in the perspectives of ICT and 21st century skills integration and digitalization in educational delivery and addressing the national policies that education must take into consideration. Linking to the concerns, knowledge, skills, and attitude in teacher's professional work are the focused aspects in this program.

### **Objectives of the Program**

The objectives of the Master/PGD in Digital Pedagogy program are as follows.

1. Introduce a pedagogical skill focusing on ICT and 21st century skills integration to generic pedagogical and content knowledge to prepare competent teachers in Nepal.
2. Enhance university teacher educators/facilitators' digital pedagogical and digitization competencies to run the program in university system and cascade it to prepare pedagogically qualified teachers around the country in collaboration with the education units of the provincial and local governments.
3. Support to institutionalize education program in the university systems in flexible mode of employing both conventional and online mode of delivery.

### **Core Values of the Program**

The program will embed some core values as cross-cutting themes in its design and implementation. Firstly, the program encompasses digital literacy and 21<sup>st</sup> century skills as the common core elements in all the courses. This means, course participants are expected to be using digital tools and practice 21<sup>st</sup> century skills in all the courses. Secondly, the program will ensure the participation of all teachers irrespective of gender, ethnicity, geographical areas, and remoteness. Thirdly, the program will be based on experiential learning mode along with the ethical principles. In brief, the program will include following core values:

- a) Digital literacy and 21<sup>st</sup> century skills
- b) Inclusion and equity
- c) Experiential learning and ethics

### **Competency Areas of the Program**

The Master/PGD in Digital Pedagogy program graduates encompasses the following competency areas.

- a) **Digital Pedagogy and Didactics:** The course participant has knowledge and understanding of learning, which refers to teacher's awareness of the research-based theoretical and practical starting points pertaining to learning. They can

- apply appropriate pedagogical theory/theories in their work as a teacher; and plan, implement and assess teaching and learning using digital tools.
- b) **21<sup>st</sup> Century Skills:** The course participant uses critical thinking skills to better understand the world rather than taking things for granted. They view world realities from multiple perspectives and draw the meaning of the world based on their analytical and evaluation skills.
  - c) **Communication and Interaction:** The course participant can effectively communicate with students on all matters concerning learning; as well as motivate and inspire them to learn. They can encourage students not only to participate actively in the learning process but also to contribute to the discussion for mutual learning and sharing.
  - d) **Professional Development:** The course participant takes proactive initiation for their continuous professional development (CPD) and explore the network of their community of practice for further enhancement. They are motivated to share their professional practices and learn from the people in their disciplines.
  - e) **Guidance, Learning Support and Assessment:** The course participant has the knowledge and skills to understand their learners in terms of identifying their strengths and the areas for development, guidance, counselling, and support for better learning experience.

### Core Competencies of the Program

The Master/PGD in Digital Pedagogy program graduates are expected to develop the following core competencies:

- C-1. Exhibit professionalism through the knowledge, skills and attitudes of educational theories, policies, and practices.
- C-2. Explore complexities of teaching and learning in diverse cultural setting and use inclusive pedagogy integrating digital tools and technologies in a responsive way
- C-3. Analyze the curriculum in reference to 21<sup>st</sup> CS curriculum principles and demonstrate the ability to integrate 21st century skills in the implementation of the specific subject.
- C-4. Employ different evaluation techniques for formative and summative assessments in digital learning environments.
- C-5. Use guidance and counselling techniques to treat students' learning deficiency when considering with-students' learning diversity and personal challenges connected to culture, socio-economic status, gender, or other issues and supporting students' learning accordingly.
- C-6. Apply appropriate communication skills with all stakeholders
- C-7. Use research approaches in identifying education and learning issues and plan for addressing them.
- C-8. *Demonstrate skills on the use of digital tools and technologies relevant to specific subject teaching and learning management*
- C-9. *Implement pedagogically sound practices for student personalized learning management using ICTs*
- C-10. *Prepare and use online learning management system with appropriate digital pedagogy and e-assessment methods in specific subject teaching*
- C-11. Engage students creatively, critically, and constructively to produce ideas and demonstrate skills and attitude to solve problems
- C-12. Be fully acquainted with the meaning of a teacher's identity and its development in the changing world in the 21st century

## Courses offered in the Program

The courses will be offered using conventional face-to-face and online mode of delivery i.e., a blended approach. The courses could be offered from the subject-based time bound course management to subject-based competencies with flexible learning mode. Students get opportunity to complete different modules and accumulating the grades from the modules to be awarded for the degree. The courses offered in this program are presented below.

### Education Courses

- S-1. Basic Education Study
- S-2. Curriculum for 21<sup>st</sup> Century
- S-3. Assessment in Education
- S-4. Educational Guidance and Counselling
- S-5. Educational Research

### ICT Courses

- S-6. Digital Skills for Teachers
- S-7. Innovative Technologies in Education
- S-8. Learning Management System
- S-9. Education for 21<sup>st</sup> Century Skills
- S-10. Capstone Project

### Professional Courses

- S-11. Professional Affiliation
- S-12. Thesis

## Key Competencies of Each Course

The competencies envisioned of each course are:

### 1. Basic Education Study

- a) Critically examine the educational philosophies/theories, policies, and practices (and express through writing papers)?
- b) Execute theoretical implications drawn from them in pedagogical practices

### 2. Assessment in Education

- a) Design/develop taxonomy-based assessment tools
- b) Integrate technology to administer and analyze assessment

### 3. Educational Guidance and Counselling

- a) Demonstrate understanding of Guidance and Counselling in education
- b) Provide ongoing Guidance and Counselling support to the students for their enhanced learning experience

### 4. Educational Research

- a) Explore the issues of educational research
- b) Execute practitioners' research approaches for professional development

### 5. Curriculum for 21<sup>st</sup> Century Skills

- a) Conceptualize/review curriculum development process, curriculum with reference to curriculum development theories and models in relation to 21<sup>st</sup> century skills and transfer to learning context
- b) Develop/design a miniature form of curriculum

### 6. Digital Skills for Teachers

- a) Understand, gain, and analyze digital literacy, security, and ethics for the responsive use of digital tools and technology
- b) Apply relevant digital tools and pedagogy in the learning facilitation process



7. **Innovative Technologies in Education**
  - a) Conceptualize/theorize different aspects of e-learning and digital pedagogy
  - b) Operationalize e-learning and e-pedagogy in a specific field of teaching and learning management
8. **Learning Management System**
  - a) Design and configure Learning Management System
  - b) Deploy LMS with pedagogical framework
9. **Education for 21st Century Skills**
  - a) Demonstrate understanding of 21<sup>st</sup> century skills
  - b) Embed 21<sup>st</sup> cs skills in curricular (pedagogy, assessment) and extracurricular activities
10. **Professional Affiliation / Internship/ Teaching Practice**
  - a) Identify training needs for Digital Pedagogy and 21<sup>st</sup> CS skills
  - b) Design and deliver Teacher Professional Development (TPD) model
11. **Capstone Project**
  - a) Modularize and Design courses in Learning Management System (LMS) for online mode of delivery
  - b) Conduct educational research related to educational, instructional, learning and assessment in the respective subjects

### Course Structure and Course Cycle

MESPD is a three-semester course with 39 educational credits. The course module is divided into three groups – i) Education courses, ii) Digital education related courses and iii) Profession related courses. In the third semester, students who are not interested in doing master's thesis can do only teaching practicum course. Such students will earn only 33 credit hours and be eligible to get a degree of Post-Graduate Diploma in Digital pedagogy. Master of Educational Science degree requires a minimum of 39 credit hours with thesis and a minimum of 33 credit hours with teaching practicum is required for Post Graduate Diploma Degree.

**Table 1: Course Structure of Master of Educational Sciences in Digital Pedagogy**

<i>Course Category</i>	<i>Total Credits</i>	<i>First Semester</i>	<i>Second Semester</i>	<i>Third Semester</i>
<b>Required course for Master (MES)</b>				
Core Educational Courses	15	9	6	
Digital Education Related Courses	15	6	9	
Professional Affiliation course	9	-	-	9
<b>Total</b>	<b>39</b>	<b>15</b>	<b>15</b>	<b>9</b>

**Table 2: Course of Structure of Post Graduate Diploma in Digital Pedagogy**

<i>Required course for Post Graduate Diploma (PGD)</i>	<i>Total Credits</i>	<i>First Semester</i>	<i>Second Semester</i>	<i>Third Semester</i>
Core Educational Courses	15	9	6	
Digital Education Related Courses	15	6	9	
Professional Affiliation Courses	3			3
<b>Total</b>	<b>33</b>	<b>15</b>	<b>15</b>	<b>3</b>

Individual who will apply for full-time study will study three educational related courses and two digital education related courses in the first semester. In second semester they will take two educational courses and three digital education related courses. They will have to do teaching practicum and thesis in in the third semester. Students who are interested to earn only PGD degree will do only teaching practicum course in the third semester.

**Table 3: Course Cycle of the Program**

Course Titles and Code Number	Semester I Credit Hours	Semester II Credit Hours	Semester III Credit hours
<b><i>Core Education Courses</i></b>			
Ed. 511 Basic Education Study	3		
Ed. 512 Curriculum for 21st CS skills	3		
Ed. 513 Educational Guidance and Counselling	3		
Ed. 521 Assessment in Education		3	
Ed. 522 Educational Research		3	
<b><i>Digital Education Related Courses</i></b>			
DEd. 514 Digital Skills for Teachers	3		
DEd. 515 Innovative Technologies in Education	3		
DEd. 523 Education for 21st CS skills		3	
DEd. 524 Learning Management System		3	
DEd. 525 Capstone Project		3	
<b><i>Professional Affiliation Courses</i></b>			
DEd. 531 Teaching Practicum			3
Ed. 532 Thesis writing			6*

\* Thesis is a requirement for the master program only.

### **Course Cycle for Part Time Program**

The advanced study in digital pedagogy is more flexible program than traditional regular program of Tribhuvan University. A part-time Master/PGD program allows student to study and complete required courses over an extended period of time as indicated in following table. Most of individual to be enrolled in the program will be working in university/campuses/schools. Many students may go for the part-time program. Those students who get enrollment in the parti-time program must study at least two courses of 3 credits each semester and complete all the required courses withing duration of six years. However, for a professional modular course, this requirement is not applicable. Candidates may choose course modules according to their choice and needs.

**Table 2: Course Cycle for the part-time program**

Course Name	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI & VII
<b>Core Education Courses</b>						
Ed. 511 Basic Education Study	x					
Ed. 512 Curriculum for 21st CS skills		x				
Ed. 513 Educational Guidance and Counselling			x			
Ed. 521 Assessment in Education				x		
Ed. 522 Educational Research					x	
<b>Digital Educational Courses</b>						
DEd. 514 Digital Skills for Teachers	x					
DEd. 515 Innovative Technologies in Education		x				
DEd. 523 Education for 21st CS skills			x			
DEd. 524 Learning Management System				x		
DEd. 525 Capstone Project					x	
<b>Professional Affiliation Courses</b>						
DEd. 531 Teaching Practicum						x
Ed. 532 Thesis writing						x

\* Thesis is a requirement for the master program only.

### Eligibility for Enrollment

The eligibility criteria for the program Master/PGD in Digital Pedagogy shall be a minimum of a master's degree in any specialization areas with a minimum of 50 percent marks or 2.00 CGPA in aggregate; and applicants from foreign countries who have studied graduate courses (equivalent to master's degree in any discipline in English medium with a minimum of 50 percent marks or 2.00 CGPA in aggregate) will be eligible for the admission in this program.

Thus, graduates with at least a master's degree from any specialization areas who are interested to be a teacher at school and higher education institutions are eligible to apply for this program. Similarly, in-service school and college teachers with at least a master's degree from any specialization areas will be eligible for participating in this course/programs.

### Admission requirements

The admission process for the program Master/PGD in Digital Pedagogy will include the entrance examination followed by an online interview.

### **Admission procedure**

Students applying for the Master/PGD in Digital Pedagogy must fill in the online application form with all details of their personal information and past academic records. The applicants should enclose with the application form, attested copies of: Certificates and testimonials of all examinations passed All Equivalency Certificates and Two recent passport size photographs.

### **Admission Test**

All applicants are required to appear in the entrance examination (online or face-to-face as decided by the Dean's Office) administered by FoE, TU. The syllabus for entrance examination shall cover contents as prescribed in Master/PGD in Digital Pedagogy courses. Entrance examination questions can be both objective and subjective in nature. The merit list of applicants will be prepared based on their entrance examination scores. The admission of students will be merit-based.

### **Selection Process**

Applicants who have scored a minimum of 40 percent in entrance examination, they can enroll in Master/PGD in Digital Pedagogy. For the selection, students shall sit in: Group Discussion and Personal Interview. However, digital literacy shall also be observed while having an interview. It is because the Master/PGD in Digital Pedagogy course is based on practically applied delivery approach that the students have do with digital tools.

### **Merit List**

The final merit list shall be prepared by applying the following procedure:

1. Entrance Examination Score: 50 percent
2. Academic Record: 30 percent
3. Group Discussion: 10 percent
4. Personal Interview: 10 percent

### **Teaching pedagogy**

The MES/PGD in Digital Pedagogy program is based on the student-centered learning approach. The general teaching methodology of the program includes Lecture and interactions, Individual and group presentation, Case studies: text, audio and visual, Field studies (research/practical/project works), Review work: books/journals, Practical training and demonstration, Seminar Paper Presentation.

The specific pedagogy of this MES/PGD in Digital Pedagogy program will be problem-based, project-based, and inquiry-based. It connects to-students' personal experiences with the lectures and discussions, and adds, when necessary, laboratory (ICT Lab) and field works (research and internship) as per the competencies required. Priority is given on individualized and personalized learning using learning management system in delivering the courses. Students will be made familiar with the requirements they need to accomplish and the overall leanings of the contents they are expected to learn in the beginning of course delivery.

## **Attendance**

This program demands a very high level of commitment from students. Students are required to regularly attend all classes and presentation as required by the course. Students failing to attend a minimum 80 % of classes in each subject shall not be allowed to appear in the semester-end examinations.

## **Enrollment Cycle**

Tribhuvan University has been practicing single enrollment cycle in an academic year. Therefore, same will be applied, but can be adjusted as per the need of the university. In the beginning, the cycle of admission will begin from February 2023.

## **Student Assessment System**

The performance of the students will be evaluated through ongoing in-semester evaluation and semester-end examination. The course facilitator (instructor) shall decide the grades in the in-semester evaluations. The FoE shall have the final authority in conducting, evaluating, and awarding grades in semester-end-examination. A student is required to pass the internal, field study/research, practical/internship, and external examinations independently.

The result of the assessment is prepared with the cumulated score of 60% weight from the internal assessment and 40% score from the external-end semester examination.

### **Examination of theoretical work:**

The theoretical examination shall be applied for the theory papers. It includes internal assessment and final examination. There will be an internal examination of theory courses carrying a weightage of 60% of the total marks. Passing the internal examinations with minimum 50% marks is required to appear in the final examination. The duration of final examinations is of one hour for one credit. The final examinations carry a weightage of 40% of the total marks on the base of theoretical questions module conducted by the FoE, TU

### **Evaluation of practical works / dissertation and internship:**

Evaluation of practical field-based research works/ dissertation and internship will be carried out as per FoE, TU.

### **In-semester Evaluation**

The in-semester (internal) evaluation shall generally have a total weight of 60 percent in each course. Students must secure at least 50 percent marks in each subject to pass the in-semester exam. The concern facilitator (instructor) shall be responsible for the continuous in-semester evaluations. The in-semester evaluation shall be based on:

In-semester Evaluation: 60 points

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

1. In-semester, Midterm, Pre-board Examinations 30
2. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
3. Assignments/Seminar/Quiz 10
4. Class Attendance 10

The assessment system is based on the cumulative principle of assessment meaning that limited number of assignments are given in each course and as the students

complete the assignments. Applying this principle determines that the number of assignments given are available for students all their study time. The number of graded assignments will be 3-5 in each course and the assignments are designed in such a way that they can address the set competencies of the course.

Students must engage in different assignments during the learning phase of the courses, which are mentioned in the curriculum. For each course there will be a fixed number of graded assignments to address the given the competencies of the courses. Additionally, certain competencies will also be addressed through the on-going learning activities that include quizzes, virtual discussion, blogs and so on.

### **Semester-end Examinations**

The semester-end examinations on course work related subjects shall have a total weight of 40 percent. The duration of the examination shall be allocated as per the course credit as prescribed by FoE, TU. The semester-end examination shall be based on the following scheme.

#### **End-semester Evaluation: 40 points**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |  |    |
|--|----|
| 1. Multiple Choice questions (10 x 1 points) | 10 |
| 2. Short answer questions (5 x 2 points)     | 10 |
| 3. Long answer questions (2 x 10)            | 20 |

### **Program Implementation and Award**

Tribhuvan University will run Master/PGD in Digital Pedagogy program as a regular academic program and as a flexible modular program. Thus, the courses of the program are designed in modular approach.

1. If a student would join the program cycle and want to obtain master's in digital Pedagogy degree, they could do so as it is done in any other academic degree program. The total credit for master's in digital pedagogy is 39 in three semesters during 1 and half year academic years. There will be a requirement of the credit to be completed withing s years to earn Master of Educational Science in Digital Pedagogy,
2. If a student would join the program cycle and want to obtain PGD in digital Pedagogy degree, they could do so as it is done in any other academic degree program. The total credit for PGD in digital pedagogy is 33 in three semesters during one and half academic years. There will be a requirement of the credit to be completed withing 6 years to earn PGD in Digital Pedagogy.
3. If a student would like to attend only a particular course to develop their professional skills, they could also do so. They can join in any of the courses of 3 credits according to their interest and need of their professional career. As a student completes a module/s, they will get a certificate of completion (single subject certification) of that course.
4. If a student would like to attend courses in parttime basis to develop their professional skills, they could also do so. They can study at least two courses per semester and completes all courses withing 6 years of academic years and accumulate the credits of the courses they have completed.

## Credit system

The course curriculum of Master/PGD in Digital Pedagogy is organized in the overall framework of credit system. Each course has a certain number of credits that indicate the weightage.

1. One credit weightage shall be at least 15 lecture hours for theoretical courses or its equivalent work.
2. One credit weightage shall be at least 45 lecture hours for practical courses or its equivalent
3. Master's in digital Pedagogy: A graduate student shall earn: 15 credits on Education related courses, 15 credits on ICT related courses and 9 credits on profession/research related courses.
4. PGD in Digital Pedagogy: A graduate student shall earn: 15 credits on Education related courses, 15 credits on ICT related courses.
5. Single Subject Certification: A graduate student shall earn: 3 credits on Education related courses or 3 credits on ICT related courses. This is applied to any courses from Education or ICT related course cluster. It is NOT possible to earn Single Subject Certification on thesis, capstone project and internship.

## Grading System

The final evaluation of students is done through the examination conducted by Tribhuvan University. Students must secure a minimum of grade 'B-' or Grade Point Average (GPA) of 2.70 in the internal evaluation in order to qualify to appear in the semester examination. In order to pass the semester examination, the student must secure a minimum of grade 'B-' or the Cumulative Grade Point Average (CGPA) of 2.70. The grading system shall be as follows:

Letter Grade	GP	SGPA / CGPA Range	Percentage Equivalent	Remarks
A	4	4	90 & above	(Distinction) Outstanding
A-	3.7	3.70 to 3.99	80-89.9	(First Division) Excellent
B+	3.3	3.30 to 3.69	70-79.9	(First Division) Very Good
B	3.0	3.00 to 3.29	60-69.9	(Second Division) Good
B-	2.7	2.70 to 2.99	50-59.9	Pass in individual subjects
F	0	Below 2.70	Below 50	Fail

Note: GP: Grade Point, SGPA: Semester Grade Point Average, CGPA: Cumulative Grade Point Average

## **First Semester: Core Education Courses**



## Basic Education Study

Course Title: Basic Education Study

Course No.: Ed. 511

Nature of course: Theoretical and Practical

Semester: First

Credit Hours: 3

Teaching Hours: 48

### 1. Course Introduction

Basic Education Study (DP 511) aims to acquaint the students with different perspectives and approaches of teaching learning. Specifically, it familiarizes students with education policies and policy making processes in the context of Nepal; different methods of teaching learning and teaching in diverse classrooms with focus on Nepal's multicultural context and curriculum. There are four modules and each module include a certain number of learning competencies. Module I: Understanding Education in Nepal is 3 weeks (9 hours). Module II: Transformative Teaching Learning is 6 weeks (18 hours). Module III: Teaching Learning in Diverse Classroom Context is 4 weeks (12 hours). Module IV: Teaching Learning in Diverse Classroom Context (Contd.) is 3 weeks (9 hours).

### 2. General Objectives

This course will enable students,

- To understand and analyze Nepali education policies and policy making processes,
- To apply transformative learning approaches in teaching
- To apply approaches of teaching in diverse classroom context

### 3. Course Details

<b>Module I: Understanding Education in Nepal</b>		Duration: 9 hours
Objectives/Learning Competencies	Contents	
1. Familiarize with Nepal's educational policies. 2. Critically review the roles of different tiers of the government in education. 3. Critically describe the trend of higher education in Nepal.	1. Current education policies in Nepal 2. Growth and development of higher education in Nepal	
<b>Module II: Transformative Teaching Learning</b>		Duration: 18 hours
Objectives//Learning Competencies	Contents	
1. Explain the concept of transformative teaching and learning 2. Select teaching method appropriate to the topic to be delivered; 3. Design and apply democratic (student centered) teaching learning activities; 4. Reflect upon students' own learning experiences using the lens of transformative and adult learning approaches; 5. Plan lessons using transformative adult learning approaches.	1. Evolution of transformative learning and teaching: Andragogy, transformative learning and heutagogy. 2. Critical and transformative pedagogy: 2.1 Concept and evolution of transformative teaching/learning 2.2 Problem based method 2.3 Project based method 2.4 Inquiry based method 2.5 Collaborative/Group learning methods.	

<b>Module III: Teaching Learning in Diverse Classroom Context</b> Duration: 12 hours	
<b>Objectives/Learning Competencies</b>	<b>Contents</b>
1. Respect diversity in classrooms; 2. Adopt equitable and inclusive techniques of teaching learning activities; 3. Differentiate the teaching and learning practices.	1. Concept of diversity 2. Creating inclusive learning environment 3. Differentiated teaching learning and Universal design for learning
<b>Module IV: Teaching Learning in Diverse Classroom Context (Contd.)</b> Duration: 9 hours	
<b>Objectives//Learning Competencies</b>	<b>Contents</b>
1. Design gender responsive teaching learning activity 2. Distinguish between Differentiated Instruction and Universal Design for Learning. 3. Design inclusive classroom in the context of higher education	1. Gender responsive pedagogy 2. Differentiated instruction and Universal design for Learning 3. Inclusive classroom in the context of higher education

#### **4. Evaluation Criteria (Internal 60%, External 40%)**

##### **Assessment**

##### **Internal: 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

5. In-semester, Midterm, Pre-board Examinations 30
6. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
7. Assignments/Seminar/Quiz 10
8. Class Attendance 10

##### **External: 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |  |    |
|--|----|
| 4. Multiple Choice questions (10 x 1 points) | 10 |
| 5. Short answer questions (5 x 2 points)     | 10 |
| 6. Long answer questions (2 x 10)            | 20 |

#### **5. Learning resources and additional recommended readings**

##### **MODULE I**

Bista, K., Sharma, S., & Raby, R. L. (2019) (Eds.). *Higher Education in Nepal. Policies and Prospects*. Routledge. (Section II; Chapters 15 & 16 of Section V and Chapters 17 & 18 of Section VI)

Dhakal, R. K. (2019). The Politics of Education Policymaking in Nepal. *Journal of Education and Research* Vol. 9, (1), pp. 1–12. Retrieved from: <https://doi.org/10.3126/jer.v9i1.28787>

Gurung, I. (2012). A Review of Nepalese Public Education Policy: A History of Implementation and Achievements. In Daniel Pop (Ed.), *Education Policy and*

- Equal Education Opportunities* (pp. 109-133). Open Society Foundations.  
Retrieved from <https://www.jstor.org/stable/pdf/resrep27130.8.pdf>
- Ministry of Education, Science and Technology (2019). *National Education Policy 2076*. Kathmandu: Author.
- Ministry of Education, Science and Technology (2019). *Science technology and innovation policy*. Kathmandu: Author.
- The Constitution of Nepal
- MODULE II**
- Lombardi, P. (2018). *Instructional methods strategies and technologies to meet the needs of all learners* <https://LibreTexts.org> (Chapters: 5, 6 & 7)
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (2nd ed.). San Francisco, CA: Jossey-Bass. (Chapters 15, 16, 18, 20)
- Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette <https://www.youtube.com/watch?v=UCFg9bcW7Bk>
- Herod, L. (2012). Adult learning: From theory to practice. Retrieved from: [http://en.copian.ca/library/learning/adult\\_learning/adult\\_learning.pdf](http://en.copian.ca/library/learning/adult_learning/adult_learning.pdf) (Pages: 5-30)
- Heutagogy: Preparing Learning for Life after Higher Education | UOC [https://www.youtube.com/watch?v=j\\_SMlokWfzU](https://www.youtube.com/watch?v=j_SMlokWfzU)
- Mezirow, J. (2000). Learning to think like an adult. In J. Mezirow (Ed.), *Learning as transformation: Critical perspective on a theory in progress* (pp. 3-33). San Francisco: Jossey-Bass. Retrieved from: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.1039&rep=rep1&type=pdf>
- McLoughlin, J. (2015). *Transformative Teaching*. <https://www.youtube.com/watch?v=QBJaftYZHYs>
- Palis, A. G. & Quiros, P. A. (2014). Adult Learning Principles and Presentation Pearls. *Middle East African Journal of Ophthalmology*, Volume 21, Number 2, pp. 114-122. Retrieved from: [http://www.meajo.org/temp/MiddleEastAfrJOphthalmol212114-4646708\\_125427.pdf](http://www.meajo.org/temp/MiddleEastAfrJOphthalmol212114-4646708_125427.pdf)
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 89, pp. 3-13. Retrieved from: [http://www.umsl.edu/~henschkej/henschke/the\\_new\\_update\\_on\\_adult\\_learning\\_theory\\_merriam.pdf](http://www.umsl.edu/~henschkej/henschke/the_new_update_on_adult_learning_theory_merriam.pdf)
- Jerram, C. (2002). Applying adult education principles to university teaching. HERDSA. Retrieved from: <https://www.herdsa.org.au/search/node/Applying%20adult%20education%20principles%20to%20university%20teaching>
- MODULE III**
- Dykstra, D. (2014). *5 steps to an inclusive classroom*. <https://www.youtube.com/watch?v=MGPdQzhjtj0>

- Hazard, L. (n.d.). *Two activities for discussing diversity in the classroom*.  
<https://www.youtube.com/watch?v=INfmJBf17>
- Mal Leicester (2008). *Creating an Inclusive School*. London and New York: Continuum International Publishing Group.
- Wisconsin Technical College System (2020). *How to create an inclusive classroom*.  
<https://www.youtube.com/watch?v=IgNiSish5Xo>

#### **Additional Recommended reading**

- Banks, J. A., & McGee Banks, C. A. (2010). *Multicultural education: Issues and perspectives* (7<sup>th</sup> ed.). USA: John Wiley and Sons, Inc.
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. Paris, Oxon & New York: UNESCO & Routledge.
- IRIS Center (2005). *Providing instructional supports: Facilitating mastery of new skills*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/sca/>

#### **MODULE IV**

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 sf7df08f}+M g|kfn ;/sf/ lzIff, lj1fg tyf k|ljlw d+qfno / o'P;PcfO8L .
- Awang-Hashim, R., Kaur, A. and Valdez, N. P. (2019). Strategizing inclusivity in teaching diverse learners in higher education. *Malaysian Journal of Learning and Instruction*. Vol. 16 (No. 1), 105-128.
- CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
- Differentiated Instruction: An Introduction > Module 1 > Reading: What is differentiated instruction and why differentiate? Retrieved from:  
[https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro\\_M1\\_Reading\\_What\\_Is\\_DI.pdf](https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M1_Reading_What_Is_DI.pdf)
- Mlama, P. Marema, D., Makoye, H., Murage, L., Wagah, M. and Washika, R. (2005). *Gender Responsive Pedagogy A Teacher's Handbook*. Nairobi: Forum for African Women Educationalists (FAWE).
- Reis, S. M., Renzulli, J. S. (2018). The Five Dimensions of Differentiation. *International Journal for Talent Development and Creativity* – 6(1), August, 2018; and 6(2).
- Uddin, M. M. and Johnson, Keith. (2018). *Identifying classroom management strategies by focusing on diversity and inclusion*. American Society for Engineering Education.

#### **Additional Recommended reading**

- Roiha, A. and Polso, J. (2021). The 5-dimensional model: A tangible framework for differentiation. *Practical Assessment, Research, and Evaluation* Vol. 26, Article 20. DOI: <https://doi.org/10.7275/22037164> Available at:  
<https://scholarworks.umass.edu/pare/vol26/iss1/20>

Course Title: **Curriculum for Twenty-first Century Skills**

Nature of Course: **Theoretical**

Course Code: Ed. 512

Credit Hours: **3**

Semester: First

Teaching

Hours: **48**

### **Course Description**

This course aims at providing a range of knowledge, skills, and values to the learners to enable them to develop a curriculum for inculcating twenty-first century skills through digital pedagogy. Students are expected to have fundamental knowledge and skills to assess different concepts of curriculum through critical perspectives, design a curriculum by reflecting needs of particular context, formulate 21<sup>st</sup> Century learning standards based on digital taxonomy of educational objectives, and use different curriculum designs to develop twenty-first century skills within the learners.

### **General Objectives**

- Reconceptualize the concept of curriculum as per the needs of twenty-first century.
- Devise an outline of a curriculum by reflecting the needs and aspirations of specific group of learners.
- Use digital taxonomy of educational objectives to formulate 21<sup>st</sup> Century learning standards.
- Apply different curriculum designs to inculcate 21<sup>st</sup> century skills within learners.

### **Module I: Reconceptualizing the Concepts of Curriculum**

#### **Module Objectives**

This module helps students identify some important key factors playing crucial role in curriculum change in this era and enable them to reposition the curriculum as per the dynamic change of twenty-first century especially in reference to Nepal.

#### **Learning Outcomes**

After the completion of this module students will be able to

- Analyze different concepts of curriculum with examples.
- Elaborate major factors affecting curriculum change in the twenty-first century.
- Reconceptualize the notion of curriculum as per the needs and aspirations of twenty-first century.
- Assess the concepts reflected by school to university level curricula in Nepal through critical perspectives.

#### **Module Contents**

- Concepts of Curriculum
- Factors Affecting Curriculum Change in the 21st Century
- Reconceptualizing and Repositioning Curriculum in the 21st Century

**Online Class hour:** 9 hrs. (3 weeks)

#### **Suggested Teaching and Learning activities**

Primarily pre-module, in-module, and post-module activities will be applied to develop behaviors within the learners intended by this course as given below:

<b>Pre-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Each student will login in Moodle through their individual ID and identify the reading material(s) uploaded by her/his instructor to complete the assigned works under this Module.	<i>Digital literacy</i>

Students will consult the uploaded reading materials (given in the reference below) in Moodle platform and then analyze various concepts of curriculum (curriculum as subject matter, curriculum as plan for learning, curriculum as experience; supported, taught, learned, and tested curriculum for examples) and factors of affecting curriculum change through multiple lenses.	<i>Analytical and critical thinking</i>
Each student will be asked to prepare a short note on how they conceptualize the notion of curriculum and ask them to prepare a word file by encompassing learned contents and upload the file in the Moodle to make it accessible to all students and mentor as well to receive feedback on a required basis.	<i>Communication skills and digital literacy</i>
<b>In-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Teacher will deliver the content related to different notions of curriculum through PowerPoint presentation and then students will be asked to give their viewpoints in oral mode in relation to related concepts of curriculum based on the reading materials consulted by them in pre-module activities.	<i>Communication skill</i>
Each student will be asked to identify factors affecting curriculum change in these days and then they will be asked to share their ideas with a peer sitting nearby them on an individual basis and finally each pair will get a chance to share their conclusions among the class for additional clarification. Whole class will be divided into different groups comprised of 3 to 4 members in each and a reading materials related to the factors affecting curriculum change in the 21st century will be distributed to each group to summarize the contents given there. Finally each group will be given an opportunity to share their findings and feedback will be provided on a required basis by the side of instructor.	<i>Thinking skills, problem solving skills, collaborative skills, communication skills</i>
Whole class will be divided into different groups consisting of 4/5 members in each and a reading materials will be provided to all groups, and then each group will be asked how should the curriculum be reconceptualized and repositioned as per their dynamic needs and aspiration of twenty-first century. Finally, feedback will be provided to all groups based on the contents shared by them.	<i>Thinking skill, problem solving skills, communication skills.</i>
<b>Post-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Whole class will be divided into different groups and each group will be asked to access at least 10 teaching staff attending school to university level through different modes (direct contact, telephone, mail, messenger, etc.) to investigate how they conceptualize curriculum. And then they will be asked to share their findings among their peers by relating the results with the narrower to wider concepts of curriculum discussed under this Module. Finally, additional justification will be given by instructor on a required basis.	<i>Collaboration skill, analytical skill, communication skill</i>

## Recommended Resources

- Marope, M. (n.d.). *Reconceptualizing and repositioning curriculum in the 21<sup>st</sup> century: A global paradigm shift*. Retrieved from [http://www.ibe.unesco.org/sites/default/files/reconceptualizing\\_and\\_repositioning.pdf](http://www.ibe.unesco.org/sites/default/files/reconceptualizing_and_repositioning.pdf)
- Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.

## Module II: Curriculum Development Process

### Module Objectives

This Module enables learners to be familiarized with different types of online curricula and enables them to develop and implement the curricula through digital pedagogy to foster twenty-first century skills within the learners.

### Learning Outcomes

After the completion of this module students will be able to

- Analyze needs and importance of online curriculum in reference to Nepal.
- Design different types of online courses as per the needs of specific group of learners.
- Devise online curriculum either by following behaviorist or constructivist approach.
- Design an outline of a curriculum from own area of interest by reflecting twenty-first century skills.

### Module Contents

- Introduction to Online Curriculum
- Need and Importance of Online Curriculum
- Types of Online Course
- Approaches to Online Course Design
- Curriculum Development Models (rational, cyclical, and dynamic)
- Curriculum Development Process

**Online Class hour:** 12 hrs. (4 weeks)

### Suggested Teaching and Learning activities

A number of activities as given below will be applied during instructional process to develop competencies intended by the curriculum.

Pre-module Activities	21 <sup>st</sup> Century Skills
Each student will gather essential resources from library, internet, mentor, etc. and study the accessible reading materials (some of them are also given in the reference below) to get deeper understanding on the concept and types of online curriculum, needs and importance, alternative modes of curriculum development, and curriculum development process before getting entry into in-module activities.	<i>Digital skills, analytical and critical thinking</i>
In-module Activities	21 <sup>st</sup> Century Skills
Each student will be asked to share what they learn about the concept, types, needs and importance of online curriculum, different models of curriculum development, and common steps for devising curriculum from the reading materials that are accessible to them within specified minute. While doing so, separate content will be given to each of them to share their understanding among the class.	<i>Communication skill</i>

Teacher will classify whole class into different groups comprising 4 members in each and separate sub-topics (concept of online curriculum, need for and importance of online curriculum, type of online curriculum, for examples) will be distributed to each group and then each group will be asked to be prepared on given topic within 20 minutes. Then after, three members from each group (one stay others stray) will be asked to join separate groups to learn what the expert/core group understood on the given topic and then related member of the expert/core group will be asked to share what they have learned under the group discussion within 5 minutes. Finally, each member will be asked to return to their group and 3 minutes will be provided to each of them to share what they learned from other groups under various sub-topics assigned by the instructor in the class.	<i>Collaboration skill, communication skill, analytical skill, and creative skill</i>
Students will be classified into different groups composed of 4/5 members in each and they will be asked to prepare an outline of curriculum for specific group of learners by encompassing curricular objectives, contents, learning activities, and evaluation procedures. Then each group will be asked to present their project work at the class through gallery work, and finally, opportunity will be provided to each member of all groups to identify the strengths and weaknesses of the curriculum outlines prepared by different groups for the purpose of giving constructive feedback.	<i>Collaborative skills, creative skills, communication skills, analytical and critical thinking skills</i>
<b>Post-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Make different groups composed of 4/5 members in each and then prepare an outline of a miniature form of curriculum for a specific group of learners separately by encompassing curricular objectives, contents, learning activities, and assessment procedures. And then share their product with peers and the instructor through PowerPoint presentations within a specified timeline. Finally, each group should make revisions on their work based on the given feedback in the discussion session and upload their product on Moodle for final appraisal by the instructor.	<i>Collaboration skill, analytical and critical skills, digital skill</i>

### **Recommended Resources**

- Boettcher, J. V., & Conrad, R. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. USA: Jossey-Bass, A Wiley Imprint.
- Gosper, M., Ifenthaler, D. (2014). *Curriculum Models for 21<sup>st</sup> Century: Using learning technologies in higher education*. London: Springer.
- Porter, L. R. (2004). *Developing an online curriculum: Technologies and techniques*. London: Information Science Publishing.
- Print, M. (1993). *Curriculum development and design*. Australia: Allen and Unwin Pvt. Ltd.

### **Module III: Taxonomy of Educational Objectives for 21st Century Learning Standards**

#### **Module Objectives**



This Module enables the participants to formulate specific instructional objectives based on Bloom's digital taxonomy of educational objectives by integrating them with twenty-first-century skills

### Learning Outcomes

After the completion of this module, students will be able to

- Examine Bloom's taxonomy and clarify the need of digital taxonomy of educational objectives.
- Formulate specific instructional objectives by following Bloom's digital taxonomy.
- Apply the digital taxonomy of educational objectives to formulate 21st-century learning standards.

### Module Contents

- Recapitulation of Bloom's Taxonomy
- The Need for Digital Taxonomy
- Introduction to Bloom's Digital Taxonomy
- Use of Bloom's Digital Taxonomy to Formulate 21st Century Learning Standards

**Online Class hour:** 15 hrs. (5 weeks)

### Suggested Teaching and Learning activities

Three instructional activities (pre-module, in-module, and post-module) as given below will be applied to mastery of learners on curricular contents encompassed under this module.

Pre-module Activities	21 <sup>st</sup> Century Skills
Each student will be asked to consult any textbook of 'Curriculum and Evaluation' written for B.Ed. level to review the Bloom's taxonomy of educational objectives and then an opportunity will be given to them to post their understanding in Jamboard.	Communication skill, digital literacy
Teacher will upload some valid reference materials, articles, and slides related to Bloom's taxonomy of educational objectives and then students will be asked to consult all uploaded materials individually to be prepared for in-Module activities to get deeper understanding on the taxonomy of educational objectives for formulating 21 <sup>st</sup> century learning standards.	<i>Digital literacy, communication skill, and analytical thinking</i>
In-module Activities	21 <sup>st</sup> Century Skills
Teacher will prepared a KWL (know, want to know, and learned) chart on a whiteboard and then a number of students will be asked what they know about Bloom's taxonomy randomly through pre-module activity. All of the contents learned by students will be listed under 'K' column and the contents that they want to know about Bloom's taxonomy will be written under 'W' column, finally, what they learned after the discussion will be mentioned under 'L' column to consolidate their understanding.	<i>Communication skill, problem solving skills</i>
The teacher will prepare a PPT of Bloom's digital taxonomy of educational objectives by incorporating six levels of	

cognitive process, and then clarify what they actually mean and how these cognitive steps are similar to and different from Bloom's taxonomy for clarification. Then a list of instructional objectives will be shown to the students through PPT and each of them will be asked to identify each of the specific objectives and corresponding levels of digital taxonomy by using pedagogy wheel 5.0.	<i>Thinking skill, problem solving skill, analytical skill, communication skill</i>
Each student will be asked to formulate 10 objectives representing different levels of Bloom's digital taxonomy within 30 minutes (Think) and different pairs will be made by joining each student with another one and then each of them will be asked to share their contents to each other to be benefitted from both sides within 10 minutes (Pair). Finally, each pair will be asked to share their work with the whole class (Share) and then feedback will be provided on an individual basis for enabling them to formulate 21st-century learning standards based on Bloom's digital taxonomy.	<i>Thinking skill, creative skill, collaboration skill, analytical and critical thinking skills, communication skill</i>
The whole class will be divided into various groups comprised of 4/5 members in each and then they will be asked to prepare 30 specific objectives, five from each level, and then each group will be asked to present their group work in the class through powerpoint presentation. Then after, each learner will be asked to observe each objective formulated by other groups and give their comments. Finally, each group will be asked to give their reflection on the comments given by the members of other groups to defend their position.	<i>Thinking skill, collaboration skill, communication skill, critical thinking skill</i>
<b>Post-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Find out a school-level curriculum from your area of interest and identify different levels of cognitive process associated with each objective formulated in the curriculum individually. Then Share your individual findings with at least two peers as assigned by your instructor for constructive comments and grading. And finally, revise your work by incorporating the feedback given by peers and upload your revised work on Moodle by highlighting the revised contents by peers and each of them will be asked to upload their revised work on the Moodle by highlighting revised contents.	<i>Analytical and critical thinking, collaborative skill, digital skill</i>

### Recommended Resources

Amin, H. & Mirza, M. S. (2020). *Comparative study of knowledge and use of Bloom's digital taxonomy of teachers and students in virtual and conventional universities*. Retrieved from [www.emeraldgroupublishing.com/licensing/reprints.htm](http://www.emeraldgroupublishing.com/licensing/reprints.htm)

Anderson, L. W., & Krathwohl, D. R., (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman, Inc.

Bloom, B. S. Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay Company, Inc.

Churches, A. (2009). *Bloom's digital taxonomy: It's not about the tools, it's using the tools to facilitate learning*. Retrieved from <http://edorigami.wikispaces.com>

Nikolic, M. & Dabic, T. (2016). Bloom's taxonomy revised in the context of online tools. DOI: 10.15308/Sinteza-2016-315-320

#### **Module IV: Curriculum Designs for 21<sup>st</sup> Century Learners**

##### **Module Objectives**

This Module will empower the participants to apply different curriculum designs from school to higher level to impart twenty-first century skills on their students.

##### **Learning Outcomes**

After the completion of this module students will be able to

- Analyze the needs of twenty-first century learners.
- Find out the relationship between various dimensions that need to be considered while devising an online curriculum.
- Analyze how design dimensions are maintained in higher level curricula in Nepal.
- Apply different designs to cultivate twenty-first century skills of the learners.

##### **Module Contents**

- Introduction to 21st Century Learners
- Needs of 21st Century Learners
- Curriculum Designs for 21st Century Learners
- Meaning and Components of Curriculum Design
- Dimensions of Curriculum Design (continuity, sequence, integration, and scope)
- Curriculum Designs (Integrated, experience-centered, radical, core, reconstructionist)
- Use of These Designs to Develop 21st Century Skills of Learners

**Online Class hour:** 12 hrs. (4 weeks)

##### **Suggested Teaching and Learning activities**

Following activities will be used to develop knowledge and skills as intended by this course under this module.

<b>Pre-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Teacher will upload essential references, books and handouts on the Moodle to make them accessible to all learners and ask them to study provided reading materials to get clear understanding on nature and needs of 21 <sup>st</sup> century learners, curriculum designs for 21 <sup>st</sup> century learners; meaning, components, and dimensions of curriculum design to be prepared for in-module activities.	<i>Digital skills, analytical and critical thinking</i>
<b>In-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Teacher will divide whole class into different groups comprising 5 members in each and one member from each group will be chosen to make an expert group. Then after, teacher will teach expert group about 21 <sup>st</sup> century learners, their needs, curriculum designs for these learners with meaning and components of design. Teacher can do this activity either during her/his period or earlier. After providing clear concept to the expert group, each member from the group will be asked to join their home group and to share their ideas that they learned to all members in the group (Jigsaw). Finally, teacher will pose several questions related to the discussed	<i>Collaboration skill, leadership skill, communication skill, creative skill</i>

contents randomly to the members of different groups and then provide feedback on a required basis.	
Teacher will prepare PPTs related to different dimensions (continuity, sequence, integration, and scope), various forms of curriculum designs (integrated, experience-centered, radical, core, reconstructionist) and their implications for developing 21 <sup>st</sup> century skills and then clarify the contents to the students in detail through PowerPoint presentation. After delivering the whole contents, teacher will ask some questions on a random basis to assess whether students are clear or not. Finally, instructor will summarize the whole contents to consolidate it.	<i>Thinking skill, problem solving skill, communication skill</i>
Students will be classified into different groups composed of 4/5 members in each and they will be asked to find out a school level curriculum related to their major subject and then they will be asked to analyze the curriculum through the lens of design dimensions. Then after, they will be asked to share their findings in the class simultaneously. Finally, teacher will clarify how different dimensions of curriculum design need to be considered while preparing curriculum for a particular group of children.	<i>Collaborative skill, analytical and critical thinking skills, communication skill</i>
<b>Post-module Activities</b>	<b>21<sup>st</sup> Century Skills</b>
Each student will be asked to find out a school level curriculum from their area of interest and then they will be asked to identify in which camp (subject-centered, learner-centered, and problem-centered for examples) this design belongs to with justifiable arguments and then opportunities will be provided to some students to present their findings in the class. Finally, a brief discussion will be held in the class to integrate the ideas proposed by different designs with school to university level curricula to develop 21 <sup>st</sup> century skills within the learners through them.	<i>Analytical skill, critical skill, collaboration skill</i>

### Recommended Resources

- Boettcher, J. V., & Conrad, R. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. USA: Jossey-Bass, A Wiley Imprint.
- Gosper, M., Ifenthaler, D. (2014). *Curriculum Models for 21<sup>st</sup> Century: Using learning technologies in higher education*. London: Springer.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th edition). New York: Person Education, Inc.

### Evaluation

#### Internal Evaluation 60%

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

9. In-semester, Midterm, Pre-board Examinations 30
10. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
11. Assignments/Seminar/Quiz 10
12. Class Attendance 10

**External Evaluation 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

7. Multiple Choice questions (10 x 1 points)	10
8. Short answer questions (5 x 2 points)	10
9. Long answer questions (2 x 10)	20

Course Title: **Educational Guidance and Counselling**

Nature of Course: **Theoretical**

Course Code: Ed. 513

Semester: First

Credit Hours: **3**

Teaching Hours: **48**

### **Course Description**

This course aims to contribute to students' personal, educational, and career development. The course offers a systematic introduction to the key topics in personal, educational, and career guidance and counselling with balanced attention to theoretical work and practical aspects. There will be 16 three-hour sessions for this course. Learning activities are divided into three phases: pre-module (independent study and exploration), in-module (real time presentation and discussion), and post-module activities (assignments for assessing learning achievement).

### **Course Objectives**

Upon completion of this course the students will be able to:

- develop an understanding of the concept, rationale and evolution, and key theories of guidance and counselling.
- acquire attitudes, knowledge, and skills that contribute to personal-social, academic, and career development.
- apply various strategies for guidance and counselling with due consideration to ethical aspects and personal needs.

### **Module I: Introduction to Guidance and Counselling (15hr,5 weeks)**

#### **Module Contents**

- Introduction to guidance and counselling: Concept, rationales, and evolution
- Key theories (i.e., client-centred counselling, rational emotive behaviour therapy, behavioural counselling, reality therapy, and human technology, career theories (matching theories) of guidance and counselling
- Teaching as advising and advising as teaching

#### **Learning Outcomes**

After the completion of this module students will be able to:

- Describe the concept, rationales and evolution of guidance and counselling.
- Blog the understanding of some of the key theories of guidance and counselling.
- Explore/analyse the relationship between advising and teaching.

#### **Teaching and Learning activities**

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
<ol style="list-style-type: none"><li>Please watch the prescribed video and discuss in discussion forum then complete a pre-reading quiz about the concept, rationale, and evolution of guidance and counselling.</li><li>Read prescribed reading and participate in pre-reading discussion using discussion forum.</li></ol>	digital literacy, reflective reading, critical thinking
<b>In-module Activities</b>	
<ol style="list-style-type: none"><li>The teacher will deliver a presentation on the topic assigned for the day. In each class except the first one, a pair of students will be asked to make a 20–30-minute presentation on the matter discussed in the previous class based on assigned reading. Each discussion will be followed by comments both from students and the teacher.</li></ol>	Communication and collaboration

Post-module Activities	
a. Each student will be asked to choose a learning theory and critically examine its implication in guidance and counselling and write a 1000 word-paper. They will upload their assignment in the Moodle and each student will be asked to read and provide feedback to at least two of their colleague's work. Each student will revise their work based on the suggestions from their friends and make a final submission.	Critical thinking, problem-solving, communication, metacognition, self-assessment

### Recommended Resources

- Drake, J. K. (2013). Advising as Teaching and the Advisor as Teacher in Theory and in Practice. In J. K. Drake, P. Jordan, & M. A. Miller (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (First edition, pp. 17–32). San Francisco: Jossey-Bass.
- Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance & counseling program* (5th ed). Alexandria, VA: American Counseling Association.
- Myrick, R. D. (2011). *Developmental guidance and counseling: A practical approach* (5th ed). Minneapolis, MN: Educational Media Corporation (pp. 1-22)

### Module II: Guidance and Counselling in Practice, 12 hrs. (5 weeks)

#### Module Contents

- Personal-social aspect (emotional intelligence, mindfulness, resilience, happiness empathy, yoga, meditation)
- Academic aspect (self-efficacy, feedback literacy, student engagement, student study skills, individual student planning)
- Career guidance and counselling (placement, career interest and personal strengths)

#### Learning Outcomes

After the completion of this module students will be able to:

- Reflect on their understanding of emotional states and needs.
- Practice yoga and meditation for personal well-being.
- Evaluate the role of self-efficacy, engagement, study skills, and student planning for enhancing educational achievement.
- Recognize the need for developing skills and strengths for succeeding in a chosen career.

#### Teaching and Learning activities

Pre-module activities	21 <sup>st</sup> cs Skills
a. <b>Personal aspect:</b> Students read the prescribed texts, watch a video, and write a brief (150 words) self-evaluation of the emotional aspect discussed.	digital literacy, reflective reading, critical thinking
b. <b>Education aspect:</b> The students will be divided into five groups. Each group will read the assigned text and collaborate with their friends using a google doc to prepare a quiz.	
c. <b>Career aspect:</b> Each Students will write and upload a brief description of their career interests and	

competencies either they have or want to develop to pursue the career.	
<b>In-module Activities</b>	
The teacher will deliver a presentation on the topic assigned for the day. Students will <ul style="list-style-type: none"> <li>a. Discuss the benefits of personal well-being</li> <li>b. Complete a quiz prepared by their friends</li> <li>c. Practice yoga and meditation</li> </ul>	Communication, collaboration, and self-understanding
<b>Post-module Activities</b>	
a. Each student will prepare an individual student plan including their self-appraisal, goals, plans, and strategies for achieving their academic aspect.	Self-appraisal, goal setting, and decision making.

### Recommended Resources

- Beard, A. (2017). Mindfulness in the age of complexity. In *Mindfulness (HBR emotional intelligence series)* (pp. 3-27). Harvard Business School Publishing Corporation.
- Chopra, D., & Simon, D. (2004). *The seven spiritual laws of yoga: A practical guide to healing body, mind, and spirit*. Hoboken, N.J: John Wiley & Sons.
- Cottrell, S. (2013). *The study skills handbook* (Fourth edition). Houndmills New York: Palgrave Macmillan.
- Coutu, D. (2017). How resilience works. In *HBR Emotional Intelligence Series. Resilience* (pp. 1–30). Boston, MA: Harvard Business School Publishing Corporation.
- Goleman, D. (2017). What is empathy? In *HBR Emotional Intelligence Series. Empathy*. (pp. 1–12). Boston, Massachusetts: Harvard Business School Publishing Corporation.
- Gysbers, N. C. (2008). Individual student planning in the united states: Rationale, practices, and results. *Asian Journal of Counselling*, 15(2), 117–139
- Hansen, E., International Labour Office, & ILO InFocus Programme on Skills, K. and E. (2006). *Career guidance: A resource handbook for low- and middle-income countries*. Geneva: ILO. Retrieved from <http://books.google.com/books?id=FDYmAQAAAMAJ>
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.
- Moss, J. (2017). Happiness isn't the absence of negative feelings. In *HBR Emotional Intelligence Series. Happiness* (pp. 1–12). Boston, Massachusetts: Harvard Business Review Press.
- Vasudev, J. (2013). *Mind is your business*. Coimbatore, India: Isha Foundation.
- Verma, T. (2020). *22 Meditations for effortless relaxation, rejuvenation and reconnection*. Cayuga, Canada: RTV Yoga Inc.
- Webb, L. D., & Brigman, G. A. (2006). Student success skills: Tools and strategies for improved academic and social outcomes. *Professional School Counseling*, 10(2), 112–120
- Zimmerman, B., J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202–231). Cambridge: Cambridge University Press.

### Module III: Responsive Guidance and Counselling, 12 hrs. (4 weeks)

#### Module Contents



- Assessing students' needs for guidance and counselling (personal-, educational-, and career-related issues)
- Responsive services (Individual counselling, group counselling, consultation, and referral)
- Ethical issues in guidance and counselling

### Learning Outcomes

After the completion of this module students will be able to:

- Assess personal-, educational-, and career-related needs for counselling.
- Examine the importance of ethical considerations in guidance and counselling.
- Deliver guidance and counselling with due consideration to ethical aspects.

### Teaching and Learning activities

Pre-module activities	21 <sup>st</sup> cs Skills
Reading materials will be based on a. <b>Response service:</b> Find and watch a YouTube video related to responsive counselling and write a brief description of the video and why they think it useful for others to watch.	digital literacy, reflective reading, critical thinking
In-module Activities	
a. The teacher will deliver a presentation on the topic assigned for the day. b. Various aspects of responsive counselling and ethical considerations will be discussed. c. Students will work in a group to prepare a list of interview questions to identify their colleague's personal or educational problems.	Communication and collaboration
Post-module Activities	
a. The students will prepare a case study about a student's personal-, academic-, or career-related problems. They will conduct a one-on-one counselling session considering ethical aspects to help the student deal with the identified problem(s) and write a report about it/ make a video-recording of the session.	Communication, problem identification, evaluation and problem solving

### Recommended Resources

- American School Counselor Association. (2016). *ASCA ethical standards for school counselors*. American School Counsellor Association. Retrieved from <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>
- American School Counselor Association. (2019). *ASCA Position statements*. American School Counsellor Association. Retrieved from <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>
- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (Tenth edition). Australia: Cengage Learning.
- Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance & counseling program* (5th ed). Alexandria, VA: American Counseling Association.
- Nyutu, P. N., & Gysbers, N. C. (2008). Assessing the counselling needs of high school students in Kenya. *International Journal for Educational and*

### Further readings

- Drake, J. K., Jordan, P., & Miller, M. A. (Eds.). (2013). *Academic advising approaches: Strategies that teach students to make the most of college* (First edition). San Francisco: Jossey-Bass.
- Forgeard, M. J. C., & Eichner, K. V. (2014). Creativity as a target and tool for positive interventions. In A. C. Parks & S. M. Schueller (Eds.), *The Wiley-Blackwell handbook of positive psychological interventions* (pp. 137–154). Hoboken: Wiley Blackwell.
- Forsyth, P. (2009). *100 great time management ideas from leading companies and individuals around the world*. London: Marshall Cavendish.
- Gordon, V. N., Habley, W. R., Grites, T. J., & National Academic Advising Association (U.S.) (Eds.). (2008). *Academic advising: A comprehensive handbook* (2nd ed). San Francisco, CA: Jossey-Bass.
- Harvard Business School Publishing Corporation. (2017a). *Empathy*. Boston, Massachusetts: Harvard Business School Publishing Corporation. Retrieved from
- Harvard Business School Publishing Corporation. (2017b). *Happiness*. Boston, Massachusetts: Harvard Business Review Press.
- Harvard Business School Publishing Corporation. (2017c). *Mindfulness (HBR emotional intelligence series)*. Harvard Business School Publishing Corporation.
- Harvard Business School Publishing Corporation. (2017d). *Resilience (HBR Emotional intelligence series)*. Harvard Business School Publishing Corporation.
- Heen, S., & Stone, D. (2017). *Find the coaching in criticism*. Boston, MA: Harvard Business School Publishing Corporation.
- Hughes, P. M. (1971). *Guidance and counselling in schools: A response to change* (1st ed.). Oxford, New York: Pergamon Press
- Kopans, D. (2017). *How to evaluate, manage, and strengthen your resilience*. Boston, MA: Harvard Business School Publishing Corporation.
- Leonard, M. J. (2008). Advising Delivery: Using Technology. In V. N. Gordon, W. R. Habley, T. J. Grites, & National Academic Advising Association (U.S.) (Eds.), *Academic advising: A comprehensive handbook* (2nd ed, pp. 292–306). San Francisco, CA: Jossey-Bass.
- Rashedi, R. N., Weakley, M., Malhi, A., Wajanakunakorn, M., & Sheldon, J. (2020). Supporting positive behaviors through yoga: An exploratory study. *The Journal of Positive Psychology*, 15(1), 122–128.
- Wong, Y. J., Zounlome, N. O. O., Goodrich Mitts, N., & Murphy, E. (2020). “You can do it!” An experimental evaluation of an encouragement intervention for female students. *The Journal of Positive Psychology*, 15(4), 427–437.

### Evaluation

#### Internal Evaluation 60%

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

13. In-semester, Midterm, Pre-board Examinations 30
14. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10

- 15. Assignments/Seminar/Quiz 10
- 16. Class Attendance 10

**External Evaluation 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 10. Multiple Choice questions (10 x 1 points) | 10 |
| 11. Short answer questions (5 x 2 points)     | 10 |
| 12. Long answer questions (2 x 10)            | 20 |

## **First Semester: Digital Education Related Courses**

Course Title: **Digital Skills for Teacher**  
Nature of Course: **Theoretical and Practical**  
Course Code: DEd. 514

Credit Hours: **3**  
Teaching Hours: **48**

Semester: **Fist**

### **Course Description**

This course is designed to enable the students to integrate digital technologies into the pedagogy. The contents of this course are designed in such a way that produce digitally competent teacher for 21<sup>st</sup> century. The intent of this course is to transform the teachers' authoritative teaching methodology into students' self-directed learning through the integration of various ICT tools and techniques in online teaching learning and also seeks to develop the awareness to work ethically in the digital world. The content of this course covers ICT fundamental skills, communication and collaboration skills, digital content creation skills, safety and security skills, and digital resource management skills. The contents of this course are divided into the modular form. There are four modules with module objectives, learning outcomes, module contents, teaching and learning activities, assessment strategies, expected twenty-first century skills, and prescribed readings.

### **Course Objectives**

At the end of this modular course, students will be able to

1. Communicate and collaborate using digital tools (computers, email, internet) in teaching-learning activities.
2. Develop and manage digital learning resources such as text (slides, pdf, word), media (Video, Audio) and interactives (animation and simulation).
3. Examine the security issues and principles, then apply them ethically in a working environment.
4. Explore and apply various e-resource management strategies for digital resource management. search engine for quality e-resources.

### **Module I: Digital Literacy and Fundamental ICT Skills**

#### **Module Objective**

This module is designed to help the students to develop an understanding about the scope of digitalization in/of education. In addition, they will develop skill that is required to work, communicate and collaborate through cloud and computer.

#### **Learning Outcomes**

After the completion of this module students will be able to

- a. Critically analyze the concepts, issues and scope of digitalization of education in the context of Nepal.
- b. advocate the issues of the digital divide, digital inclusion, and media selection in education.
- c. download, install and operate general and subject-related applications for the teaching and learning process.
- d. communicate and collaborate in synchronous and asynchronous environments.

#### **Module Contents**

##### **I. Digital Literacy**

- Concept of digitalization in education
- Media Literacy in digital age

- Digital inclusion and digital divides
- Teaching and media selection

## II. ICT for Teachers

- Fundamental computer skills: Operating computer applications
- Email and social media as pedagogical tools
- Utilizing cloud services in teaching and learning activities

**Online Class Hour:** 15 hrs. (5 weeks)

### Suggested Teaching and Learning activities

Learning activities are divided into three phases: pre-module, in-module and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

<b>Pre-module activities</b> In the pre-module setting, students will be provided reading materials that help to develop the conceptual understanding on learning contents. These learning materials will provide in weekly format using LMS (Moodle).	<b>21<sup>st</sup> CS</b>
<b>Pre-module readings</b> <ul style="list-style-type: none"> <li>• Media literacy, digital divide and inclusion.</li> <li>• Fundamental computer skills: Work and communicate with computer.</li> <li>• Use of cloud services in teaching and learning activities.</li> <li>• Features of mobile apps.</li> </ul> <b>Pre-module activities:</b> <ul style="list-style-type: none"> <li>• Writing essays on issues related to media literacy, digital divide, digital inclusion etc.</li> </ul>	<i>Ways of thinking.</i>
<b>In-module Activities</b> In-class activities will be based on <ol style="list-style-type: none"> <li>Individual and Group presentation: Digital media, issues of digital divide and inclusion.</li> <li>Practical activities: Working on cloud and computer.</li> <li>Group work: Each group will present in the class. One member of the group will conduct the practical activities and other will support. After the presentation, another group member (at least 1 member from each group) will reflect on the activities.</li> </ol>	<i>Ways of thinking Ways of working, Collaboration and communication skills,  Reflective thinking</i>
<b>Post-module Activities</b> The teacher will provide a task for assessment- Assessment task can be given to the individual students or to the group. <ul style="list-style-type: none"> <li>• Quiz for individual work: computer and accessories, mobile computing, media literacy.</li> <li>• Discussion questions: Digital divide, digital literacy, inclusion and competencies etc.</li> </ul>	<i>Ways of working and thinking</i>

<ul style="list-style-type: none"> <li>Group presentation: Asynchronous and synchronous working platform.</li> </ul>	
<b>Learning Evaluation</b> Group Work	<i>Collaboration, communication, and critical thinking</i>

### Recommended Sources

- Bates, A.W. (2019). *Teaching in a Digital Age – Second Edition*. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> [page: 457-515 - teaching and media selection]
- Manzoor, A. (2016). Media Literacy in the Digital Age: Literacy Projects and Organizations. In Yildiz, M. N., & Keengwe, J. (Eds.), *Handbook of Research on Media Literacy in the Digital Age* (pp. 249-274). IGI Global. <http://doi:10.4018/978-1-4666-9667-9.ch012>.
- Silberschatz, A., Gagne, G. & Galvin, P.B. (2018). *Operating System* (10<sup>th</sup> Ed.). Wiley.
- Srinivasan, A. & Suresh, J. (2014). *Cloud Computing: A Practical Approach for Learning and Implementation*. Pearson.
- van Dijk, J. A. G. M and van Deursen, A. J. M (2014). *Digital skills unlocking the information society*. Palgrave Macmillan: New York. [page. 1-42]

## Module II: Digital Resource Development

### Module Objective

This module aims to support the students to develop the digital resources. Particularly, it will focus on to produce text content, audio-visual content, simulation and animation that are useful for teaching and learning activities for particular field. Besides these students will also enable to develop the course blog and share the developed resources in the blog.

### Learning Outcomes

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

- develop text files using the text development tools used in the specified field of education.
- publish teaching-learning material embedded with images, audio, and video.
- design and manage the e-learning content using different e-learning portals.

### Module Contents

- Developing Text.
- Producing Infographics, Podcasting, and Vodcasting [image, audio, and video].
- Integrating simulation and animation
- E-learning content creation, management and sharing

**Online Class hour:** 15 hrs. (5 weeks)

### Suggested Teaching and Learning Activities

<b>Pre-module readings and activities</b> In the pre-module setting, students will be provided reading materials that help to develop the conceptual understanding on	<b>21<sup>st</sup> CS</b>
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learning contents. These learning materials will provide in weekly format using Moodle.	
<p><b>Pre-module readings</b></p> <ul style="list-style-type: none"> <li>• Basic features of word processing and power-point presentation.</li> <li>• Text generating tools used in the specific field.</li> <li>• Audio and video editing tools.</li> <li>• Concept of simulation and animation.</li> </ul> <p><b>Pre-module activities</b></p> <ul style="list-style-type: none"> <li>• Observe any four classes of teachers who have been integrating ICT in their teaching-learning activities. Also, take an interview with them about how they are using digital tools in classroom activities</li> <li>• Students will write a short report and share with peers. Each peer will give feedback on the issue generated in the report.</li> </ul> <p><b>Note:</b> Moodle platform will be used to share, discuss and feedback on the content.</p>	<p><i>Ways of thinking (critical thinking, learning to learn, metacognition)</i></p> <p><i>Ways of working (ICT literacy, collaboration and cooperation)</i></p>
<b>In-module Activities</b>	
<p><b>Teacher Presentation:</b> Teacher will give the presentation on pedagogical differences between media, media characteristics, different types of digital media and their pedagogical use and approaches in the first class.</p> <p><b>Practical Activities:</b> In the following weeks, teachers and students will work simultaneously in the development and management of certain media contents. Students will voluntarily present the digital content and teacher will give the feedback instantly.</p> <p><b>Group work:</b> Group of students will form according to their background. Same background's students will put in the group. After that, different task will be given to the different group. Task will be on the development of digital content file [must include: text, audio, video, animation and simulation]. Each individual of the group should work on specific digital content.</p>	<p><i>Ways of working and thinking (collaborative, commutative, cooperative and problem-solving skills)</i></p>
<b>Post-module Activities</b>	
<p><b>Home assignment:</b> Develop the digital content resources from any topic of specified field. Digital content will include text, video, animation and simulation.</p> <p><b>Individual Presentation:</b> Each student will present digital content in a small group and upload the presentation video in moodle.</p>	<p><i>Ways of thinking (innovation, creativity, communication)</i></p>
<p><b>Learning Evaluation</b></p> <p>Assignment</p>	<p><i>Ways of working, creativity and innovation.</i></p>

### Recommended Sources

Bates, A.W. (2019). *Teaching in a Digital Age – Second Edition*. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from



- <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> [page: 369-405, Pedagogical differences between media].
- Gibson, D., C. Aldrich, and M. Prensky (2007), *Games and Simulations in Online Learning: Research and Development Frameworks*. Idea Group Inc. (IGI).
- GoodFirms.(n.d.). *Top 7 Free and Open Source Animation Software Tools*. Retrieved April 27, 2021, from <https://www.goodfirms.co/blog/top-7-free-and-open-source-animation-software-tools>
- GoodFirms.(n.d.). *The Top 8 Free and Open Source Simulation Software*. Retrieved April 27, 2021, from <https://www.goodfirms.co/blog/the-top-8-free-and-open-source-simulation-software>
- Microsoft.(n.d.). *Word help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/word>
- Microsoft.(n.d.). *Excel help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/excel>
- Microsoft.(n.d.). *PowerPoint help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/powerpoint>

### Module III: Security Skills for Teachers

#### Module Objective

This module seeks to develop the essential internet security skills on students when working in the virtual world. This knowledge would help the perspective teachers to conduct their teaching and learning activities in safe environment.

#### Learning Outcomes

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

- analyzing the importance of security and privacy components in teaching-learning environment.
- protecting themselves from social engineering and bots.
- blocking network access to apps that are intended not to use network or are not in use or unwanted.
- applying and configuring the wireless security

#### Module Contents

##### I. Security and privacy in online teaching.

##### II. Managing security issues

- Protecting yourself (Social Engineering, Legal Solutions),
- Malicious programs (Malware, Protecting programs, Bots),
- Protection of personal devices
- Netizen and social ethics

**Online Class hour:** 9 hrs. (3 weeks)

#### Suggested Teaching and Learning Activities

<p><b>Pre-module readings and activities</b></p> <p>In the pre-module setting, students will be provided reading materials that help to develop the conceptual understanding on learning contents. These learning materials will provide in weekly format using Moodle.</p>	<p><b>21st CS</b></p>
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<p><b>Pre-module readings</b></p> <ol style="list-style-type: none"> <li>Security and privacy, social media and crowd sourcing</li> <li>Dimensions of network security</li> <li>Wireless network and wireless security</li> </ol> <p><b>Pre-module activities</b></p> <ul style="list-style-type: none"> <li>Prepare a 3 mins video on topic Security threats, social media and crowd sourcing in a group of 2 or 3 co-learners and upload it in video sharing platform</li> <li>Prepare list of electronic devices that you are currently using and note down how much time you spend in each of those devices and why?</li> <li>Prepare list of account that you are using in web and purpose of each</li> <li>List the no of spam mails in your mailbox in last 15 days and why you've received that?</li> </ul>	<p><i>Ways of Thinking</i></p> <p><i>Collaboration, Communication and Critical thinking</i></p>
<b>In-module activities</b>	
<ol style="list-style-type: none"> <li><b>Teacher prepares the lesson in different forms:</b> Presentation slides, interactive video and audio books to teach contents and involve students in quiz, puzzles, class works in individual or in group activities to take feedback of the lesson.</li> <li><b>Students' work:</b> Student prepares the same lesson on another day in group of 4 and integrates with other group members iteratively until the whole classroom divides in 2 groups. Then final 2 groups provide constructive feedback to each other. In the whole process teacher acts as facilitator only.</li> </ol>	<p><i>Critical thinking, Creativity, Collaboration, Communication</i></p>
<b>Post-module activities</b>	
<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>Gather information about Web Bugs, Botnets and Web Mining with their pros and cons and how they are being used by internet giants (google, Facebook etc.) individually and then aggregate the contents with 4 co-learners and present the contents to the class.</li> <li>Evaluate the work of at least 3 peers and provide feedback.</li> </ul>	<p><i>Critical thinking, Creativity, Collaboration, Communication</i></p> <p><i>Career and Learning, Computing technology</i></p>
<p><b>Learning Evaluation</b></p> <p>Peer-graded assignment</p>	<p><i>Critical thinking, meta-cognition</i></p>

Kurose J.F. & Ross K.W. (2018). *Computer Networking: A Top-Down Approach* (6<sup>th</sup> Ed.). Pearson. (p. 671 - 739).

Laudon K. C. & Laudon J. P. (2014). *Management Information System: Managing Digital Firm* (13<sup>th</sup> Ed.). Pearson. (p. 323 - 363).

Silberschatz A., Gagne G. & Galvin P.B. (2018). *Operating System* (10<sup>th</sup> Ed.). Wiley. (p. 621 - 697).

## Module Objective

## Learning Outcomes

- applying the e-resource management strategies in searching, accessing and managing the resources for pedagogical uses.
- googling and reviewing open learning and open educational resources.
- maintaining the academic ethics and integrity in using the digital resources.

## 1. E-resources and learning

- ## 2. Ethical Dimensions

- i. Copyright and Licensing
- ii. Moral and Ethical Issues (Privacy, Cyber law in Nepal, Intellectual Property Rights and Copyright Laws)
- iii. Academic ethics and plagiarism

## Learning Activities

## MES/PGD in Digital Pedagogy

<ul style="list-style-type: none"> <li>List the ethical consideration, issues of e-Journals, e-Books, Digital Library, e-Databases for academic ethics, Access mechanisms and restriction.</li> <li>The students will form a forum for their works and each student will post their view into that forum and provide feedback to the others.</li> </ul>	
<b>In-module activities</b>	
<p><b>Presentation from Teachers and students:</b></p> <ul style="list-style-type: none"> <li>Use of Internet in library as well as licensing of e-resources and information centers</li> <li>Explore the innovative information searching tools and techniques</li> <li>Evaluate e-resources and their management</li> <li>Types of e-resources and managing e-resources (life-cycle of e-resources)</li> </ul> <p><b>Group work</b> - The teacher will provide three questions, each from the E-resources, E-pedagogy and Ethical dimensions for learning. The students will work in group of 3 or 4, discuss the issues in their group, and come up with their answer and comments of these questions.</p>	<i>Ways of working Communication and collaboration</i>
<b>Post-module activities</b>	
<ul style="list-style-type: none"> <li>Each student will be asked to choose open learning resources and critically examine its implication in academic environment and prepare a short video for ethical use of the resource. They will upload their video in the Moodle and each student will be asked to watch and provide feedback.</li> <li>Case study: Implication of laws in online working environment</li> <li>Assessment of Case study from peers and teachers.</li> </ul>	<i>Critical thinking, problem solving, communication, self-reflection</i>
<p><b>Learning Evaluation</b> Written Examination</p>	<i>Problem-solving, meta-cognition, learning to learn.</i>

### Recommended Sources

- Bates, A.W. (2019). *Teaching in a Digital Age – Second Edition*. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> [for MOOC, pp. 215-25, for open learning and open educational resources, pp. 561-597 ].
- Government of Nepal (2017). *Intellectual Property Rights (IPR) Policy* (2017). Kathmandu: Author.
- Laudon K. C. & Laudon J. P. (2014). *Management Information System: Managing Digital Firm (13<sup>th</sup> Ed.)*. Pearson. (p. 323 - 363).
- Sarojadevi, K. & Padmamma, S. (2011). Digital resource management strategies. In M. Khosrow-Pour (Ed.). *Digital Multimedia: Concepts, Methodologies, Tools,*

and Applications (pp. 68-81). Retrieved from <https://doi.org/10.4018/9781599049533.ch002> [for e-resource management strategies]

*The Electronic Transactions Act, 2063* (Nep.). Retrieved from <https://www.lawcommission.gov.np/en/wp-content/uploads/2018/10/electronic-transaction-act-2063-2008.pdf>

Tribhuvan University (2019). *TU Electronic Communication Management Act 2077*. Kathmandu: Author.

## Evaluation

### Internal Evaluation 60%

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 17. In-semester, Midterm, Pre-board Examinations 30
- 18. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 19. Assignments/Seminar/Quiz 10
- 20. Class Attendance 10

### External Evaluation 40%

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 13. Multiple Choice questions (10 x 1 points) | 10 |
| 14. Short answer questions (5 x 2 points)     | 10 |
| 15. Long answer questions (2 x 10)            | 20 |

## Recommended Sources

Bates, A.W. (2019). *Teaching in a Digital Age – Second Edition*. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from

<https://pressbooks.bccampus.ca/teachinginadigitalagev2/> ] [Module I, II, IV]

Gibson, D., C. Aldrich, and M. Prensky (2007), *Games and Simulations in Online Learning: Research and Development Frameworks*. Idea Group Inc. (IGI).[Module II]

GoodFirms.(n.d.). *Top 7 Free and Open Source Animation Software Tools*. Retrieved April 27, 2021, from <https://www.goodfirms.co/blog/top-7-free-and-open-source-animation-software-tools> [Module II]

GoodFirms.(n.d.). *The Top 8 Free and Open Source Simulation Software*. Retrieved April 27, 2021, from <https://www.goodfirms.co/blog/the-top-8-free-and-open-source-simulation-software> [Module II]

Government of Nepal (2017). *Intellectual Property Rights (IPR) Policy* (2017). Kathmandu: Author. [Module IV]

Kurose J.F. & Ross K.W. (2018). *Computer Networking: A Top-Down Approach* (6<sup>th</sup> Ed.). Pearson. (p. 671 - 739). [Module III]

Laudon K. C. & Laudon J. P. (2014). *Management Information System: Managing Digital Firm* (13<sup>th</sup> Ed.). Pearson. (p. 323 - 363). [Module III and IV]

Manzoor, A. (2016). Media Literacy in the Digital Age: Literacy Projects and Organizations. In Yildiz, M. N., & Keengwe, J. (Eds.), *Handbook of Research on Media Literacy in the Digital Age* (pp. 249-274). IGI Global. <http://doi:10.4018/978-1-4666-9667-9.ch012>. [Module I]

- Microsoft.(n.d.). *Word help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/word> [Module II]
- Microsoft.(n.d.). *Excel help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/excel> [Module II]
- Microsoft.(n.d.). *PowerPoint help & learning - Microsoft Support*. Retrieved April 27, 2021, from <https://support.microsoft.com/en-us/powerpoint> [Module II]
- Sarojadevi, K. & Padmamma, S. (2011). Digital resource management strategies. In M. Khosrow-Pour (Ed.). *Digital Multimedia: Concepts, Methodologies, Tools, and Applications* (pp. 68-81). Retrieved from <https://doi.org/10.4018/9781599049533.ch002> [for e-resource management strategies] [Module IV]
- Silberschatz, A., Gagne, G. & Galvin, P.B. (2018). *Operating System* (10<sup>th</sup> Ed.). Wiley. [Module I, III]
- Srinivasan, A. & Suresh, J. (2014). *Cloud Computing: A Practical Approach for Learning and Implementation*. Pearson. [Module I]
- GoN (2063 B.S.). *The Electronic Transactions Act, 2063* (Nep.). Retrieved from <https://www.lawcommission.gov.np/en/wp-content/uploads/2018/10/electronic-transaction-act-2063-2008.pdf> [Module IV]
- Tribhuvan University (2019). *TU Electronic Communication Management Act 2077*. Kathmandu: Author. [Module IV]
- van Dijk, J. A. G. M and van Deursen, A. J. M (2014). *Digital skills unlocking the information society*. Palgrave Macmillan: New York. [page. 1-42] [Module I]

Course Title: **Innovative Technology in Education**  
Course Code: DEd. 515

Credit Hours: **3**

Semester: First  
**48**

Teaching Hours:

### **Course Introduction:**

This course enables students to conceptualize innovative technologies and integration into the teaching-learning process in a pedagogical way to support learning and instructional design. It also covers the issues involved in developing innovative educational technologies, best practices of integration and practical application of innovative technologies skills as required to promote 21st Century teaching and learning.

### **Course Objectives:**

After completion of the course, students should be able to:

- Identify and explore the innovative technology used in the teaching-learning process and paradigms shifting in digital pedagogy.
- Examine the impact of innovative technology integration and its management issues in educational institutes.
- Integrate the recent appropriate educational innovative technologies for the design and development of learning materials/resources.
- Integrate the emerging appropriate educational innovative technologies for face-face and virtual classroom management.

### **Module 1: Introduction of Innovative Technologies and Educational Application (12 Hrs.)**

#### **Module objectives:**

This module aims to help students understand the concept of innovative technology and explore the use of appropriate innovative technologies education system.

#### **Learning Outcomes**

After the completion of this module students will be able to:

- Classify the key concepts and principles of educational technology
- Define the roles of innovative technologies in education system.
- Explore the application area Artificial Intelligence, AR/VR/MR in teaching learning.
- Explore the application area Internet of Things (IoT) in teaching learning.
- Explore the application area Bigdata and cloud Computing in teaching learning.

#### **Module contents**

- Introduction to Innovative Technology.
- Evolution of emerging technology and changing context in education system.
- Applications of AI (NLP, Machine Learning, Deep Learning) in education
- Applications AR/VR/MR in education
- Application of IoT and Big Data in education
- Application of Cloud Services and simulation environment in education.

#### **Suggested Teaching and Learning activities**

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom

activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
Reading materials will be based on b. Innovative Technology and trends c. Dimension of Technology and Educational d. Evolution of emerging technology and changing context e. Major innovative technology overviews videos/audio.	Ways of thinking
<b>In-module Activities</b>	
In-class activities will be based on a. Group work and presentation: Evolution of emerging technology and changing context and its impacts in education. b. Case study and simulation: Application of AI (NLP, Machine Learning, Deep Learning) in education, Application AR/VR/MR in education, Application of IoT in education, Application of Big Data and Business Intelligence, Application of Cloud Services and simulation environment in education	Ways of Thinking Ways of Working Tools of Working
<b>Post-module Activities</b>	
Post-module activities will be based on a. Quiz: Definition of AI, Machine learning, AR/VR, IoT, Cloud services. b. Discussion: AR/VR/MR and Education c. Assignment: Cloud services/Simulation in Education	Ways of Working Ways of Living

### **Recommended Resources**

*Educational technology*. (2019). New York, NY: Springer Berlin Heidelberg.

*Industry 4.0*. (2018). Springer Berlin Heidelberg.

*The Educational Intelligent Economy : Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education*, edited by Tavis D. Jules, and Florin D. Salajan, Emerald Publishing Limited, 2019.

<https://elearningindustry.com/augmented-reality-in-education-staggering-insight-into-future>

### **Module 2: Managing of Technology in Education (12 Hrs.)**

#### **Module objectives**

This module aims to analyze the socio-economic and learning impacts on educational system with influence of innovative technology. This module also provides ability to technology management issues including its evolutionary pattern, acquires. adoption, forecasting and self-innovational practices of innovative technology.

#### **Learning Outcomes**

After the completion of this module students will be able to:

- Analyze the impact of innovative technology on 21<sup>st</sup> century skills and educational system.
- Define technology management issues.
- Describe Technology life cycle and adoption cycle.
- Draw a methods and process to acquire, forecast and diffusion of innovative technology.

#### **Module contents**



- Impact of Innovative technology on educational system
- Introduction to technology management
- Technology life cycle
- Technology Adoption cycle
- Methods and Methods Technology acquire, forecast, diffusion.
- Innovation and development

### **Suggested Teaching and Learning activities**

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
Reading materials will be based on <ul style="list-style-type: none"> <li>a. Education Impact of innovative Technology</li> <li>b. Introduction educational Technology and it cycle</li> <li>c. Technology adaptation cycles</li> <li>d. Concept of technology adaptation, acquire, forecast, diffusion.</li> </ul>	Ways of thinking
<b>In-module Activities</b>	
In-class activities will be based on <ul style="list-style-type: none"> <li>a. Group work and presentation: Educational Innovative technology and impact of developing countries.</li> <li>b. Case study and simulation: technology acquire, forecasting, diffusion practices in higher education system.</li> <li>c. Group Discussion: in-house technology innovation and development in higher education.</li> </ul>	Ways of Thinking Ways of Working Tools of Working
<b>Post-module Activities</b>	
Post-module activities will be based on <ul style="list-style-type: none"> <li>a. Quiz: Definition of Technology management terminology.</li> <li>b. Discussion: Technology adaptation cycle</li> <li>c. Assignment: Impact of innovative technology in higher education.</li> </ul>	Ways of Working Ways of Living

### **Prescribed resources**

*Technology Management in Business Education*, Emerald Publishing Limited, 2017. ProQuest Ebook Central,

### **Module 3: Integration of appropriate Innovative Technology for material design (12 Hrs.)**

#### **Module objectives**

This module aims to integration of innovative technology for design the instructional materials, apply the collaboration and communication tools and assessment, evaluation and feedback for teaching learning activities.

#### **Learning Outcomes**

After the completion of this module students will be able to:

- Apply innovative technology to design instructional materials.
- Apply innovative tools for collaboration and communication.
- Integrate innovative technology to assessment, evaluation and feedback.

#### **Module contents**

- Integration on instructional materials design such as simulation, gaming, AR/VR/MR, Deep Learning etc.
- Integration on collaboration and communication such as chatbot, AI tools, cloud services.
- Integration on assessment and evaluation such as gaming, quiz, puzzles, rubrics, automated evaluation tools, learning analytics, BI
- Integration on Feedback such BI, instant messaging, email, portfolio automation,

### **Suggested Teaching and Learning activities**

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
Reading materials will be based on <ul style="list-style-type: none"> <li>a. Application and tools about simulation, gaming, AR/VR/MR</li> <li>b. Application and tools about Collaboration and communication.</li> <li>c. Application and tools about feedback and portfolio management.</li> </ul>	Ways of thinking
<b>In-module Activities</b>	
In-class activities will be based on <ul style="list-style-type: none"> <li>a. Demonstration and presentation: simulation, gaming, AR/VR/MR</li> <li>b. Demonstration and presentation: Collaboration and communication</li> <li>c. Demonstration and presentation: Collaboration and communication: feedback and portfolio management.</li> </ul>	Ways of Thinking Ways of Working Tools of Working
<b>Post-module Activities</b>	
Post-module activities will be based on <ul style="list-style-type: none"> <li>a. Quiz: Application of innovative technology used on instructional materials design.</li> <li>b. Project work: innovative technology Integrated materials development and assessment model.</li> <li>c. Assignment: innovative technology collaboration and communication.</li> </ul>	Ways of Working Ways of Living

### **Prescribed resources**

*The Educational Intelligent Economy : Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education*, edited by Tavis D. Jules, and Florin D. Salajan, Emerald Publishing Limited, 2019.

<https://www.oecd.org/education/ceri/GEIS2016-Background-document.pdf>

## **Module 4: Integration of appropriate Innovation Technology for classroom/virtual (12 Hrs.)**

### **Module objectives**

This module aims to integration of innovative technology in classroom management and virtual class room for teaching learning activities. It also focusses on how to empower tools based professional development to the teachers.

## Learning Outcomes

After the completion of this module students will be able to:

- Demonstrate innovative technology to smart classroom.
- Apply innovative tools for collaboration and communication.
- Integrate innovative technology to assessment, evaluation and feedback.
- Discuss the teacher professional development and innovative technology.

## Module contents

- Integration on classroom management such as IoT (Automated door Lock, Identity management, Attendance), machine visioning (Face Detection), AR/VR/MR (Chatbot, HoloLens etc.), project management tools.
- Integration on collaboration and communication such as chatbot, AI tools, cloud services.
- Teacher Professional development and Innovative technology (Calendar tools, smart wear etc.),

## Suggested Teaching and Learning activities

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

Pre-module activities	21 <sup>st</sup> cs Skills
Reading materials will be based on <ul style="list-style-type: none"><li>a. Application and tools about IoT, Machine Learning and Project management tools which is used in classroom.</li><li>b. Application and tools about Collaboration and communication in classroom.</li><li>c. Application and tools about teacher professional development.</li></ul>	Ways of thinking
In-module Activities	
In-class activities will be based on <ul style="list-style-type: none"><li>a. Demonstration and presentation: IoT, Machine Learning and Project management tools which is used in classroom</li><li>b. Demonstration and presentation: Collaboration and communication in classroom.</li><li>c. Demonstration and presentation: teacher professional development.</li></ul>	Ways of Thinking Ways of Working Tools of Working
Post-module Activities	
Post-module activities will be based on <ul style="list-style-type: none"><li>a. Quiz: classroom management Innovative tools.</li><li>b. Project work: innovative technology Integrated teacher professional application.</li><li>c. Assignment: Collaboration using Innovative tools.</li></ul>	Ways of Working Ways of Living

## Prescribed resources

*Educational technology*. (2019). New York, NY: Springer Berlin Heidelberg.

<https://elearningindustry.com/augmented-reality-in-education-staggering-insight-into-future>

## Evaluation

**Internal Evaluation 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 21. In-semester, Midterm, Pre-board Examinations 30
- 22. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 23. Assignments/Seminar/Quiz 10
- 24. Class Attendance 10

**External Evaluation 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 16. Multiple Choice questions (10 x 1 points) | 10 |
| 17. Short answer questions (5 x 2 points)     | 10 |
| 18. Long answer questions (2 x 10)            | 20 |

**Second Semester: Core Education Courses**

Course Title: **Assessment in Education**

Nature of Course: Theoretical and practical

Course Code: Ed. 521

Semester: Second

Credit Hours: 3

Teaching Hours: 48

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### **Course Description**

This course enables students to conceptualize the meaning and process of assessment and use assessment tools and strategies for assessing the learning competencies of students. There will be four modules of learning and each domain include a certain number of learning competencies. The first module provides the basic understanding of assessment and students will be able to develop a critical understanding of assessment as, of, and for learning. The second module enables students to plan for an assessment with competencies for preparing a test blueprint. The third module helps students design and validate assessment tools. The fourth and last module equips students with knowledge and skills for using various tools and techniques of online assessment.

### **General objectives**

- Develop a critical understanding and reflection on the basic concept of assessment.
- Develop a preparatory framework for assessment and prepare a test blueprint, testing devices, and a rubric based on a school curriculum.
- Design various assessment tools and validate them using specific methods and techniques.
- Use various tools and techniques for online formative and summative assessments.

### **Module 1. Basics of assessment**

#### *Module objectives*

This module aims to help students understand and reflect on the emerging concepts, principles and processes of assessment and explore the enabling conditions and constraints for applying the principles of assessment in the classroom context of school and higher education in Nepal. Specifically, the module helps students to:

- Conceptualize and reflect the concept of test, measurement, assessment and evaluation.
- Differentiate the meaning of assessment *as*, *of* and *for* learning.
- Identify the situation and need for diagnostic, placement, formative and summative assessment.
- Review assessment policies and practices of school education of Nepal.

#### *Module contents*

- Concepts of test, measurement, assessment and evaluation
- Assessment as, of and for learning
- Placement, diagnostic, formative and summative assessment
- Assessment practices in Nepal

*Online class hour: 12 hrs (4 Weeks)*

### **Learning activities**

<i>Pre-class</i>	<i>In-class</i>	<i>Post-class</i>
Use of glossary of test, measurement and assessment, and reflection	Teacher presentation Individual reflection Group work and presentation	School visit, teacher interview and reflective essay

Pre-reading and reflection	Discussion forum Video Quiz	
Watching a video and reflection	Padlet, mentimeter activities	

### Prescribed resources

Earl, Lorna (2003) *Assessment as learning: Using classroom assessment to maximise student learning*. Thousand Oaks, CA: Corwin Press. (full article)

Miller, M.D., Linn, R. L., & Gronlund, N.E. (2013). *Measurement and Assessment in Teaching* (11<sup>th</sup> ed.). Pearson (Unit 1).

Ministry of Education (2076BS). *National Curriculum Framework*. Author: Kathmandu (Unit 5).

## Module 2. Planning for assessment

### Module objectives

The main goal of this module is to enable students to develop a preparatory framework for assessment and plan for test blueprint, testing devices, and rubrics. Specifically, the module helps students to:

- Plan and develop a test guideline
- Prepare a test blueprint or specification grade.
- Develop a critical understanding of the various test and non-testing devices.
- Prepare rubrics for subjective test

### Module contents

- Preparatory framework (blueprint) and planning for assessing students' learning.
  - Basic considerations for planning assessment
  - Test blueprint (specification grid) and pedagogy wheel 5.0
  - Testing devices – types of test
  - Non-testing devices
  - Answer key and Penalty for guessing
  - Rubrics

Online class hour: 12 hrs (4 Weeks)

### Learning activities

Pre-class	In-class	Post-class
Watching a video and reflection  Reading and reflection	Group work and presentation Microsoft and google forms example for identifying test items Video Use of Moodle survey Construction of test itmes – class work Co-working and co-creating	Preparation of test blueprint/specification table

### Module resources

Miller, M.D., Linn, R. L., & Gronlund, N.E. (2013). *Measurement and Assessment in Teaching* (11<sup>th</sup> ed.). Pearson.

Reynolds, C.R., Livingston, R.B., & Wilson, V (2011). *Measurement and Assessment in Education* (2<sup>nd</sup> ed.). PHI Learning Private Limited.

### Module 3. Designing, validating and using assessment

#### Module objectives

This module aims to equip students with knowledge and skills for developing test items and other assessment tools and do item analysis upon administering and scoring the test. In addition, they will be familiar with the basic qualities of a good test and will be able to ensure the reliability and validity of a test. Specifically, the module helps students to:

- To develop test items and other assessment tools, administer them in the classroom, and analyze the effectiveness of test items.
- To ensure basic characteristics e.g. reliability and validity.
- To use item analysis of objective test to assess the effective of each item.

#### Module contents

- Major considerations in designing:
  - Subjective test (Measuring complex achievements) – short and long answer type
  - Objective test – yes-no, completion, matching and multiple-choice items
- Basic characteristics of measuring instruments
  - Reliability
  - Validity
  - Methods for ensuring reliability and validity
- Item analysis
  - Difficulty level
  - Discrimination index
  - Power of distractors
- Non-testing devices
  - Rating scale
  - Anecdotal record
  - Interview

*Online class hour: 12 hrs (4 Weeks)*

#### Learning activities

<i>Pre-class</i>	<i>In-class</i>	<i>Post-class</i>
Watching a video and reflection  Reading and reflection	Teacher presentation Reading and reflection Practice of designing test – classwork Use of Microsoft and Google form for test construction Group work and presentation Reliability calculation and item analysis workshop Item analysis work Video watching Construction of rating scale	Item analysis and reporting

### Prescribed resources

- Miller, M.D., Linn, R. L., & Gronlund, N.E. (2013). *Measurement and assessment in teaching* (11<sup>th</sup> ed.). Pearson.
- Kubiszyn, T. & Borich, G. (2003). *Educational testing and measurement: Classroom application and practice* (7<sup>th</sup> ed.). John Wiley & Sons, Inc.
- Khanal, P. (2020). Key considerations in test construction, scoring and analysis: A guide to pre-service and in-service teachers. *International Journal of Research Studies in Education*, 9(5), 15-24. <https://doi.org/10.5861/ijrse.2020.5027>

### Module 4. Online assessment

#### Module objectives

This module aims to enable students to use various kinds of online assessment tools and techniques. In particular, students will be familiar with the principles of online assessment, opportunities and challenges of using online assessment and prerequisite for implementing online assessment. In addition, they will be able to use various strategies and tools for online formative and summative assessment. Specifically, the module helps students to:

- To be familiar with the concept, principles and prerequisites of online assessment.
- To explore opportunities, challenges and risks of online assessment.
- To be familiar with and use various online features, tools and web-based resources for online formative and summative assessments.

#### Module contents

Overview of and principle for e/online assessment

- Prerequisites for Implementing Online Assessment
- Opportunity, challenges and risks of online assessment
- LMS - Moodle and online assessment
- Google tools (Google Classroom and Forms)
- Microsoft tools (MS Office, Teams and Forms)
- Electronic portfolio (e.g. mahara, <https://mahara.org/>)
- General tools and website for online assessment
  - Padlets (<https://padlet.com/>)
  - Evernote (<https://evernote.com/>)
  - Mentimeter (<https://www.mentimeter.com/>)
  - Socrative (<https://www.socrative.com/>)
  - Formative (<https://goformative.com/>)
  - Quizlet (<https://quizlet.com/>)

Online class hour: 12 hrs (4 Weeks)

#### Learning activities

Pre-class	In-class	Post-class
Reading and reflection Self-exploration of a few online assessment tools	Interactive presentation Demonstration of online tools for assessment Students' individual work on online tools – learning by doing (padlets, evernote, mentimeter, socrative) Workshop on designing assessment on Moodle	Designing assignment using an online tool



	Codesigning assessment and teacher's feedback	
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### **Prescribed resources**

Timmis, S., Broadfoot, P., Sutherland, R., & Oldfield, A. (2016). Rethinking assessment in a digital age: opportunities, challenges and risks, *British Educational Research Journal*, 42(3): 454-476.

Westhuizen, D. (2016). *Guidelines for online assessment for educators*. Burnaby, British Columbia: Commonwealth of Learning. Retrieved from <http://oasis.col.org/handle/11599/2446>

### **Assessment**

#### **Internal: 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 25. In-semester, Midterm, Pre-board Examinations 30
- 26. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 27. Assignments/Seminar/Quiz 10
- 28. Class Attendance 10

#### **External: 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- 19. Multiple Choice questions (10 x 1 points) 10
- 20. Short answer questions (5 x 2 points) 10
- 21. Long answer questions (2 x 10) 20

Course Title: **Educational Research**  
Course Code: **Ed 522**  
Semester: Second

Credit Hours: **3**  
Teaching Hours: **48**

### **Course Introduction**

The course is designed for Post Graduate Diploma in Digital Pedagogy. The aim of this course is to provide knowledge and competencies of research techniques applicable for diverse areas of educational professionals. The purpose of this course is to review and imply the theoretical knowledge of research into practice using ICT based tools and techniques in quantitative, qualitative, and mixed research strategies. The activities focus number of practical tasks and assignments to carry out research work using digital tools. The course is divided into four modules.

Module I:      Problematizing educational issues  
Module II:     Designing small educational studies  
Module III:    Field work and preparing for analysis  
Module IV:     Analysis and writing the findings

### **Course Objectives**

The general objectives of this course are to:

- Identify and problematize educational issues
- Link these issues with philosophies, theories, and concepts
- Develop instruments and collect valid data/information
- Analyse quantitative data and qualitative information
- Demonstrate the skill on writing research findings

### **Module I: Problematizing Educational Issues (12 hrs)**

#### **Module Contents**

- 1.1    Problematizing educational research issues
  - 1.1.1   Overview of educational research problem
  - 1.1.2   Identifying and justifying the research problems
- 1.2    Formulating objectives, research questions, and hypothesis
- 1.3    Reviewing research literature and writing summary paragraph
- 1.4    Developing theoretical and conceptual frameworks

#### **Learning Outcomes**

On the completion of this module students will be able to:

- a.   Generate and problematize educational research issues
- b.   Formulate research purpose, questions, and hypothesis for the problem
- c.   Review research report, review literature and prepare summary note
- d.   Develop theoretical /conceptual framework for the generated issue

#### **Teaching Learning Activities**

Learning activities in this module are divided into three sections: pre-module, in-module, and post-module activities. Pre-module activities comprised some tasks that are assigned to learners for independent study, in-module activities are the real-time classroom activities, and post-module activities are designed to strengthen the

learning achievement through assessment. During in-module activities, teacher and student work together.

<b>Pre-module activities</b>
<ul style="list-style-type: none"> <li>a. Student will read the given learning resources on research problem, research purpose/objective, research hypothesis, theoretical framework, and conceptual framework.</li> <li>b. On the basis of their understanding they will attempt quiz or write in the Discussion Forum given in the pre-learning activities section.</li> </ul>
<b>In-module Activities</b>
<ul style="list-style-type: none"> <li>a. Student will share their understanding on pre-learning activities,</li> <li>b. Teacher will present class considering students' entering knowledge.</li> <li>c. Student will engage in group activities (in break out room) to generate research issue, writing research problem, research purpose/objective, research questions, and research hypothesis.</li> <li>d. They will review research report/thesis and write summary paragraph.</li> <li>e. Teacher will present class on theoretical and conceptual framework and student group will engage in choosing appropriate theory to the selected issue, sketch the conceptual framework, and present in the class.</li> </ul>
<b>Post-module Activities</b>
<p>Based on the in-module activities students will:</p> <ul style="list-style-type: none"> <li>a. Attempt quiz at the end of module</li> <li>b. Write research problem reading the given case related to educational issue.</li> <li>c. Accumulate the tasks in in-module activities and prepare a preliminary part of research proposal as a cumulative assignment.</li> </ul>

### Recommended Resources

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. London and New York: Sage Publication, Thousand Oaks (pp.153-172)
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. USA: Pearson (pp.7-10, 64-74, 79-98, 58-138).
- Jocelyn Wisharta` & Michael Thomasb. *Introducing e-research in educational contexts, digital methods and issues arising*, 2015.  
<http://dx.doi.org/10.1080/1743727X.2015.1036852>
- Ngulube, P., Mathipa, E. R. & Gumbo, M. T. *Theoretical and Conceptual Frameworks in the Social and Management Sciences*. June, 2015.  
<http://dx.doi.org/10.13140/RG.2.1.3210.7680>

## Module II: Designing Small Educational Studies (12 hrs)

### Module Contents

- 2.1 Research paradigms: Positivist/post-positivist and interpretative
- 2.2 Research strategies
  - 2.2.1 Quantitative: Survey and experimental research
  - 2.2.2 Qualitative: Case study, ethnography, narrative inquiry
  - 2.2.3 Mixed method research: Rationale and types
  - 2.2.4 Action research
- 2.3 Ethical issues in e-research

### Learning Outcomes

On the completion of this module students will be able to:

- a. Select appropriate research paradigm and design for the selected educational issue.
- b. Plan method for small educational studies fitting appropriate research strategy.

### Teaching Learning Activities

In this module the pre-module activities comprised some tasks that are assigned to students for independent study. It will help on linking student knowledge and understanding on previous module with the present module. The in-module activities are the real-time classroom actions and focusing on the active participation of students in collaborative learning. The post-module activities are designed to strengthen the learning achievement through student engagement and assessment.

Pre-module activities
<ul style="list-style-type: none"><li>a. Student will learn independently the uploaded learning resources; watch the videos uploaded in e-platform on research paradigms, and research designs.</li><li>b. They will prepare learning note on the basis of their comprehension.</li><li>c. Will attempt the quiz given in pre-learning section to identify their level of understanding.</li></ul>
In-module Activities
<ul style="list-style-type: none"><li>a. Student will share their understanding and problems individually on research paradigms and strategies in online class.</li><li>b. Teacher will present the week-wise content in online class.</li><li>c. Students will engage in group work to design methods using research paradigm and research strategies.</li></ul>
Post-module Activities
<ul style="list-style-type: none"><li>a. Student will click quiz in e-platform at the end of Module II and</li><li>b. They will develop methodology part following the educational issue in module I.</li></ul>

### Recommended Resources

Bryman, A. (2012). *Social research methods*: UK: Oxford University press (pp.44-71)  
Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*.  
London and New York: Sage Publication, Thousand Oaks (pp.8-19, 144-164, 361-425)

- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. USA: Pearson (pp.294-337, 378-424).
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage (pp.40-61)
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*: Guilford Press (pp.1-50)
- Taylor, P.C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.
- Williams, S. G. (June 2012). The Ethics of Internet Research. Online Journal of Nursing Informatics (OJNI), 16 (2), Available at <http://ojni.org/issues/?p=1708>

### **Module III: Field Work and Preparing for Analysis (12 hrs)**

#### **Module Contents**

- 3.1 Pre-field work
  - 3.1.1 Preparation for fieldwork
  - 3.1.2 Determining participants/informants
  - 3.1.3 Preparing and validating the tools
- 3.2 Fieldwork
  - 3.2.1 Rapport building
  - 3.2.2 Collecting data/information
  - 3.2.3 Validating the data/information
- 3.3 Post-fieldwork
  - 3.3.1 Data reviewing, cleaning, editing, and organizing
  - 3.3.2 Quantitative data coding and entry in Excel/SPSS
  - 3.3.3 Editing and verifying the data sheet
  - 3.3.4 Qualitative data transcribing, coding and generating themes (manually or using ATLAS.ti)

#### **Learning Outcomes**

On the completion of this module students will be able to:

- a. Select the participants for quantitative data and/or qualitative information based on informed techniques.
- b. Develop digital tools for data collection (questionnaires, schedule, checklist, guidelines) and apply these tools for data collection.
- c. Clean, organize, and manage the quantitative data and qualitative information manually or using software for analysis purpose.

#### **Teaching and Learning Activities**

The pre-module activity in this module is more action oriented to operate the software for research data management. In-module activity focuses to develop skill in pre-field, field and post-field task. The post-module activity is oriented to strengthen and to assess the learning achievement.

<b>Pre-module activities</b>
a. Student will study the learning resources on sampling, instrument development, and data management.

b. They will refresh their competency in digital tools operation (watching YouTube videos and learning resources) such as using excel sheet, SPSS for quantitative data processing and ATLAS.ti for qualitative information management.
<b>In-module Activities</b>
a. Student will share their understanding and problems on content area and use of software tools. b. Teacher will demonstrate class on the use of software, preparation of data collection tool, and management of quantitative data using Excel Sheet/SPSS. c. Student will engage individually on software operation for quantitative and qualitative data management.
<b>Post-module Activities</b>
a. Student will attempt quiz given at the end of Module III b. Student will develop appropriate digital tool to collect data for their issue, select respondents, and collect online data. c. Enter quantitative data in excel sheet and prepare digital transcription for qualitative information.

### Recommended Resources

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. London and New York: Sage Publication, Thousand Oaks (pp.202-224, 245-284)
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. USA: Pearson (pp. 139-171, 203-234, 415-590)
- Friese, Susanne. (2012). *Qualitative data analysis with ATLAS.ti*. London: Sage Publication.  
<https://libgen.is/book/index.php?md5=2AE8C9654E4AE19B803DB12D78F35317> (pp.9-18, 63-86).
- Green, S. B. & Salkind, N. J. (2014). *Using SPSS for windows and macintosh: Analyzing and understanding* (7th ed.). New York, NY: Pearson Education (pp.21-68, 163-187, 292-238, 320-337).

## Module IV: Analysis and Writing the Finding (12 hrs)

### Module Contents

- 4.1 Quantitative data analysis
  - 4.1.1 Generating cross tables and deriving statistical results (using SPSS)
  - 4.1.2 Analysing, interpreting and writing the quantitative findings
- 4.2 Working with textual/qualitative information
  - 4.2.1 Interpretation of qualitative codes and themes
  - 4.2.2 Writing the qualitative findings (Crafting narratives, vignettes, and stories)
- 4.3 Writing and communicating research findings

## Learning Outcomes

On the completion of this module students will be able to:

- a. Describe and apply basic data production and analysis methods in educational research.
- b. Produce charts, diagrams, and cross tables for quantitative data and interpretate the data.
- c. Prepare coding and categories for qualitative information using data management software or manually. Prepare qualitative information analysis.
- d. Produce an epitome of research project in written form as a research article.

## Teaching and Learning Activities

The pre-module activities are more action oriented to generate quantitative cross-tables and qualitative codes and categories using software. In-module activities focus to data production, management, and analysis of obtained data. The post-module activities focus on the production of research output in written form as an article (action research article).

<b>Pre-module activities</b>
a. Student will watch the videos on the preparation of diagrams, charts, and cross tables and practice for using collected data. Similarly, they will watch the use of Atlas.ti for qualitative data management.
<b>In-module Activities</b>
a. Student will share their understanding and problem to their colleges and then to the teachers.
b. Teacher will demonstrate class on quantitative and qualitative data management and processing technique using software.
c. Student will engage in individual work to produce charts, diagrams, and cross tables for quantitative data using of SPSS; and qualitative codes and categories using Atlas.ti
d. Student will engage in group work on data analysis and writing the research findings.
<b>Post-module Activities</b>
d. Student will attempt quiz for this module.
e. Using previous output and research models students group will prepare small research article (Assignment II)

## Recommended Resources

- American Psychological Association. (2020). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association (pp. 111-152).
- Bryman, A. (2012). *Social research methods*. UK: Oxford University press (pp.329-352, 564-589).
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. London and New York: Sage Publication, Thousand Oaks (pp.643-650, 725-733).
- Lester, James D. & Lester, Jr James D.(2018). *Writing Research Papers: A Complete Guide* (16th ed.). Hudson Street, New York: Pearson (pp.273-291)

**Assessment****Internal: 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 29. In-semester, Midterm, Pre-board Examinations 30
- 30. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 31. Assignments/Seminar/Quiz 10
- 32. Class Attendance 10

**External: 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 22. Multiple Choice questions (10 x 1 points) | 10 |
| 23. Short answer questions (5 x 2 points)     | 10 |
| 24. Long answer questions (2 x 10)            | 20 |



## **Second Semester: Digital Education Related Courses**

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Course Title: **Education for 21st Century Skills**

Course Code: DEd. 523

Semester: Second

Credit Hours: 3

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## **1. Course Introduction**

This is an educational course designed to develop learners' 21<sup>st</sup> century skills to succeed in the globalized knowledge-based world. It introduces the framework of 21<sup>st</sup> century skills on how to develop learning, social/life and ICT skills of future teachers/learners. The use of digital technologies is expected while implementing pedagogy in different learning environments. The aim is to develop learners' higher order thinking and critical thinking skills, problem solving ability, and creativity and innovation skills. Also, the course will prepare the learners to apply 21<sup>st</sup> century skills by engaging them in thoughtful dialogue, collaboration, communication and activities in their own diverse teaching context.

## **2. Course Objectives**

On the Completion of this course, the students will be able to:

- To develop an understanding of 21<sup>st</sup> century skills
- To build capacity to demonstrate learning/teaching engagement skills to support several 21<sup>st</sup> century learning competencies
- To enhance the capacity for collaboration, communication; team working; decision making; and critical, innovative and creative thinking in different learning environment (including digital learning environment)
- To develop an understanding of the principles for developing pedagogical approaches to support social/life skills of 21<sup>st</sup> century in higher education studies
- To strengthen knowledge base of digital information and technology literacy on how to support teaching and learning of 21<sup>st</sup> century skills in higher education
- To promote the capacity of using digital tools and digital pedagogy to develop learners' 21<sup>st</sup> century skills when teaching their own topics

## **Module I: Understanding the Concept of 21<sup>st</sup> Century Skills (12 Hours)**

This module includes the learning activities that demonstrate and explain the frameworks of 21<sup>st</sup> century skills together with the meaning, components, need, and integration of 21<sup>st</sup> century skills.

### **Module Contents**

- a. Meaning and Components of 21<sup>st</sup> Century Skills
- b. Need of 21<sup>st</sup> Century Skills
- c. Frameworks of 21<sup>st</sup> Century Skills
- d. Integration of 21<sup>st</sup> Century Skills

### **Module objectives**

On completion of this module, the following objectives are obtained.

- a. To explain the meaning and components of 21<sup>st</sup> century skills
- b. To outline the needs of 21<sup>st</sup> century skills
- c. To interpret the frameworks of 21<sup>st</sup> century skills for teaching and learning context

- d. To explore the ways of integrating 21<sup>st</sup> century skills in education

### Learning Outcomes

On completion of this module, the learners will be able to:

- a. Reflect the concepts learned from the meaning and components of 21<sup>st</sup> century skills
- b. Explore the need of 21<sup>st</sup> century skills for the learner of 21<sup>st</sup> century
- c. Classify creatively 21<sup>st</sup> century skills on the basis of frameworks that learned and demonstrate them in the classroom by using digital tools
- d. Bookmark the ways of integrating 21<sup>st</sup> century skills in education

### Pre-Module, In-Module, and Post-Module activities

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

#### Pre-module activities

Activities	21 <sup>st</sup> CS Skills
a. The learners will read the uploaded materials for the lesson from the Moodle and develop an understanding about the topic	Independent learning, digital literacy, reflection
b. The learner will search the reading materials from the internet to prepare a brief list of 21 <sup>st</sup> century skills	Digital literacy, critical thinking, initiative communication
c. The learners work independently in the groups regarding the sign post questions uploaded by the teacher	Collaboration, communication, team work, leadership

#### In-module activities

Activities	21 <sup>st</sup> CS Skills
<b><u>Teacher presentation</u></b> <ul style="list-style-type: none"> <li>a. The teacher will encourage learners to share their pre-module activities such as experiences, ideas, understanding and insights gained from the reading materials uploaded in Moodle on the topic being presented.</li> <li>b. The teacher will present the concepts related to understanding 21<sup>st</sup> century skills including the meaning, components, needs, framework, and integration of 21<sup>st</sup> century skills through power point presentation as the online lectures in a dialogic form.</li> <li>c. The teacher will motivate learners to participate in the presentation, and asking learners to reflect their ideas, insights and understanding about the topic presented</li> </ul>	Giving logics, initiative, creativity, critical thinking, communication, collaboration,

<b><u>Group work</u></b> <ol style="list-style-type: none"> <li>The teacher will form the group of 3 to 5 members and then assign four questions related to meaning, components, needs, framework, and integration of 21<sup>st</sup> century skills</li> <li>The learners will work in groups collaboratively on assigned issues (problems), sharing experiences, ideas and insights learned from lectures and other reference materials uploaded in the Moodle, and will prepare their reflective note about the answers of these questions.</li> </ol>	Leadership, communication, collaboration, problem solving, leadership and responsibility, team works, decision making, flexibility and adaptability, social and cross-cultural interaction
<b><u>Group Presentation</u></b> <ol style="list-style-type: none"> <li>The teacher will facilitate each group's presentations and each group leader will present their combined work.</li> <li>The teacher will assign the role for comments on the presentation to another group member.</li> </ol>	Leadership and responsibility, ICT skills, creativity and innovation, initiative skills, self-reflection, productivity and accountability

### Post-module activities

Activities	21 <sup>st</sup> CS Skills
<ol style="list-style-type: none"> <li>The learners will prepare their videos/reflective diary of the virtual class and assigned questions by teachers, and share among the friends by using Moodle platform.</li> <li>The teacher and the peers will provide feedbacks to the task.</li> </ol>	Critical thinking, reflection, creativity, communication, collaboration, digital literacy, socio-cultural skills
<ol style="list-style-type: none"> <li>The learners will do the off line assignments as stated on to the Moodle and upload it into the Moodle.</li> </ol>	Independent learning, problem solving, digital literacy

### Module Resources

- Trilling, B. & Fade, C. (2009). *21<sup>st</sup> Century Skills: Learning for Life in Our Times*. Jossey-Bass, A Wiley Imprint.
- Griffin, P., McGaw, B. & Care, E. (Eds.) (2012). *Assessment and Teaching of 21<sup>st</sup> Century Skills*. Springer.
- Central Board of Secondary Education (2020). *21<sup>st</sup> Century Skills: A Handbook*. The Secretary of the Board, Delhi. Available from:  
[http://cbseacademic.nic.in/web\\_material/Manuals/21st\\_Century\\_Skill\\_Handbook.pdf](http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf)
- [Salas-Pilco, S. Z. \(2013\). Evolution of the framework for 21st century competencies. \*Knowledge Management & E-Learning: An International Journal\*, 5 \(1\), 10 – 24.](#)
- [Agaoglu, O. & Demir, M. \(2020\). The integration of 21<sup>st</sup> century skills into education: an evaluation based on an activity example. \*Journal of Gifted Education and Creativity\* 7 \(3\), 105-114, e-ISSN:2149-1410.](#)
- Mengo, S., Ndiung, S., & Midun, H. (2022). Integrating 21st-century skills in English material development: What do college students really need? *Englisia*:

*Journal of Language, Education, and Humanities*, 9(2), 165-186.

<https://doi.org/10.22373/ej.v9i2.10889>

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M. K. & Lee, C. W. (2017). *21<sup>st</sup> Century Skills Development Through Inquiry-Based Learning: From Theory to Practice*. Springer.

## **Module II: Principles for Developing Pedagogical Approaches to Support Social/Life Skills (12 Hours)**

This module focuses on the development of social/life skills in learning contexts. First, the learners will be familiarized with different social and life skills. Second, they explore some of the skills in their own teaching context.

### **Module Contents**

- a. **Flexibility and adaptability in learning situation**
- b. Citizenship, leadership and personal responsibility in education
- c. Productivity and accountability in learning environment
- d. Social and cross-cultural interaction for learning activities

### **Module objectives**

On completion of this module, the following objectives are obtained:

- a. To be introduced to and explored skills for flexibility and adaptability in learning situation
- b. To develop the understanding of the skills for citizenship, leadership and personal responsibility in education
- c. To enhance the skills for productivity and accountability in learning environment
- d. To be familiarized with and find out the common skills of social and cross-cultural interaction for learning activities

### **Learning Outcomes**

The following learning outcomes are expected on completion of this module:

- a. expose skills for flexibility and adaptability in learning situations
- b. perform citizenship, leadership and personal responsibility skills in education
- c. adopt the skills for productivity and accountability in learning
- d. employ and help others employ the skills of social and cross-cultural interaction for learning activities

### **Pre-Module, In-Module, and Post-Module activities**

The learners will be engaged in the following three phase activities (as in module I) for this module:

#### **Pre-module activities**

Activities	21 <sup>st</sup> CS Skills
a. The learners will go through the Moodle and explore the ideas related to the given topics. They go through both the materials uploaded onto the Moodle and other sources of their own.	Independent learning, digital literacy, reflection
b. The learners will share and discuss up on the materials and the contents among their friends.	Digital literacy, initiative communication, collaboration

### In-module activities

Activities	21 <sup>st</sup> CS Skills
<b><u>Teacher presentation</u></b> <ul style="list-style-type: none"><li>a. The teacher prompts brainstorming activities related to the topic of presentation.</li><li>b. The teacher will present his/her material and the students discuss, share and interact on it.</li><li>c. The learners also make their reflections on the presentation made by the teacher. The teacher gives the necessary feedbacks to the learners.</li></ul>	Giving logics, initiative, creativity, critical thinking, communication, collaboration
<b><u>Group work</u></b> <ul style="list-style-type: none"><li>a. The teacher will form the group of 3 to 5 members and then assign some questions related to the topic of the class and the students work on it.</li><li>b. The learners will discuss up into groups and work collaboratively on the assigned problems related to the social /life skills.</li><li>c. The learners will reflect on the teacher presentation and share it onto the Moodle and the Team chats/Discussion forums.</li></ul>	Leadership, communication, collaboration, leadership and responsibility, team works, decision making, flexibility and adaptability, social and cross-cultural interaction
<b><u>Group Presentation</u></b> <ul style="list-style-type: none"><li>a. The learners will work collaboratively in groups for taking leadership and responsibility on the issues related to social and life skills in education. They will go for the group presentations after the discussions.</li><li>b. The learners will make the individual comments on the presentations made by the groups.</li></ul>	Leadership and responsibility, ICT skills, initiative skills, self-reflection, productivity and accountability

### Post-module activities

Activities	21CS Skills
<ul style="list-style-type: none"><li>a. The learners will search the extra materials related to the topic discussed in the class, prepare a video on the given issue and share it on the Moodle.</li><li>b. The teacher and the peers will provide the feedbacks to the task.</li></ul>	Critical thinking, reflection, creativity, communication, collaboration, digital literacy, socio-cultural skills
<ul style="list-style-type: none"><li>c. The learners will do the off line assignments as stated on to the Moodle and upload it into the Moodle.</li></ul>	Independent learning, problem solving, digital literacy

### Module Resources

- Trilling, B. & Fade, C. (2009). *21<sup>st</sup> Century Skills: Learning for Life in Our Times*. Jossey-Bass, A Wiley Imprint.
- Griffin, P., McGaw, B. & Care, E. (Eds.) (2012). *Assessment and Teaching of 21<sup>st</sup> Century Skills*. Springer.
- Central Board of Secondary Education (2020). *21<sup>st</sup> Century Skills: A Handbook*. The Secretary of the Board, Delhi. Available from:

[http://cbseacademic.nic.in/web\\_material/Manuals/21st\\_Century\\_Skill\\_Handbook.pdf](http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf).

Kivunja, C. (2015). Teaching students to learn and to work well with 21<sup>st</sup> century skills: Unpacking the career and life skills domain of the new learning paradigm. *International Journal of Higher Education*, 4 (1), e-ISSN: 1927-6052.

Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Education Practices and Theory*, 38 (1), 27-39. DOI: 7459/ept/38.1.03.

UNESCO (2014). *Global Citizenship Education*. United Nations Educational, Scientific and Cultural Organization.

Newman, T., Olle, M. & Bradley, C. (2011). Social interaction as a contributor to significant learning outcomes in online instruction. *International Journal of Instructional Technology and Distance Learning*, 8 (11), 79-86.

Shonfled, M., et al. (2021). Learning in digital environment: a model for cross-cultural alignment. *Education Tech Research Dev*, 69, 2151-2170.

Barnhardt, R. (2000). Teaching/Learning Across Cultures: Strategies for Success. In R. Neil (Ed.), *Voice of the Drum* (pp. 167-176). Brandon, Manitoba: Kingfisher Publications.

### **Module III: Developing Pedagogical Approaches to Support Learning Skills (12 Hours)**

This module develops 21<sup>st</sup> century learning skills through several learning engagement techniques including virtual/online learning engagement techniques. These types of learning engagement will help develop higher order thinking skills among learners including problem solving, critical thinking, creativity, decision making and team working, and collaboration and communication skills.

#### **Module Contents**

- a. Team working and co-operative learning
- b. Critical thinking and problem- based learning
- c. Communication, collaboration and e-learning
- d. Creativity, innovation and self-regulated learning

#### **Module objectives**

On completion of this module, the following objectives are obtained.

- a. To discover the skills for team working and co-operative learnings
- b. To explore the skills for critical thinking and problem-based learnings
- c. To develop the skills for communication, collaboration and e-learning
- d. To gear up the skills for creativity, innovation and self-regulated learning

#### **Learning Outcomes**

On completion of this module, the learners will be able to:

- a. demonstrate the skills for team working and co-operative learnings
- b. expose the skills for critical thinking and problem-based learnings
- c. employ the skills for communication, collaboration and e-learning
- d. perform the skills for creativity, innovation and self-regulated learnings

### Pre-Module, In-Module, and Post-Module activities

The learners will be engaged in the following three phase activities (as in module I) for this module:

#### Pre-module activities

Activities	21 <sup>st</sup> CS Skills
a. The learners will download the uploaded materials from the Moodle and develop an understanding about learning skills. They will collect the ideas related to the topic.	Independent learning, digital literacy, reflection
b. The learners will initiate communication on learning that they have experienced through virtual platform with their peer group.	Digital literacy, initiative communication, collaboration

#### In-module activities

Activities	21 <sup>st</sup> CS Skills
<b><u>Teacher presentation</u></b> a. The teacher will facilitate the learners to express their understanding of learning skills as learnt from the pre-module activities. b. The teacher will present on the topic and ask the students to share, comment and discuss on it. c. The teacher will present the varieties of learning engagement techniques and demonstrate their relationship dialogically.	Giving logics, initiative skills, creativity, critical thinking, communication, collaboration
<b><u>Group work</u></b> a. The teacher will form the group of 3 to 5 members and then give them some questions related to the learning skills. The students work in the group explore, discuss and share. b. The learners will work in groups collaboratively to design specific learning engagement techniques that promote 21 <sup>st</sup> century skills and demonstrate it for teaching and learning for specific content which is assigned by teacher	Leadership, communication, collaboration, problem solving, team works, decision making, negotiation
<b><u>Group Presentation</u></b> a. The teacher will facilitate each group for the presentation of their team works and then each group leader will on the basis of the discussions that they have made in the earlier phase, i.e., the group work given previously. b. Other students will make the comments on the presentations made by the friends and will further suggest them for making more improvements.	Leadership and responsibility, ICT skills, creativity and innovation, initiative skills, self-reflection, productivity and accountability



## Post-module activities

Activities	21 <sup>st</sup> CS Skills
<ul style="list-style-type: none"><li>a. The learners will prepare their reflective diary on the learning engagement strategies that they have explored and understood.</li><li>b. The learners will do the off line tasks assigned onto the Moodle.</li></ul>	Critical thinking, reflection, creativity, digital literacy

## Module Resources

- Jacobs, G. M & Renandya, W. A. (2019). *Student Centred Co-operative Learning: Linking Concepts in Education to Promote Student Learning*. Springer
- Thakral, P. (2017). Cooperative learning: an innovative strategy to classroom instruction. *Learning Community*, 8 (1), 17 -22. DOI: 10.5958/2277-3371.2017.00004.3
- Cohen, E. G., Brody, C. M. & Sapon-Shevin, M. (2004). *Teaching Cooperative Learning*. State University of New York Press.
- Duch, B. J.; Grob, S. E. & Allen, D. E. (2001). *The Power of Problem-based Learning*. Stylus Publishing, LLC.
- Morrison, D. (2003). *E-learning Strategies*. John Wiley & Sons Ltd.
- Gillespie, H., Boulton, H. Hramiak, A. & Williamson, R. (2007). *Learning and Teaching with Virtual Learning Environments*. Learning Matters Ltd.
- Horton, W. & Horton, K. (2003). *E-learning Tools and Technologies*. Wiley Publishing, Inc.
- Piirto, J. (2011). *Creativity for 21<sup>st</sup> Century Skills*. Sense Publishers.
- Sirazieva, L. M.; Fakhrutdinova, R. A.; Kamasheva, J. L. & Leikin, M. (2017). Self-regulated learning in higher education. *Revista Publicando*, 4 (13), 691-699, ISSN: 1390-9304.
- Johnson, G. M. & Davies, S. M. (2014). Self-regulated learning in digital environment: theory, research, praxis. *British Journal of Research*, 1 (2), 68 - 80, ISSN:2394-3718.

## Module IV: Developing Pedagogical Use of ICT Skills (12 Hours)

This is the last module for this course. The main aim is to help learners to develop pedagogical use of ICT skills in 'learning to learn'. It develops learners' awareness of educational information, understanding the media/e-literacy, understanding the importance and familiarization of technology in education and analysing the challenges in using technology in higher education in Nepal.

### Module Contents

- a. Awareness of educational information (facts, figures, statistics and data)
- b. Understanding media/e-literacy (methods, sources, uses and availability) of educational resources
- c. Importance and familiarization of technology in developing 21<sup>st</sup> century skills
- d. Challenges in using information technology in higher education of Nepal

### Module objectives

On completion of this module, the following objectives are obtained:

- a. To develop the awareness of educational information
- b. To boost up the understanding of media/e-literacy of educational resources

- c. To help learners in blogging the importance and familiarization of technology in developing 21<sup>st</sup> century skills
- d. To analyse and critically examine the challenges in using technology in higher education of Nepal

### Learning Outcomes

The learning outcomes of this modules are here:

- a. indicate the awareness of educational information
- b. bookmark the key media sources for educational resources on the Moodle
- c. blogging the importance and familiarization of technology in developing 21<sup>st</sup> century skills
- d. explore the challenges in using technology in higher education of Nepal and find the way outs

### Pre-Module, In-Module, and Post-Module activities

For this module, the teacher and learners will be engaged in the following three phase activities (as in module I):

#### Pre-module activities

Activities	21 <sup>st</sup> CS Skills
a. The learners will go through the offline materials and their own materials, and prepare the list of the ICT skills that they have learnt so far.	Independent learning, digital literacy, reflection
b. The learners will share the ICT skills that they have learnt among the friends and will find out the gaps among each other.	Digital literacy, initiative communication, collaboration

#### In-module activities

Activities	21 <sup>st</sup> CS Skills
<b><u>Teacher presentation</u></b> <ul style="list-style-type: none"> <li>a. The teacher will ask the students to communicate their ideas, experiences and knowledge as gained from pre-module activities.</li> <li>b. The teacher will present the concepts related to the recent sources, types and uses of educational information required for teaching, learning and research for prospective teachers.</li> <li>c. The teacher will demonstrate the digital tools and skills that are necessary for the 21<sup>st</sup> learners.</li> </ul>	Communication and collaboration, digital skills, media literacy, collaboration, information literacy
<b><u>Group work</u></b> <ul style="list-style-type: none"> <li>a. The teacher will motivate the learners to work in groups to explore the challenges of using ICT tools in the context of Nepal esp. in higher education.</li> <li>b. The learners will demonstrate the digital skills required for the prospective teachers of 21<sup>st</sup> century.</li> </ul>	Leadership, communication, collaboration, team works, decision making, digital skills
<b><u>Group Presentation</u></b> <ul style="list-style-type: none"> <li>a. The teacher will facilitate each group for the presentation related to the challenges that they</li> </ul>	Leadership and responsibility, ICT skills, initiative skills,

have found from the group works given previously. b. The learners also will make the presentations and provide necessary comments on the digital skills that they demonstrate.	self-reflection, digital skills
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### Post-module activities

Activities	21 <sup>st</sup> CS Skills
a. The learners will prepare reports related to the challenges of using ICT in the context of Nepal and propose the possible solutions.	Reflection, creativity, research skills, digital literacy, ICT skills
b. The learners will do the off line assignments as stated on to the Moodle and upload it into the Moodle.	independent learning, problem solving

### Module Resources

- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M. K. & Lee, C. W. (2017). *21<sup>st</sup> Century Skills Development Through Inquiry-Based Learning: From Theory to Practice*. Springer.
- Tomei, L. (2010). *ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching*. Information Science Reference.
- Omodara, O. D.; & Adu E.I. (2014). Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes. *IOSR Journal of Research & Method in Education (IOSR-JRME)*4 (2), 48-51, e-ISSN: 2320–7388, p-ISSN: 2320–737X
- Keengwe, J. & Onchwari, G. (2020). *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*. IGI Global.
- Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. In S. A. Crossley & D. S. McNamara (Eds.) *Adaptive educational technologies for literacy instruction* (pp. 13-29). New York: Taylor & Francis.
- Reyna, J.; Hanham, J. & Meier, P. C. (2018). A framework for digital media literacies for teaching and learning in higher education. *E-learning and Digital Media*, 15 (4), 176-190. Doi:10.1177/2042753018784952.
- Gandhe, C. A. (2011). Information Literacy for Teacher Education. 8<sup>th</sup> International Caliber, March 02-04. INFLIBNE Centre, Ahmedabad.
- Ingvaldsen, S. & Oberg, D. (2017). *Media and Information Literacy in Higher Education*. Chandos Publishing.
- Central Board of Secondary Education (2020). *21<sup>st</sup> Century Skills: A Handbook*. The Secretary of the Board, Delhi. Available from:  
[http://cbseacademic.nic.in/web\\_material/Manuals/21st\\_Century\\_Skill\\_Handbook.pdf](http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf)

## **Evaluation**

### **Internal Evaluation 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 33. In-semester, Midterm, Pre-board Examinations 30
- 34. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 35. Assignments/Seminar/Quiz 10
- 36. Class Attendance 10

### **External Evaluation 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 25. Multiple Choice questions (10 x 1 points) | 10 |
| 26. Short answer questions (5 x 2 points)     | 10 |
| 27. Long answer questions (2 x 10)            | 20 |

Course Title: **Learning Management System**

Nature of Course: **Theoretical and Practical**

Course Code: DEd. 524

Semester: Second

Credit Hours: **3**

Teaching Hours: **48**

### **Course Description**

This course is aimed at developing Learning Management System (LMS) with pedagogical thoughtfulness. The course will introduce software platforms that are commonly used in eLearning, distance, and online learning. The course will cover the installation, customization, and deployment of LMS with instructional design models.

### **General Objectives**

- Edify the concept of digital learning, eLearning, distance education and online training in pedagogical practices
- Utilize different tools in line with eLearning 2.0 approaches
- Install and deploy LMS within the design and delivery of Learning courses
- Customize and administer pedagogical standards within LMS

### **Module I: Introduction to Digital Learning**

#### **Module Objectives**

This module is designed to help the students to develop the understanding about the scope of eLearning, synchronous and asynchronous mode of eLearning and various approaches of eLearning.

#### **Learning Outcomes**

After the completion of this module students will be able to

- e. analyse the concept, issue and scope of eLearning, virtual learning, and online learning in the context of Nepal.
- f. work with synchronous and asynchronous mode of eLearning
- e. exemplify the various approached of embedded and eLearning

#### **Module Contents**

##### **Introduction to Digital Learning**

- a. eLearning, virtual learning, and online learning
- b. Synchronous and Asynchronous Learning
- c. Embedded eLearning

**Online Class hour:** 12 hrs. (4 weeks)

### **Suggested Teaching and Learning activities**

Learning activities are divided into three phases: pre-module, in-module, and post-module activities. Pre-module activities comprised some activities that are assigned to learners for independent study, in-module activities are the real-time classroom activities, in this period both instructors and learners work together on the assigned contents, and post-module activities is particularly for the assessment of learning achievement purpose on learners after the completion of module activities.

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
Reading materials will be based on <ul style="list-style-type: none"><li>c. eLearning, virtual learning, and online learning</li><li>d. Synchronous and Asynchronous Learning</li><li>e. Embedded eLearning</li></ul>	Ways of thinking
<b>In-module Activities</b>	
In-class activities will be based on	Ways of Thinking

b. Group work and presentation: eLearning, virtual learning, and online learning c. Case study and simulation: Synchronous and Asynchronous Learning d. Group work and demonstration: Embedded eLearning	Ways of Working Tools of Working
<b>Post-module Activities</b>	
Post-module activities will be based on f. Quiz: e-Learning, virtual learning, and online learning g. Discussion: Synchronous and Asynchronous Learning h. Assignment: Embedded e-learning	Ways of Working Ways of Living

### Recommended Resources

- Gillespie, H. (Ed.). (2007). *Learning and teaching with virtual learning environments*. Learning Matters. [Unit 2, pp-7-19 and Unit 8, pp-84-96]
- Holmes, B., & Gardner, J. (2006). *E-learning: Concepts and practice*. SAGE Publications. [Unit 9, pp-147-170]
- Sistek-Chandler, C. M. (Ed.). (2020). *Exploring online learning through synchronous and asynchronous instructional methods*. Information Science Reference. [Unit 1, pp-1-17]

## Module II: E-learning 2.0

### Module Objectives

This module is designed to help the students to develop the understanding about the scope of learning 2.0. In addition, they will develop skill that is required to work with learning resources and activity development.

### Learning Outcomes

After the completion of this module students will be able to

- analyse the concepts and scope www in e-Learning
- work with digital story telling
- design and develop podcast and vodcast as e-learning contents

### Module Contents

#### E-learning 2.0

- Generations of www
- Digital Storytelling
- Podcasts and Vodcasts

**Online Class hour:** 12 hrs. (4 weeks)

### Suggested Teaching and Learning activities

<b>Pre-module activities</b>	<b>21<sup>st</sup> cs Skills</b>
Reading materials will be based on a. Generations of www b. Digital Storytelling c. Podcasts and Video Podcasts	Ways of thinking
<b>In-module Activities</b>	
In-class activities will be based on a. Generations of www: group work and presentations b. Digital Storytelling: Lab-work and blogging c. Podcasts and Video Podcasts: Lab-work and blogging	Tools of Working Ways of Working
<b>Post-module Activities</b>	
Post-module activities will be based on a. Generations of www: Ddiscussion forum b. Digital Storytelling: Assignment	Ways of Living

c. Podcasts and Video Podcasts: Project work on Documentary	
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### Recommended Resources

Sistek-Chandler, C. M. (Ed.). (2020). *Exploring online learning through synchronous and asynchronous instructional methods*. Information Science Reference.

[Unit 1, pp-1-17]

Conole, G. (2013). *Designing for learning in an open world*. New York , Springer.

Nash, S. S. (2018). *Moodle Course Design Best Practices: Design and develop outstanding Moodle learning experiences*. Packt Publishing.

### Module III: Installation and Deployment of LMS

#### Module Objectives

This module is designed to help the students to develop the understanding about the scope of learning 2.0. In addition, they will develop skill that is required to work with learning resources development.

#### Learning Outcomes

After the completion of this module students will be able to

- Select and install appropriate LMS for the courses
- Configure basic site authentication and managing various roles in the account
- Assign various roles and permissions
- Configure and setup security in LMS site
- Design and implement Performance and Backup configurations

#### Module Contents

##### Configuration and Customization of LMS

- Installation and managing a LMS site
- Authentication and Managing account
- Roles and permissions
- Security in LMS site
- Performance and Backup

**Online Class hour:** 12 hrs. (4 weeks)

##### Suggested Teaching and Learning activities

Pre-module activities	21 <sup>st</sup> cs Skills
Reading materials will be based on <ol style="list-style-type: none"> <li>Installation and managing a LMS site</li> <li>Authentication and Managing account</li> <li>Roles and permissions</li> <li>Security in LMS site</li> <li>Performance and Backup</li> </ol>	Ways of thinking
In-module Activities	
In-class activities will be based on <ol style="list-style-type: none"> <li>Installation and managing a LMS site: Video and demonstrations</li> <li>Authentication and Managing account: Video and group work</li> <li>Roles and permissions: Group work and presentations</li> <li>Security in LMS site: Group work and presentations</li> <li>Performance and Backup: Demonstrations</li> </ol>	Tools of Working Ways of Working
Post-module Activities	

Post-module activities will be based on <ul style="list-style-type: none"> <li>a. Installation and managing a LMS site</li> <li>b. Authentication and Managing account</li> <li>c. Roles and permissions</li> <li>d. Security in LMS site</li> <li>e. Performance and Backup</li> </ul>	Ways of Living
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### Recommended Resources

Jason Cole, Helen Foster (2007) Using Moodle: Teaching with the Popular Open-source Course Management System, Publisher: O'Reilly Media, Edition: Second Edition

Conole, G. (2013). *Designing for learning in an open world*. New York , Springer.

### Module IV: Configuration and Customization of LMS

#### Module Objectives

This module is designed to help the students to manage and configure and customize LMS.

#### Learning Outcomes

After the completion of this module students will be able to

- a. Design and implement appropriate course template in LMS
- b. Design and layout the content configuration in LMS
- c. Setting grading and evaluation for internal and external evaluation

#### Module Contents

##### Configuration and Customization of LMS

- a. Managing a course in LMS
- b. Managing content in LMS
- c. Pedagogical evaluation scheme and Evaluation methods

**Online Class hour:** 12 hrs. (4 weeks)

#### Suggested Teaching and Learning activities

Pre-module activities	21 <sup>st</sup> cs Skills
Reading materials will be based on <ul style="list-style-type: none"> <li>a. Course profile in LMS: Working videos</li> <li>b. Course layout in LMS: Group Works</li> <li>c. Grading and Evaluation in LMS: Group Works</li> </ul>	Ways of thinking
In-module Activities	
In-class activities will be based on <ul style="list-style-type: none"> <li>a. Course profile in LMS: Configure course parameters</li> <li>b. Course layout in LMS: Design pedagogical elements in LMS</li> <li>c. Grading and Evaluation in LMS: Design evaluation elements in LMS</li> </ul>	Tools of Working Ways of Working
Post-module Activities	
Post-module activities will be based on <ul style="list-style-type: none"> <li>a. Project Work: Select a course and design LMS for a selected unit in line with Grid</li> </ul>	Ways of Living

### Recommended Sources

Rebecca Barrington (2014) Moodle Gradebook, 2nd Edition: Explore the Moodle Gradebook and discover how to set up and customize it to track students' progress Publisher: Packt Publishing

Susan Smith Nash (2018) Moodle Course Design Best Practices: Design and develop outstanding Moodle learning experiences, Publisher:Packt Publishing, Edition:



Nash, S. S. (2018). Moodle Course Design Best Practices: Design and develop outstanding Moodle learning experiences. Packt Publishing.

Postlewaite, D. (2020). Moodle in Minutes: A practical introduction for new online educators.

## **Evaluation**

### **Internal Evaluation 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 37. In-semester, Midterm, Pre-board Examinations 30
- 38. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 39. Assignments/Seminar/Quiz 10
- 40. Class Attendance 10

### **External Evaluation 40%**

At the end of semester, written examination will be conducted by Dean's Office. The breakdown of the items and weightage is as follows:

- |   |    |
|---|----|
| 28. Multiple Choice questions (10 x 1 points) | 10 |
| 29. Short answer questions (5 x 2 points)     | 10 |
| 30. Long answer questions (2 x 10)            | 20 |

**Name of the Course – Capstone Project****Credit Hours: 6****Code: DEd. 525****Semester: Second****1. Course Introduction**

The capstone project is the final submission of the Post Graduate Program on Digital Pedagogy. This is a practical course that encompasses the skills and knowledge that the candidates have learned in the program. In this project, candidates are required to modularize one course from their disciplines on the virtual platform. Candidates are expected to encapsulate their academic experience of the Digital Pedagogy program by addressing its various dimensions which they have learned in the two semesters. This project is an opportunity for them to showcase their innovations and creativity with reference to the course they will be teaching in their respective institutions. The students graduate with a product that reflects their learning from the Digital Pedagogy course in true sense. Candidates could start working on this project from the beginning of the second semester as an ongoing project, work on the details throughout the semester and submit the final version at the end of the semester.

**2. Learning Outcomes**

After completion of the course, students should be able to:

- Map the course of their discipline on the virtual mode with the details of the activities for the entire semester.
- Design activities for the course in order to ensure that their students learn what they are supposed to learn during the semester.
- Assess the learning outcomes virtually formatively and summative in the course they are responsible to teach in their respective institutions.
- Integrate ICT including the digital tools and resources in their day-to-day pedagogy and assessment.
- Embrace 21<sup>st</sup> Century Skills in teaching, learning and assessment.

**3. Stages of the Capstone Project**

There are different phases of this project and candidates could plan their time for each phase according to the nature of the course they choose and the type of activities they would like to include in the course. The sections below present the outlines of those phases with the expected tasks and activities in them.

**Curriculum mapping**

This is the first stage in which candidates choose a particular course that they would be teaching in their respective institutions. Once they identify the course, they need to do the followings in order to map the course for the semester.

- a) Review the syllabus carefully, look at the contents and allocated hours for each unit.
- b) Break down the contents into fifteen weeks for the semester. Consider the time allocated for each unit and re-organize the units and sub-units according to the weeks for weekly topics.
- c) Assign a topic for each week to cover the given contents and plot those topics for fifteen weeks of the semester.
- d) Include the sub-topics under each topic without missing anything from the syllabus so that you have covered the entire course for the semester.

**Modularization of the Course**

- a) Create a course name on the MOODLE platform with the course name that you have selected. Ask IT support if you need any help in creating the course for this project. This will be your MOODLE for the entire capstone project and you will upload all the materials on this MOODLE under this project.
- b) Create a topic entitled “Course Orientation” and include the followings under this topic;
  - a. A short video of your introduction.
  - b. Course of study of the subject that you have selected for this project.
  - c. Upload the Curriculum Mapping file on the MOODLE as a semester plan.
- c) Create topics for fifteen weeks on your MOODLE and include the weekly topics in the order you created.
- d) Create following fields in each week to upload the materials.
  - a. Learning Contents
  - b. Learning Resources
  - c. Learning Activities
  - d. ICT and 21<sup>st</sup> Century Skills
  - e. Feedback
  - f. Assessment
  - g. Additional support

### **Digital Pedagogy**

This is the main element of this capstone project in which you will include the entire teaching learning activities. Once you create the fields mentioned above, you need to include the details in each field as thoroughly as possible so that your students are guided to carry out the entire activities on the MOODLE with no or minimum support from your side. You need to be clear, concise and to the point. Each week, you need to provide them something to study, involve them in some tasks and activities, engage them in the virtual discussion with you and their friends, monitor their progress and provide them support when needed. So, please consider the following points when you design the pedagogy for each week.

- a) Learning contents: List the topic and sub-topic that you would like to address in the week. The topics and sub-topics should be clear and indicative of what they are supposed to learn from them. You can rephrase the topics and sub-topics from the syllabus to make them clear and comprehensible.
- b) Learning resources: In order to master the contents, you have listed, provide the resources in a customized manner. The resources could include journal articles, book chapters, audio and/or video files, websites, newspaper articles and so on. Consider the time frame when you select the learning resources. Include the background information of the resources and guide the students to approach the resources in a clear and easy-to-understand language.
- c) Learning activities: Engage the students in the learning resources through a series of tasks and activities. You can ask them to read a text and do an exercise; students watch a video and create a similar video of their own, listen to a podcast and respond to it by recording their voice. You have done many activities and tasks in your Digital Pedagogy courses and bring them here one-by-one with some adaptation to suit the learning needs and ability of your students. Create discussion forum and blogs for them to have space for their voices. Make sure that everyone is involved in the learning process, and no one is left unaddressed.

- d) Integration of ICT and 21<sup>st</sup> Century Skills: One of the core values of this program is the integration of ICT and 21<sup>st</sup> Century Skills in higher education pedagogy. Thus, ensure that you have included ICT and 21<sup>st</sup> century skills in all the learning activities that you have designed. Prepare a chart and include the contents, resources and activities along with the list of ICT and 21<sup>st</sup> Century Skills that you have included in them.
- e) Feedback: Your student are entitled to know how they are progressing in their study and what they need to do to excel in their endeavor. You need to provide them regular feedback in their learning. Mention how you would like to provide them feedback.
- f) Assessment: Include the assessment tools for formative and summative assessment from the course you attended and adapt them for your students. Connect these assessment to the grading system.
- g) Additional support: Some students may need extra support to cope up with the course speed of the course. Provide a space for such students to express their learning needs and the kind of support they need during the semester. Also, provide additional materials if they would like to expand their learning horizon on the topic you cover each week.

### **Assessment**

#### **Internal: 60%**

Internal assessment will be done by the course teacher. S/he will evaluate the students' academic activities and performance of course work based on the following criteria and weightage:

- 41. In-semester, Midterm, Pre-board Examinations 30
- 42. Class-room Activities (Class Presentations, Group Works, Discussion etc.) 10
- 43. Assignments/Seminar/Quiz 10
- 44. Class Attendance 10

#### **External: 40%**

At the end of the course page, create a page for reflective writing and include your reflection in about 3000 words.

There will be two sections in your reflection. In the first sections, you could start talking about what you learned throughout the semester, how the learning journey went through, what were your new learning experience, what were the surprises, worries and concerns during the course. Also, you could mention the challenges you faced and how you overcame them.

In the second section of your reflection, mention your experience of working on the capstone project. Address the following questions in this section:

- a) What differences did you notice between learning and doing?
- b) How did you feel when you started working on the capstone project?
- c) What was easy and what was difficult?
- d) Did you notice any gaps between what you learned and what you were doing in this project?
- e) What specific challenges did you face while working on this project?
- f) How do you feel now when you see the final product?
- g) What is the key take away messages for your from this program?
- h) What are your suggestions for those who will attend the digital pedagogy program?

Upload the reflection file in this section either in word or a PDF file. You could also if you would like to include audio and video files in your reflection, upload them in the reflection topic on the MOODLE and provide the link in the text of your word or PDF file.

Once you do all these, you have completed your capstone project. This now marks the completion of the Digital Pedagogy Course.

### **References**

- 1) Ian, W. (2017). Moodle 3. X Developers Guide. Packt Publishing.
- 2) Koo, J. (2020). Moodle for Learning Management System (LMS): A practical and visual guidebook of administrator and instructor for distance education.
- 3) Nash, S. S. & Rice, W. (2018). Moodle 3 E-Learning Course Development: Create highly engaging e-learning courses with Moodle 3. Packt Publishing.
- 4) Nash, S. S. (2018). Moodle Course Design Best Practices: Design and develop outstanding Moodle learning experiences. Packt Publishing.
- 5) Postlewaite, D. (2020). Moodle in Minutes: A practical introduction for new online educators.

### **Third Semester Courses**

Course Title: **Teaching Practicum**

Course No: DEd. 531

Nature of course: Practical

Semester: Third

Credit Hours: 3

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## **1. Course Description**

This course is designed to provide hands-on experience to the students to enable them to be competent teachers/professionals. It creates an opportunity to the students for professionalism through rigorous practice. The students will gain on-campus and off-campus professional experiences under the close supervision of faculty members. In this course, the students undertake the following activities in sequential stages: Micro teaching, Peer teaching, Teaching at School/College/Campus, Peer observation, Test construction, Action research and Overall report writing.

## **2. General Objectives**

The general objectives of this course are as follows:

- To enable the students to get insight into the overarching aim and phases of teaching practice programme
- To provide adequate learning experiences to the students for making them competent in preparing effective lesson plans with appropriate teaching techniques and teaching aids, and teaching in different situation.
- To enable the students to construct, administer, analysis and interpret appropriate tests according to the contents to assess the effectiveness of their own teaching
- To provide the students an appropriate platform for sharing and learning different aspects of teaching practice with the school/campus subject teachers and their own peers
- To make them familiar with challenges and issues of teaching practice programme and ways to address them
- To develop skills of report preparation of teaching practice programme

### 3. Specific objectives and Major activities

Specific Objectives	Major Activities
<b>Stage 1: Micro teaching (9 hours)</b>	
<ul style="list-style-type: none"> <li>● Prepare operational calendar, work plan and unit plan</li> <li>● Prepare micro lesson plans with teaching aids</li> <li>● Observe and record the teaching of peers</li> <li>● Analyse teaching of peers, compare and find the difference/similarities in their observation</li> </ul>	<p><b>1.1 Construction: Operational Calendar, Work &amp; Unit Plan</b></p> <ul style="list-style-type: none"> <li>● Preparation of operational calendar</li> <li>● Preparation of work plan</li> <li>● Preparation of unit plan</li> </ul> <p><b>1.2 Teaching</b></p> <ul style="list-style-type: none"> <li>● Preparation of at least 6 micro lesson plans using different teaching methods and teaching materials</li> <li>● Preparation of teaching aids</li> <li>● Micro-teaching practice (at least 3 lessons teaching)</li> </ul> <p><b>1.3 Peer class observation (1 lesson)</b></p> <ul style="list-style-type: none"> <li>● Observation of teaching by peers in the presence of campus supervisor/subject teacher</li> <li>● Analysis of teaching by peers and provide feedback</li> <li>● Give suggestions to their peer in the line of feedback given by campus supervisor/subject teacher</li> </ul>
<b>Stage 2: Peer Teaching (18 hours)</b>	
<ul style="list-style-type: none"> <li>● Prepare peer lesson plans with teaching aids</li> <li>● Observe and record the teaching of their peers</li> <li>● Prepare tests, administer, and analyse the results</li> <li>● Analyse teaching of peers, compare and find the</li> </ul>	<p><b>2.1 Teaching</b></p> <ul style="list-style-type: none"> <li>● Preparation of at least 10 peer lesson plans using different teaching methods and instructional materials (at least 5 lessons teaching)</li> </ul> <p><b>2.2 Peer Observation</b></p> <ul style="list-style-type: none"> <li>● Observation of teaching by peers (2 lessons) in the presence of campus supervisor/subject teacher</li> </ul>



<p>difference/similarities in their observation</p>	<ul style="list-style-type: none"> <li>● Analysis of teaching by peers, give feedback to them and study the feedback/suggestions given by campus supervisor/subject teacher</li> </ul> <p><b>2.3 Practice of Test Construction</b></p> <ul style="list-style-type: none"> <li>● Test construction of subjective (long and short questions) and objective items (multiple choice)</li> </ul>
<p align="center"><b>Stage 3: Teaching at School/College/Campus (18 hours)</b></p>	
<ul style="list-style-type: none"> <li>● Prepare lesson plans with teaching aids</li> <li>● Observe and record the teaching of their peers</li> <li>● Analyse the teaching of peers, compare them with the peers and find the differences between their observation and that of with the observation of campus supervisor</li> <li>● Prepare tests, administer, and analyse them</li> <li>● Prepare an action research and execution in the classroom</li> </ul>	<p><b>3.1 Teaching</b></p> <ul style="list-style-type: none"> <li>● At least 12 lessons teaching in cooperating school/college/campus</li> <li>● Discussion with student-teacher for feedback</li> </ul> <p><b>3.2 Peer Observation</b></p> <ul style="list-style-type: none"> <li>● Observation of teaching by peers (2 lessons) with campus supervisor</li> <li>● Make an analysis of the reflection from the observation of peers and provide feedback to student teacher</li> <li>● Identification of good practices</li> </ul> <p><b>3.3 Test construction</b></p> <ul style="list-style-type: none"> <li>● One set test construction</li> <li>● Administration of test</li> <li>● Analysis and interpretation of test results</li> </ul> <p><b>3.4 Action research</b></p> <ul style="list-style-type: none"> <li>● Carry out action research in each format <ul style="list-style-type: none"> <li>- Selection of problem</li> <li>- Collection of data</li> <li>- Analysis of data (Identifying the solution)</li> <li>- Action</li> <li>- Conclusion</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Preparation and execution of action research report</li> </ul>
<b>Stage 4: Overall Report Writing (3 hours)</b>	
<ul style="list-style-type: none"> <li>• Prepare an overall report of the teaching practice</li> </ul>	<p><b>4.1</b> Preparation of overall report of teaching practice in each format</p> <p><b>Preliminaries</b></p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Acknowledgments</li> <li>• Acronyms and Abbreviations</li> <li>• Abstract</li> <li>• Table of contents</li> </ul> <p><b>Chapter 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Objectives</li> <li>• Methods</li> </ul> <p><b>Chapter 2: Analysis of operational calendar and plans</b></p> <p>Chapter 3: Micro Teaching</p> <p>Chapter 4: Peer teaching</p> <p>Chapter 5: Teaching at schools/colleges/campuses</p> <p>Chapter 6: Construction, administration, and analysis of test and interpretation of test results</p> <p>Chapter 7: Action research</p> <p>Chapter 8: Conclusion</p>

#### 4. Evaluation of Teaching Practice

Distribution of Marks (Full Marks: 100)

		Micro	Peer	Teaching			Total
		Sup (10%)	Sup (20%)	Int (25%)	Cam (5%)	Ext (40%)	
<b>1</b>	<b>Teaching Performance</b>	<b>10</b>	<b>20</b>	<b>19</b>	<b>5</b>	<b>20</b>	<b>74</b>
1.1	Lesson plan	2	3	3		4	12
1.2	Teaching aids	1	2	2		2	7
1.3	Knowledge of subject matter	2	3	3		4	12
1.4	Teaching Strategies	3	3	3		4	13
1.5	Communication skills	1	2	2		3	8
1.6	Classroom management and assessment skill	1	2	2		3	8
1.7	Test construction		3				3
1.8	Peer Observation		2				2
1.9	Action research			4			4
1.1	Students teacher's impression				3		3
1.11	Regularity				2		2
<b>2</b>	<b>Overall Report writing</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>20</b>	<b>26</b>
2.1	Micro teaching			1		2	3
2.2	Peer- teaching			1		2	3
2.3	Peer Observation			1		1	2
2.4	Test construction, administration, analysis, and interpretation			1		4	5
2.5	Action research			1		7	8
2.6	Overall organization			1		4	5
<b>Total</b>		<b>10</b>	<b>20</b>	<b>25</b>	<b>5</b>	<b>40</b>	<b>100</b>

Course Title: **Thesis Writing**  
Course No: Ed. Res. 544  
Proposal-2, Thesis-3 Cr Hrs.)  
Level: M.Ed.  
practical work)  
Semester: Fourth

Nature of the Course: Practical  
Credit Hours: 6 (A.W. - 1,  
Total Hours: 96 (teaching+

### 1. Course Description

This course is designed to provide the students with hands-on experience in preparing a research report in the form of a thesis work. The overall aim of this course is to enable students to acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a research report as a thesis under the given format.

The course is divided into three parts: Academic writing, proposal writing and writing of thesis. Academic writing introduces the basic concepts of writing for academic purpose; proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of their interest in their major subject. The third part engages the students in actually writing a thesis in the area of their choice, probably on the theme already selected for the proposal. The students are therefore encouraged to prepare a proposal into the form of a thesis if they would like to extend, elaborate and develop the proposal into an actual research work- thesis. They are also required to prepare the proposal and present it for acceptance and evaluation. So is true with thesis which demands a systematic investigation of a problem/theme under the guidance and supervision of a thesis supervisor.

### 2. General Objectives

The general objectives of this course are as follows:

- To make the students conversant with basic concepts, processes and techniques of academic writing, proposal writing and thesis writing.
- To prepare the students to write a research proposal on a researchable problem.
- To enable the students to write a thesis report in a standard given format.
- To make the students able to apply different approaches and methods of research while writing a thesis.

### 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Clarify the concept of academic writing</li><li>• State the parameters of academic writing</li><li>• Discuss features of academic writing</li><li>• Explore the process of academic writing</li><li>• Identify the techniques of academic writing</li></ul>	<b>Unit I: Academic Writing (10)</b> 1.1 Concept of academic writing 1.2 Parameters and features of academic writing 1.3 Process of academic writing 1.4 Techniques of academic writing

<ul style="list-style-type: none"> <li>• State the prerequisites of a research proposal</li> <li>• Explain the concept of a research proposal</li> <li>• Discuss the components of a research proposal</li> <li>• Identify a researchable problem with its research objectives/questions</li> <li>• Develop research design</li> </ul>	<p><b>Unit II: Prerequisites of a Research Proposal (10)</b></p> <p>2.1 Concept of a research proposal</p> <p>2.2 Components of a research proposal</p> <p>2.3 Language of a research proposal-the tense and sensitivity</p> <p>2.4 Identification of a researchable problem</p> <p>2.5 Developing the researchable problem into objectives</p> <p>2.6 Developing research questions</p> <p>2.7 The research design</p>
<ul style="list-style-type: none"> <li>• State the prerequisites of a thesis</li> <li>• Explain the concept of the structure of a thesis</li> <li>• Use language in a neutrally responsive way to avoid discrimination</li> <li>• Relate the review of the literature to the theme of the research</li> <li>• Explain the conceptual-theoretical framework</li> <li>• Derive themes from the objectives of the research</li> <li>• Draw implications/conclusions</li> </ul>	<p><b>Unit III: Prerequisites of Thesis Writing (10)</b></p> <p>3.1 Concept of the structure of the thesis-qualitative, quantitative, qual-quan. Structure(mixed )</p> <p>3.2 Language of the thesis: Tense, gender responsiveness, poverty sensitivity and non-discriminatory</p> <p>3.3 Relating the trio: objectives-themes of discussion and recommendations</p> <p>3.4 Reviewing the literature: how to relate it to the thesis</p> <p>3.5 The conceptual- theoretical framework</p> <p>3.6 Deriving themes and discussing them in relation to the objectives</p> <p>3.7 Drawing implications/conclusions</p>
<ul style="list-style-type: none"> <li>• Develop the skills of writing a research proposal with necessary components</li> <li>• Develop the research proposal</li> <li>• Present the proposal in a systematic way</li> <li>• Apply the APA style of writing the proposal in an organized way.</li> </ul>	<p><b>Unit IV: Proposal Writing (20)</b></p> <ul style="list-style-type: none"> <li>• <b>Cover page</b> of the proposal with title, details of the researcher and the level for which it is written.</li> <li>• <b>Table of contents</b></li> <li>• <b>Acronyms/ Abbreviations</b></li> <li>• <b>List of tables</b> (If necessary)</li> <li>• <b>List of figures</b>(If necessary)</li> <li>• <b>List of charts and graphs</b>(If necessary)</li> </ul> <p><b>CHAPTER ONE: INTRODUCTION</b></p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)</p> <p>1.5 Significance of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p>

	<p><b>CHAPTER TWO : REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</b></p> <p>2.1 Review of related literature</p> <p>2.2 Theoretical/Conceptual framework</p> <p>2.3 Implications of the review for the research</p> <p><b>CHAPTER THREE:METHODS AND PROCEDURES</b></p> <p>3.1 Research design (qualitative, quantitative and mixed design)</p> <p>3.2 Population and sample</p> <p>3.3 Sampling strategy and procedures</p> <p>3.3 Research tools</p> <p>3.4 Sources of data (primary and secondary)</p> <p>3.5 Data collection procedures</p> <p>3.6 Data analysis procedures</p> <p>3.7 Ethical considerations</p> <p><b>REFERENCES (APA format)</b></p> <p><b>APPENDICES (list of respondents, tools, raw data, tables etc.)</b></p>
<ul style="list-style-type: none"> <li>• State the ingredients of a thesis in a research way</li> <li>• Write the thesis by following the given format</li> <li>• Follow the APA style of research report writing while writing the thesis</li> <li>• Present the thesis in an organized way to face the viva voce in a confident way.</li> </ul>	<p><b>Unit V :Thesis Writing (46)</b></p> <p><b>CHAPTER ONE : INTRODUCTION</b></p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)</p> <p>1.5 Rationale of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p>
	<p><b>CHAPTER TWO:REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</b></p> <p>2.1 Review of related literature</p> <p>2.2Theoretical/Conceptual framework</p> <p>2.3 Implications of the review for the research</p>
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	3.4 Sources of data 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations
	CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS
	CHAPTER FIVE : DISCUSSION OF FINDINGS CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

**Note:** The research format is an outline of necessary components of a research report for writing the thesis. The format for writing the thesis report is given below:

- **Cover page** of the thesis with title, details of the researcher and the level for which it is written.
- **Recommendation letter** (letter head of the department/campus)
- **Approval letter** (letter head of the department/campus)
- **Acknowledgement** ( Few words of gratitude to the contributors of the thesis )
- **Abstract** (include in not more than one and half pages or in 350 to 400 words an abstract of the thesis with the **topic, major objective, method and procedure, main findings** and **recommendations** of the study).
- **Table of contents**
- **Acronyms/ Abbreviations**
- **List of tables** (If necessary)
- **List of figures** (If necessary)
- **List of charts and graphs** (If necessary)

**4. Instructional techniques:** This course on thesis writing is divided between theoretical presentation of the requirements and ingredients of the thesis and actual writing of it for presentation and evaluation as a part of the degree program. The theoretical part of the thesis acquaints the students with the art and skills of preparing a thesis as a research work. The practical aspect of the course is related to the actual writing of the thesis in a given format by applying the skills of writing a research report. The students are therefore provided a thorough orientation to the art and skills of writing a thesis before they actually start writing it as a requirement of the degree program. The teacher therefore presents a detailed discussion on academic writing, proposal writing and thesis writing in order to prepare the students to write a proposal and present it for evaluation. This can be done either by the expected thesis supervisor or by any other teacher teaching research methodology course to the students.

## 5. Evaluation

### 5.1 Internal Evaluation

**60%**

Internal evaluation will be conducted by the course teacher as following:

- |   |           |
|---|-----------|
| 1 Academic writing assignment   | 10 points |
| 2 Proposal writing including data collection tools<br>( preparation and presentation) | 20 points |
| 3 Presentation of field and data analysis outlines                                    | 10 points |
| 4 Writing and presentation of draft report  | 20 points |

#### **Total**

**60 points**

### 5.2 External Evaluation (Final Examination) 40%

Examination Division, office of the Dean, Faculty of Education will conduct external examination of thesis.

- |                          |           |
|--------------------------|-----------|
| a. Presentation and viva | 20 points |
| b. Quality of thesis     | 20 points |

#### **Total**

**40 points**

## 6. Recommended Books and Reference Materials

### **Recommended Books**

American Psychological Association.(2010). *Publication manual of American Psychological Association*.(6th ed.). Washington, DC: APA.

Cohen, L., Manion, L., & Morrioso, K., (2010). *Research methods in education*. Noida, India: Sirohi Brothers.

Creswell, John W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd.

### **References**

Best J.W., & Kahn J. V.(2012). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.

Denizen, N. K., & Lincoln, Y. S. (Eds.).(2017). *Sage handbook of qualitative research*. London: Sage Publication.

Hancock, B.(2002). *An introduction to qualitative research*. Nottingham: Trent Focus Group.