

18AC06	PEDAGOGY STUDIES			L	T	P	C
				2	0	0	0
Course Objectives:							
To Review existing evidence on the review topic to inform programme design and policy making undertaken by the DFID, other agencies and researchers. Identify critical evidence gaps to guide the development.							
Unit I				4	+		0
Aims and rationale, Policy background, Conceptual framework and terminology, Theories of learning, Curriculum, Teacher education, Conceptual framework, Research questions, Overview of methodology and Searching							
Unit II				2	+		0
Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries, Curriculum, Teacher education.							
Unit III				4	+		0
Evidence on the effectiveness of pedagogical practices, Methodology for the in depth stage: quality assessment of included studies, How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? Theory of change. Strength and nature of the body of evidence for effective pedagogical practices, Pedagogic theory and pedagogical approaches, Teachers' attitudes and beliefs and Pedagogic strategies.							
Unit IV				4	+		0
Professional development: alignment with classroom practices and follow-up support, Peer support, Support from the head teacher and the community, Curriculum and assessment, Barriers to learning: limited resources and large class sizes.							
Unit V				2	+		0
Research gaps and future directions, Research design, Contexts, pedagogy, teacher education, curriculum and assessment, dissemination and research impact							
Total (L+T)= 16 Periods							
Course Outcomes:							
<i>Upon completion of this course, the students will be able to:</i>							
CO1	:	<i>What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?</i>					
CO2	:	<i>What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?</i>					
CO3	:	<i>How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?</i>					
Suggested Reading:							
1.	Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261						
2.	Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.						
3.	Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID						
4.	Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272-282.						
5.	Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.						