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སྤྱི་ནོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།

Royal University of Bhutan
Paro College of Education
Paro

Definitive Programme Document

Bachelor of Education (Primary)

Royal University of Bhutan
Paro College of Education

December 2020

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1. Programme Specification

1.1 Basic Information on the programme

Name of the home base college of the Programme:	Paro College of Education
Title of the award:	Bachelor of Education (Primary)
The duration and mode of study:	4 years (full-time)
Award granting body:	Royal University of Bhutan
Date of initial approval:	January 2009, 15th AB
Date of last review:	21 - 25th April 2020 [Endorsed by the 4th USRC meeting, 10 June 2021]

1.2 Aims and Learning Outcomes of the Programme

1.2.1 Aims of the Programme

The programme will prepare students with adequate content knowledge, pedagogical skills and assessment procedures that are comparable to international standards of primary school teachers. Students will be able to teach the primary curriculum in alignment with the 21st century skills and competencies effectively and competently in the country and beyond. Every module will address the current needs and practices of primary education.

1.2.2 Learning Outcomes of the Programme

Upon completion of the programme, graduates will be able to:

1. Use language and literacy skills for their personal and professional growth.
2. Apply ICT skills in teaching any subject from Pre-primary to class VI.
3. Apply critical thinking skills to justify their opinions and teach the same skills to their students.
4. Plan lessons using a wide range of pedagogies to teach any subject from Pre-primary to class VI.
5. Use theories of early childhood, creative arts, diversity, and special needs education to be responsive, sensitive, flexible and effective in teaching and learning processes.
6. Design a variety of effective and relevant teaching learning materials for any subject from Pre-primary to class VI.
7. Design appropriate, reliable and authentic assessment procedures for any subject from Pre-primary to class VI in a fair and constructive manner.
8. Reflect critically on their teaching processes to continually improve as a teacher.
9. Practice the right values and attitudes required of a primary school teacher.
10. Use lifelong learning skills to enhance their professional and personal skills.

1.3 Career Related Opportunities

Students will be employed in government schools by the Ministry of Education. However, some may opt to be self-employed or employed in private schools or in other countries.

1.4 Programme Structure

Table 1: Programme structure for Bachelor of Education (Primary)

Year	Semester	Modules				
1	I	DZG101 རྫོང་ཁ་བརྡ་དོན་སྒྲུབ་ལེན།	PER101 English Communication skills	APC101 Information Technology Literacy	ACS101 Academic Skills	PSY102 Child Development
	II	SSA101 Teaching Social Studies I	PSY104 Learning Process	CAA101 Creative Arts for Lower Primary	MTA101 Mathematics in Lower Primary I	PED101 Skills for Effective Teaching
2	I	EAS208 Introduction to Early Childhood Education	ENA201 Teaching Sounds in Lower Primary	PED203 Project Approach to Teaching and Learning	MTA202 Mathematics in Lower Primary II	PER103 རང་ལུགས་སྦྱན་ཆའི་ངོ་སྤྲོད།
	II	PED205 Teaching Methods	ENA202 Teaching Literacy Skills in Lower Primary	EDT201 ICT in Teaching and Learning	ASE201 Assessing and Evaluating Learning	SCA201 Teaching Primary Science I
3	I	SSA302 Teaching Social Studies II	ENA303 Reading and Writing in Upper Primary	CAA303 Creative Arts for Upper Primary	RES301 Introduction to Action Research	CUR301 Curriculum Studies
	II	PRT302 Professional Experience				
4	I	CUR403 Bhutanese Education System	PER102 ཐུམ་ལམ།	ISA401 Teaching Children with Special Needs	MTA403 Mathematics in Upper Primary I	SCA402 Teaching Primary Science II
	II	EAS409 Play in Early Childhood	ENA404 Children's Literature	EDT403 Teaching IT in Upper Primary	MTA404 Mathematics in Upper Primary II	EDC401 Guidance and Counselling. PED406 Multigrade Teaching.

The B.Ed. (Primary) programme consists of 35 modules of 12 credits each and a teaching practicum (PRT) module of 60 credits, which is equivalent to 5 modules. This brings the total number to 40 modules worth 480 credits for a period of four years. Every semester 5 modules for 60 credits are offered, which means 10 modules of 120 credits are completed in a year. In the final semester of year four, two optional modules are offered, namely 'Guidance and Counselling' and 'Multigrade Teaching.' Students can choose either of the two as their fifth module for the semester.

The 40 modules are organized in a progressive and logical order to support students with a firm foundational knowledge and skills required to learn other modules that are offered in the subsequent semesters. For example, the personal development modules related to communication skills, ICT skills and academic skills are offered prior to the modules related to

the teaching of primary subjects. The teaching practicum (Professional Experience), which is equivalent to 5 modules of 60 credits, is carried out in the second semester of the third year.

1.4.2 Module Coding

The module coding for this programme is as per the University's coding system which requires the codes to be unique and easily understood by students and staff within and outside the college.

Further, the alpha characters used for this programme, in harmony with the other programmes of the college, represent the content of the modules. The details of the alpha characters and numbers are used in the programme and the modules are categorized into thematic domain as follows:

Thematic Domain	**Module code and Title**
Educational Counselling	EDC401 Guidance and Counselling
Curriculum Studies	CUR301 Curriculum Studies
	CUR403 Bhutanese Education System
Educational Foundations	PED101 Skills for Effective Teaching
	PED203 Project Approach to Teaching and Learning
	PED205 Teaching Methods
	PED406 Multigrade Teaching
	ASE201 Assessing and Evaluating Learning
	EDT201 ICT in Teaching and Learning
	EDT403 Teaching IT in Upper Primary
Educational Research	RES301 Introduction to Action Research
Psychology	PSY102 Child Development
	PSY104 Learning Process
Domain Knowledge	ENA201 Teaching Sounds in Lower Primary
	ENA202 Teaching Literacy Skills in Lower Primary
	ENA303 Reading and Writing in Upper Primary
	ENA404 Children's Literature
	SSA101 Teaching Social Studies I
	SSA302 Teaching Social Studies II
	SCA201 Teaching Primary Science I

	SCA402 Teaching Primary Science II
	MTA101 Mathematics in Lower Primary I
	MTA202 Mathematics in Lower Primary II
	MTA403 Mathematics in Upper Primary I
	MTA404 Mathematics in Upper Primary II
	EAS208 Introduction to Early Childhood Education
	EAS409 Play in Early Childhood
	CAA101 Creative Arts for Lower Primary
	CAA303 Creative Arts for Upper Primary
	ISA401 Teaching Children with Special Needs
Teaching Practicum	PRT302 Professional Experience
Personal Studies	DZG101 རྫོང་ཁ་བརྡ་དོན་སྤྲོད་ལེན།
	PER101 English Communication Skills
	APC101 Information Technology Literacy
	ACS101 Academic Skills
	PER102 སྒྲིག་ལམ།
	PER103 རང་ལུགས་སྣན་ཆའི་ངོ་སྤྲོད།

1.5 Teaching and Learning Approach

All 40 modules incorporate the 21st century skills and competencies in the teaching learning processes. A variety of teaching learning strategies and approaches are drawn from the international best practices of teacher education, and the most extensively used across modules are interactive lectures, discussions, demonstrations, presentations, tutorials, lab work, project-based, conferences, micro teaching, and skill-based practices.

In addition, the Virtual Learning Environment (VLE) is used as the main platform for teaching learning, mainly to share resources, conduct discussions, exchange information, create learning tools, carry out assessments and provide feedback and comments.

1.5.1 Placement/Work Based Learning

The professional experience for students is an essential part of the programme because it provides a platform where they can apply their theoretical knowledge and skills in a real classroom situation. A semester-long teaching practice, which is in the third year of the programme, is carried out in three phases: school immersion, guided teaching practice and independent teaching practice. The Teaching Practice and Placement Unit (TPPU) identifies primary schools, in consultation with the principals, ahead of time for students to prepare for their teaching practicum. The monitoring and assessment of the teaching practice is carried out by Supervisors, who are appointed by TPPU, and Mentor teachers, who are appointed by the

principals. Through the semester long practicum the Supervisors and the Mentor teachers work collaboratively to monitor, guide and assess the students' teaching performance.

In addition, students are required to carry out an Action Research Project (ARP) as one of the requirements while they are on teaching practice. The guidance and support required for this project are provided by the tutors, who are appointed by the Programme Leader and the TPPU.

The Virtual Learning Environment (VLE) serves as the key platform for communication, teaching learning and assessment of the programme.

1.6 Assessment Approach

The outcome of a programme can often be measured by the academic results of the modules offered in the programme. Therefore, it is important for each module to be assessed in a fair and transparent manner that follows well-structured assessment procedures.

Each module is assessed separately based on its nature and purpose within the framework of the programme. Some modules are assessed entirely on Continuous assessment, while some others are assessed through both Continuous assessment and examination. The common assessment approaches used in the programme are individual or group projects, critical reflections, presentations, practical work, tests, exhibitions, journals, portfolios, designing audio/visual materials and seminars. The examinations are conducted at the end of every semester (Refer D1 Assessment Regulations in the Wheel of Academic Law).
The assessment of teaching practice is based on students' performance in the reflective reports on the three phases of their teaching practice, lesson planning, classroom teaching, seminars and journals.

1.7 Regulations

1.7.1 Entry requirements

Since the reviewed BEd Primary programme is intended to prepare teachers who will teach the primary school subjects, the candidates eligible for this programme should be Bhutan Higher Secondary Education Certificate (BHSEC) passed students or with equivalent educational background, majoring in general subjects other than Dzongkha. The admission and registration for the programme will have to meet the minimum entry requirements given in the table.

The enrollment of the students into BEd Primary Programme will be based on Academic performance of class X and class XII, and panel interview (Viva voice).

1. **The minimum academic requirement in Class X & Class XII**
   1.1 Class X pass with 50% each in English and Dzongkha and an aggregate of 60% (English plus best four subjects).
   1.2 Class XII pass with 50% each in English and Dzongkha
2. **Ability rating for Class XII Academic Performance**

Sl. No.	Subject	Rating
Science		
2.1	Class XII pass with minimum of 50% in English and Dzongkha	English x 5 Any three from: Math/Phy/Che/Bio/ICT x 5 Any other subject x 1
Commerce		**Rating**
2.2	Class XII pass with minimum of 50% in English	English x 5 Any three from: Accountancy, Commerce,

	and Dzongkha	Economics, ICT & Business Mathematics x 5 Any other subject x 1
Arts		**Rating**
2.3	Class XII pass with minimum of 50% in English and Dzongkha	English x 5 Any three from: ICT/B.Math/Eco/Hist/Geo/Media/Agri/EVS x 5 Any other subject x 1

From Class X's 30% and 70% of Class XII's ability rating, a total of top 200 students will be shortlisted for the interview and the face-to-face interview will be assessed for 100 marks. The final marks will be computed as given below in the Final Weighting table and select the top 100 students for programme.

3. **Panel Interview:**
   Each candidate's academic (English language and mastery of subject content), personal (personality traits, communication skills, social skills, energy, and enthusiasm), and professional (problem-solving, planning and organizational skills, creativity and innovation) qualities, and aptitude for teaching (through situational judgment tests) will be tested through a rigorous process of face-to-face interactions and interviews.

4. **Final Weighting:**

Criteria	**Full Marks**	**Final Percentage**
Academic Performance of Class X	30%	40%
Academic Performance of Class XII	70%	
Interview	100	60%
Total		**100%**

1.7.2 Assessment and Progressions Requirements

The assessment regulation and progression criteria of the programme adheres to section D1 of *The Wheel of Academic Law*, as follows:

1.7.2 Progression criteria

- To pass a module a student must obtain a minimum of 50% overall including both the continuous assessment and semester-end examination. However, a student must obtain a minimum of 40% in both the continuous assessment and semester-end examinations where applicable;
- A student will be awarded zero in a module for non-submission of a component of course work; and
- A student who has been absent from the examination or who has performed badly due to illness or other cause acceptable to the Board of Examiners shall be allowed to take the examination and it shall be treated as a first assessment.
- A student progresses to the next semester if he/she has not failed in more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules);
- The Programme Board of Examiners (PBE) has the authority to make decisions on a student's progression to the next semester, repeat or re-assess of a module or repeat of a semester.

1.7.3 Re-assessment of a module

A student may be re-assessed in a failed module(s) provided that he or she:

- has not failed in more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules);
- shall not be re-assessed in a module more than once; and
- being re-assessed for a module failure, where there are no clear extenuating circumstances (as per Wheel of Academic Law, RUB), shall be awarded no more than 50% on passing the re-assessment, this being the minimum pass mark;
- re-assessments should take place before, or at the commencement of the next semester.

1.7.4 Repeat of a module

A student shall be eligible to repeat failed module(s) if he or she:

- has failed in the re-assessment of a module(s). In such an event, the student shall meet all assessment requirements of those modules. For students under this category, attendance in lectures is not mandatory
- has failed more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules). In such an event, the student shall meet all teaching, learning and assessment requirements of the failed modules. For students under this category, attendance in lectures is mandatory; and

A student who is eligible to repeat a module (s), he/she will:

- repeat the module(s) when it is offered at the first available instance and may not register for more than 2 repeat modules in addition to the modules prescribed for the semester.
- a student may repeat a failed module any number of times within the normal registration period for completing an award. In the event a student fails a repeated module, he/she will not be eligible for reassessment.
- be awarded the marks obtained in the final attempt.

1.8 Planned Student Numbers

The student intake for the next five years is reflected below. However, in case the number is less than the planned intake, the programme will enroll self-financed students based on the regulations set under section C1 Admission and Registration of Students of the Wheel of Academic Law.

Table 4: Total number of planned intake of students for Bachelor of Education (Primary) programme.

Year	2020	2021	2022	2023	2024	Remarks
Year 1	100	100	100	100	100	Government scholarship
Year 2	-	100	100	100	100	Government scholarship
Year 3	-	-	100	100	100	Government scholarship
Year 4	-	-	-	100	100	Government scholarship
Total					1400	

1.9 Programme Management, Quality Assurance and Enhancement

The BEd Primary programme is managed in conformity with the Management guidelines of the Governance Manual, 2017, RUB. The roles and responsibilities of the programme leader, tutors, module coordinators, College Academic Committee, Programme Committee and Programme Board of Examiners, as laid out in the Governance Manual, are followed and practised to address and maintain quality of the programme. The following sections clearly describe the roles and responsibilities of different positions and committees:

1.9.1 Dean of Academic Affairs (DAA)

The DAA ensures the maintenance and implementation of the academic regulations or guidelines of the programme. The office of the Dean AA supports and implements innovative approaches to learning, teaching and assessment of this programme.

1.9.2 Programme Leader (PL)

To ensure the quality and enhancement of the programme, the Programme Leader works under the guidance of the President, Dean Academic Affairs and the purview of the Governance Manual, 2017 (RUB). The programme leader is responsible for maintaining the health of the programme, and for preparing the Annual Programme Monitoring Report (APMR) to be presented to Programmes and Quality Committee (PQC) at the Office of the Vice Chancellor (OVC), RUB.

1.9.3 Module Tutor

The Module Tutor is directly accountable to the Programme Leader (PL). S/he is responsible for teaching a particular module as per a semester plan in agreement with the PL. More importantly, the Module Tutor appraises the currency and relevancy of the module descriptor and recommends the need for updates to the PL. For a common module offered by multiple tutors, a coordinator is appointed who is responsible for ensuring excellent planning, teaching and assessment of the module as per the definitive programme document. In addition, the Module Tutor submits a report on teaching, learning and assessment for the module(s) taught at the end of every semester which feeds into the APMR.

1.9.4 College Academic Committee (CAC)

CAC is the highest decision-making body of the college for all matters related to academic affairs. The main responsibilities of the CAC are, among others, to “serve as the guarantor of academic standards and quality in respect of the design, delivery, development and promotion of best practice in curricula, programmes, general educational matters and research within the institute” (Governance Manual, 2017). CAC is responsible for implementation of the University academic quality assurance policies and procedures covering the development and the monitoring of taught programmes, learning and teaching and the academic support of students within the College.

CAC comprises of Dean of Academic Affairs (Chair), President (member), Elected staff representative (member), Elected student representative (member), Representative of other group of staff (member), Dean of Research and Industrial Linkages (member), Dean of Student Affairs (member), External member (member), and a senior academic (Secretary).

1.9.5 Programme Board of Examiners (PBE)

The PBE ensures assessment and progression requirements of students for modules offered are addressed in compliance with the Governance Manual, 2017, RUB. The membership of PBE constitutes a Chair who is a senior member of staff cognisant of the programme but not

closely involved in it, the Programme Leader, an external examiner appointed by the Academic Board and all members of staff with assigned responsibility for assessments of those components of the programme. This need not necessarily be all staff teaching on the programme.

1.9.6 The Programme Committee (PC)

The PC under the purview of the 'Governance Manual, 2017' ensures effective conduct, organisation and development of the programme, including its overall academic health and regular monitoring. The membership of PC constitutes a Chair who is the Programme Leader, all Module Tutor/coordinators responsible for the delivery of modules of the programme in the semester, and at least three students on the programme representing different cohorts.

1.9.7 Student Consultative Meeting

Student Consultative Meetings will be convened for the programme to facilitate effective dialogue between students and the respective class leaders regarding their educational experience in a context that permits student participation in the academic related activities. These meetings will ensure opportunity for students to provide feedback on all elements of their programme such as the delivery of the modules; the subject matter of the modules; the effectiveness of the teaching, learning and assessment approaches; the adequacy of teaching learning resources; progression and achievement; guidance and support as well as examples of good practice.

Student Consultative Meeting comprises of Dean of Academic Affairs (Chair), Programme Leader (member), two student representatives for each year of the programme (member), one of the student representatives (Secretary).

1.9.8 External Examiner (EE)

External Examiner(s) is appointed from another institutions or organisations who monitors the teaching, learning and assessment process for fairness and academic standards of the college. The EE is responsible for ensuring the quality and standard of the academic programme mainly in terms of teaching, learning and assessment and offer independent, objective and impartial judgements on a range of matters, and provides professional advice and expertise in the form of findings and reports. The EE acts as a link between the parent college and the university by providing professional advice and expertise with a view to improving existing academic practices as laid out in Governance Manual, 2017.

1.9.9 Student Feedback

Students' feedback is essential to check the quality of teaching and learning for every module. The students' feedback questionnaire for the modules is administered by the office of Dean, Academic Affairs. At the end of every semester, students have to fill out online feedback forms for the five modules they have completed. Tutors receive an overall summary of the feedback analysis for the module taught from the office of Dean, Academic Affairs, which is helpful for further improvement in the delivery of the modules.

1.9.10 Moderation of Assessments

Moderation is a quality assurance process to ensure assessment is accurate, consistent and fair. It also assures that the results are an accurate reflection of performance and can be relied upon by students and staff within the university, as well as by external stakeholders. All assessment tasks and assessed student works constituting 20% or more of the total assessment weighting of a module are moderated through internal and external moderation

process. The programme leader is responsible for the coordination of the moderation process in line with the general requirements of the RUB as outlined in “D8 Moderation of Assessments” of the Wheel of Academic Law, 2017.

1.10 Academic Staff

There are 51 lecturers (including the ones on study) in the College as of July 2019. The faculty members with professional backgrounds in English, Mathematics, Science, ICT and Social Studies offer modules that are subject based in the programme. The other relevant faculty members offer education/professional modules. However, the existing faculty members’ knowledge and skills in teaching primary subjects are continually strengthened through professional development and trainings.

Table 5. List of academic staff involved in delivering the programme

Sl. No	Name	Qualifications	Teaching experiences (Year)	Specialization
1	Dr Lungten Wangdi	PhD, M. Ed (HPE), B. Phys. Ed, B. Ed	26	Physical Education
2	Mr Sonam Dorji W	MSOC (Masters in Social Sciences-Social Studies), PGCE, BA	19	Social Studies
3	Ms Sangay Biddha	M. Ed, B. Ed (Primary)	34	English
4	Dr Kinley Dorjee	PhD (Linguistic & Phonetics), MA, PGCE, BA	24	Linguistic & Phonetics
5	Mr Karma Chimi Wangchuk	M. Ed (Early Childhood Education), B. Ed (Primary)	20	Early Childhood Education
6	Dr Gembo Tshering	PhD (Educational Evaluation & Assessment), MSc, B. Ed	22	Evaluation & Assessment
7	Dr Dorji Wangchuk	PhD, M. Ed (English), B. Ed (Primary)	25	English
8	Dr Kezang Sherab	PhD (GNH Education in Bhutanese School), M. Ed, B. Ed	27	Health and Physical Education & Research
9	Dr Tshering Wangmo	PhD, M. Ed, B. Ed	35	English/ECCD/ Research
10	Dr Phuntsho Dolma	PhD, M. Ed, Adv. Diploma, B. Ed	31	Mathematics Education
11	Mr Phuntsho Dorji	M. Ed (Curriculum & Instruction), PGCE, BA	31	Curriculum Studies

12	Ms Dechen Tshomo	MA (Public History & Heritage), PGCE, BA	26	Social Studies
13	Mr Tandin Khorlo Wangchuk	BA (Maths), B. Ed	29	Mathematics
14	Mr Kinzang Lhendup	MLIS, MA (Contemplative Education), B. Ed (History & Geography),	30	Contemplative Education
15	Mr Ugyen Wangchuk	M. Ed (Mathematics/IT), PGTIS, BEd	26	ICT Education
16	Mr Thinley Wangchuk	MSc (Science Education), B. Ed	26	Science Education
17	Mr Karma Nidup	MA, PGCE, BA	27	Guidance & Counselling
18	Ms Ugyen Tshomo	M. Ed (English), PGCE, BA	25	English
19	Mr Ngawang Phuntsho	M. Ed (Visual Arts), B. Ed (History & Geography)	26	Art Education
20	Dr Rinchen Tshewang	PhD, MSc, PGCE, BA(Hons)	26	Mathematics Education
21	Dr Karma Gyalley	PhD, PGCE, BA (Dzongkha)	17	Dzongkha
22	Mr Kezang Dorji	MEd (Buddhist Studies), PGCE, BA (Dzongkha & History)	13	Dzongkha
23	Ms Tsering Yangzome Nidup	MA, PGCE, BA	26	English
24	Mr Cheki Wangdi	MA (Geography), PGCE, BA	20	Geography/Social Studies
25	Ms Hari Maya Gurung	MSc, PGCE, BSc	20	Chemistry
26	Mr Thinley Dorji	M. Ed, B. Ed (Primary)	19	Curriculum Studies
27	Ms Dechen Wangmo	M. Ed (English), PGCE, BA (English)	17	English
28	Ms Khandu Dorji	M. Ed (Inclusive Education), B. Ed (Primary), Dip.in Counselling	16	Inclusive Education
29	Mr Karma Jurme	M. Ed (Early Childhood Education), B. Ed (Primary), Certificate in Play, Creativity' and 'School Readiness'	20	Early Childhood Education

30	Ms Karma Lhamo	Post Graduate Dip., B. Ed	17	English
31	Mr Kuenzang	M. Ed, B. Ed	20	Mathematics
32	Mr Karma Dorji	M. Ed, B. Ed (Primary)	17	English
33	Ms Lhaden	MSc (Botany), PGDE, BSc	12	Science Education
34	Ms Sherub Tshomo	MA(Psychology), BA (Psychology), PGDE	13	Psychology
35	Mr Thinley Phunstho	MSc (IT), PGDE, BSc	12	ICT Education
36	Mr Jurme Thinley	MA (History), PGDE, BA	11	Social Studies
37	Mr Tshewang Tobgay	MSc (Mathematics), PGDE, BSc	12	Mathematics
38	Mr Ugyen Namdel	B. Ed	13	Art Education
39	Mr Sangay Dorji	M. Ed (Counselling), BSc, Dip. In Counselling	10	Guidance & Counselling
40	Ms Dechen Tshomo	B. Ed (Performing Arts)	4	Art Education
41	Ms Pema Yangzom	B. Ed (Hon)	4	Special Education
42	Ms Chimi Dema	B. Ed (Hon)	4	Early Childhood Education
43	Dr Som Gurung	MSc, PCTIS, PGCE, BSc, Undergoing PhD	29	Science Education
44	Dr Karma Jigyel	PhD, M. Ed, B. Ed	20	Inclusive Education
45	Ms Tenzing Choden Lekphell	B. Ed (Hons)	3	Special Education
46	Ms Pema Latsho	M. Ed (Guidance & Counselling), B. Ed	14	Guidance & Counselling
47	Mr Karma Galey	M. Ed, B. Ed (Primary), Undergoing PhD	24	Mathematic Education
48	Mr Bijoy Kumar Rai	M. Ed (Primary Science), B. Ed, Undergoing PhD	27	Science Education
49	Ms Jambay Lhamo	MA (Contemplative Education), M. Ed, B. Ed (Primary), Undergoing PhD	20	Science Education
50	Mr Dorji Letho	MA (Dzongkha)	19	Dzongkha
51	Mr Tshering Dorji	B. Ed (Dzongkha)	1	Dzongkha/Music

1.10.1 Plans for faculty Professional development

The College will continue to develop the academic and professional skills of the faculty who will teach the BEd Primary. While most have Master Degree or PhD, six faculty members currently have undergraduate degrees. As a long-term professional development and up-gradation plan, these faculty with undergraduate degrees will undergo Masters Degree in their respective areas of specialization within the 12th Five Year Plan. The college management has committed Nu. 1.5 million to professional development activities to enhance and re-orient the faculty to primary education. The details of activities are given below in table 6:

Table 6: Plans for Faculty Professional Development

Activities	Number of Faculty	Timeline	Institution and Funding
Professional Development on the use and integration of ICT in teaching and learning	48	Autumn 2020	The College has committed Nu.95,000/- (Ninety five thousand only) from the Professional Development Fund or seek for a funding support from the Ministry of Education.
Professional Development workshop on 'Teaching Sounds in Lower Primary' for English faculty	10	Autumn 2020	The College has committed Nu.25,000/- (Twenty five thousand only) from the Professional Development Fund.
School experience programme: • Will begin in July 2020 • In the first two years of the programme, all faculty will acquire 20 hours of school experience. • Every semester, 15 faculty members will avail the opportunity	48	Spring 2021	The College has committed Nu.3,80,000/- (Three hundred and eighty thousand only) from the Professional Development Fund.
Faculty short term training to enhance capacity in teaching English, Maths, Science, Social studies & ICT	15	Spring 2021	The College has committed Nu.7,00,000/- (Seven hundred thousand only) from the Professional Development Fund.
Faculty attachment/exchange programme to enhance knowledge and skills in preparing competent primary teachers	20	Autumn 2022	The College has committed Nu. 3,00,000/- (Three hundred thousand only) from the Professional Development Fund.

1.11 Resource Needs

The college has adequate classrooms equipped with LCD projectors, screens and chalkboards/whiteboard. Facilities such as library books, computers, internet access, science equipment, musical instruments, sports and games are easily accessible to students for their learning and professional engagement. The details of each type of resources are provided below.

1.11.1 Science Equipment

The College has a science laboratory equipped with required materials and chemicals to cater to the learning needs of the Science modules in the programme.

1.11.2 Musical Instruments

For effective teaching and learning of the module, PER103 རང་ལུགས་སྣན་ཆའི་རོ་སྦྱོད། materials such as Dramnyen (Base), Dramnyen, Yangchen, Chiwang, Dong_Lim and Zur_Lim are required. All these musical instruments are procured and set up in the music classroom.

1.11.3 Library support

The College has a library with all the required reading resources to deliver the programme effectively. Besides the reading materials listed in each module descriptor, the library has procured the required primary school curriculum textbooks for English, Science, Mathematics, and Social Studies. In addition, the Programme Leader has put up a requirement for more books to the librarian, and even more books required for the programme can be procured annually.

The College also has access to the online- eBooks and journals through Research4Life Database (free access to the least developed countries till June 2022), and Open access data such as DOAJ, Open Access Library and linked via College Virtual Learning Environment.

1.11.4 Additional books

For the procurement of books for the programme, the College has committed an estimated amount of Nu. 1359103/- (one million three hundred fifty nine thousand one hundred three) from the College Library Budget and all required books will be procured by September 2022. The details of the books with cost are given in the Annexure 1.

Table 7: Additional Books Required for the Programme

Year	Semester	Total Cost (Nu.)	Timeline for procurement
Year 1	Semester I	210000	September 2020
	Semester II	230000	January 2021
Year 2	Semester III	259103	June 2021
	Semester IV	105000	December 2021
Year 3	Semester V	250000	June 2022
	Semester VI	155000	NA

Year 4	Semester VII	75000	NA
	Semester VIII	75000	June 2023
Total (Nu.)		1359103	

1.11.5 Computing support

Students have access to three computer labs equipped with 95 computers and they are connected to internet via land cable and free WiFi. Similarly, faculty members are provided with laptop computers for teaching and learning and research activities. The College has 24X7 Wi-Fi access in all the three campuses (Nangka, Rinpung and hostels) with 46 Mbps Internet speed. All classrooms and lecture theatres are equipped with LCD Projectors and screens for teaching and learning.

1.12 Other Support Facilities

1.12.1 Books and stationery shop

The students have access to a bookshop on campus which offers necessary services such as printing, binding, photocopying and stationery. Apart from this bookshop the college has good links with Bookshops in Paro from where students can order books when necessary.

1.12.2 Happiness and Wellbeing Centre

As a major outcome of the Erasmus+ Capacity building project funded by the European Union, the college has set up Happiness and Wellbeing Centre with key programme themes such as mental health and counselling, working with life challenges, being Bhutanese, leadership of self, and mindfulness. The centre has a digital platform with rich online resources that student can access at any time in relation to these themes. Yoga and mindfulness training programmes are also offered to the students.

1.12.3 Playfield and gymnasium

The college has high quality facilities for indoor and outdoor sport such as football, volleyball, futsal, basketball, table tennis, tennis, badminton, and fitness centre. Students has access to these facilities throughout the week.

1.12.4 Art studio

The college has established an Art Studio where students who are passionate in traditional Bhutanese Art and contemporary art can promote their artistic talents. Similarly, the B. Ed Primary students extensively use this art studio for the two modules on ‘Creative Arts’ wherein, they learn to creatively integrate the visual art, music, dance and drama into their teaching and learning processes.

1.12.5 Music studio

The college has established a Music Studio for traditional Bhutanese music where students can play musical instruments, compose music and explore different Bhutanese tradition instruments. This studio is used extensively for the module ‘Introduction to traditional Music.’

2. The Module Descriptors

2.1 DZG101 རྩོད་ཁ་བརྡ་དོན་སྦྱོད་ལེན།

སྡེབ་ཚན་ཨང་དང་མིང་	DZG101 རྩོད་ཁ་བརྡ་དོན་སྦྱོད་ལེན།
སློབ་སྡེབ་ཡས་རིམ་	གཙུག་ལག་སློབ་སྟེ་ཡོངས་ཁྱབ།
སྡེབ་འཐུས་	༡༢
སྡེབ་ཚན་སློབ་སྟོན་པ།	རྩོད་ཁའི་ལེགས་བཤད་པ།
སྡེབ་ཚན་འགོ་འདྲེན་པ།	རིན་ཆེན་རྒྱ་མཚོ།

སྤྱིར་བཏང་ཡས་དོན།

སྡེབ་ཚན་འདི་གི་དམིགས་ཡུལ་གཙོ་བོ་ར་ སློབ་སྡེབ་པ་ཚུ་གིས་ རང་གི་མི་ཚེ་ནང་ ལྟ་གཡོག་དང་འབྲེལ་བའི་གནད་དོན་ ག་ཅིའི་ཐད་ལས་འབད་རྒྱང་ རྩོད་ཁའི་ཐོག་ལུ་ བརྡ་དོན་སྦྱོད་ལེན་ ཚུལ་དང་མཐུན་ཏོག་ཏོ་སྦེ་ འབད་ཚུགས་ནི་དེ་ནང་ལུ་ཨིན། དེ་མ་ཚད་ སྡེབ་ཚན་འདི་གིས་ རྩོད་ཁའི་ཐོག་ལུ་ ཤེས་ཡོན་འབྱི་རྒྱལ་གྱི་ལམ་ལུགས་དང་འཁྲིལ་ཏེ་ བྱི་ཚུགས་ནི་ལུ་ཡང་དམིགས་གཏད་བསྐྱེད་པ་ཨིན།

སློབ་སྡེབ་གྲུབ་འཐབས།

སྡེབ་ཚན་འདི་མཇུག་བསྡུཔ་དུ་ སློབ་ཕྲུག་ཚུ་གིས་

1. རྩོད་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས་དང་ རྩོད་ཁ་ལྷབ་དགོ་པའི་ཁྱངས་དང་དགོས་པ་ སྤྲད་ཚུགས།
2. གློག་རིག་ནང་ལུ་ རྩོད་ཁའི་མཇུག་སྟོན་ རྒྱབ་ཚུགས།
3. འཕེལ་སྤྲུ་དང་ཕྱེད་སྤྲ་ ལྷག་བཅས་ ཚོག་གྲོགས་ འཕེལ་ཚོག་ ཚག་ཤད་ཚུ་ དཔྱེ་དཔྱད་འབད་དེ་ མ་འཛོལ་བར་ ལག་ལེན་འཐབ་ཚུགས།
4. ཡུལ་ དུས་ གནས་སྟངས་དང་བསྟུན་ཏེ་ རྩོད་ཁའི་ཐོག་ལུ་ ཉན་སྤྲབ་འབད་ཚུགས།
5. རྩོད་ཁའི་ཐོག་ལུ་བྱིས་ཏེ་ཡོད་མི་ཚུ་ དག་གཤིས་དང་མཐུན་སྒེ་ལྷག་ཚུགས།
6. གནས་སྟངས་དང་འཁྲིལ་བའི་དཔྱེ་གཏམ་ ལག་ལེན་འཐབ་ཚུགས།
7. རྩོད་ཆོག་དང་དོན་མཚམས་ ཚུལ་མཐུན་སྒེ་བྱི་ཚུགས།
8. གཞུང་སྐེར་གྱི་ཡིག་རིགས་བྱི་ཚུགས།
9. རྩོད་ཁའི་ནང་ཡོད་བའི་འབྱི་ཤོག་གི་རིགས་གཅིག་ཏུ་ བཀང་ཚུགས།
10. ཡིག་རིགས་ཚུ་ ལུགས་མཐུན་དང་ལུགས་ཡངས་གཉིས་ཆར་འི་ཐོག་ལུ་བྱི་ཚུགས།
11. ལུང་འདྲེན་དང་རྒྱབ་རྟེན་གྱི་ཐོ་ འོས་འབབ་ལྷན་ཏོག་ཏོ་སྦེ་ ལག་ལེན་འཐབ་ཚུགས།

སློབ་སྟོན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	བདུན་ཕྲག་གེགས་ནང་ཚུ་ཚོད།	སྤྱོད་འཐུས་ཚུ་ཚོད།
དངོས་འབྲེལ།	གསལ་བཤད།	༢	༤༠
	སྤྱོད་ལྟ།	༡	
	སྤྱན་ཁུ།	༡	
རང་སྤྱོད།	ལས་འགུལ་བྱེ་ནི།	༢	༤༠
	དཔེ་མཛོད། ལྷག་དེབ་ལྷག་ནི།	༢	
སྤྱོད་ཚན་འདི་གི་དོན་ལུ་ ཡོངས་བསྡོམས་ ཆུ་ཚོད།			༡༢༠

དབྱེ་ཞིབ་ གཞིས་ཆར་འཛིའི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་དགོཔ་ཨིན།

ཀ ལས་འགུལ་དང་པ། ཉན་ནིའི་རིག་རྩལ་དབྱེ་ཞིབ། (སྐུགས་ ༡༠%)

སློབ་སྟོན་པ་གིས་འོས་འབབ་ལྷན་པའི་དོན་ཚན་ (སྤྱི་བཟུངཡོད་མི་ཅིག་) གདམ་ཁ་རྒྱབ་སྟེ་ རང་རྒྱུད་གི་ཐོག་ལས་ ཁུ་སིམ་སིམ་སྤེ་ཉན་བཙུག དོ་རྩད་ ཚར་ཅིག་ཉན་ཅིག་དང་གཅིག་ཁར་ཟེན་བྱེས་བཏབ་བཙུག་ཞེནམ་ལས་ ཉན་མི འདི་ ཆོག་ཤས་འབད་དེ་ བྱེ་བཙུག དེ་གི་དམིགས་ཡུལ་གཙོ་བོ་ ཉན་ཏེ་ཀ་གོ་ནི་དང་ ཉན་ཏེ་བྱེ་ཚུགས་མི་ཚུགས་དབྱེ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན།

སྐུགས་ཀྱི་ཚད་གཞི།

- གོ་དོན་ལེན་ཏེ་ རང་ཆོག་ནང་བཤད་པ་རྒྱབ་ཐངས། ༡༠%
- སྡེབ་སྤྱོར། ༤%
- ཉན་ཏེ་བྱེས་མི་དེ་གི་དབྱེ་དཔྱད་སྤྱན་ཁུ། ༣%
- རང་གི་ཉན་ནིའི་རིག་རྩལ་ཡར་རྒྱས་ཀྱི་གྲོས་འཆར། ༣%

དྲན་གསོ། དབྱེ་དཔྱད་སྤྱན་ཁུ་དང་ གྲོས་འཆར་ བསྡོམས་ཏེ་ ཤོག་ལེབ་གཅིག་བྱེ་དགོ།

ཁ ལས་འགུལ་གཞིས་པ། སྤྱབ་ནིའི་རིག་རྩལ་དབྱེ་ཞིབ། (སྐུགས་ ༡༠%)

སློབ་སྟོན་པ་གིས་ སྤྱིར་བཏང་མི་སྡེའི་ནང་ ཇོང་ཁ་བརྡ་དོན་སྤྲོད་ལེན་ནང་ལུ་ དཀའ་ངལ་གཅིག་ཡོད་ཚུལ་ དཀའ་ངལ་དེ་ཡོད་ཡོད་ན་ གདམ་ཁ་རྒྱབ་ཞེནམ་ལས་ འཐུས་མི་ ༥ ཅེ་འབད་མིའི་སྡེ་ཚན་ནང་སྤྲོ་ སློབ་ཁང་ནང་ལུ་ སྐར་མ་ ༡༥ འི་རིང་ལུ་ སྤྱན

ཞུ་འབད་བཅུག་དགོ འཐུས་མི་རེ་གིས་ སྐར་མ་ ༣ རེ་གསལ་བཤད་འབད་དགོ། དེ་གི་དམིགས་ཡུལ་གཙོ་བོ་སྤྱབ་ནིའི་རིག་རྩལ་གྱི་དབྱེ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན།

སྐྱེས་ཀྱི་ཚད་གཞི།

- དོན་ཚན་དང་འབྲེལ་བ། ༩%
- སྐད་ཡིག་སྒྱུར་བ། ༣%
- གསལ་བཤད་འབད་ཐངས
  - ཐོག་ཆགས་ཨེད་པ། ༣%
  - རྩོད་སྤྲ་དག་པ། ༣%
  - སྐད་ཀྱི་སེངཁབ། ༢%
  - གཟུགས་ཀྱི་རྣམ་འགྱུར། ༡%
  - བློ་སྤོབས། ༢%
- ཉན་མི་ཚུ་འབྲེལ་གཏོགས་འབད་ཐངས། ༢%

ག ལས་འགྱུལ་གསུམ་པ། ལྷག་ནི་དང་བྱེ་ནིའི་རིག་རྩལ་དབྱེ་ཞིབ། (སྐྱེས་ ༣༠%)

ཚོག་འབྲུ་ ༡༤༠༠-༢༠༠༠ གི་བར་ན་ཡོད་པའི་རྩོམ་བྱེས་ཅིག་ སློབ་དཔོན་དང་སློབ་ཕྲུག་མཉམ་རུབ་ཀྱི་ཐོག་ལས་ གདམ་ཁ་རྒྱབ་ཞིནམ་ལས་ རང་རྒྱབ་གི་ཐོག་ལས་ དབྱེ་དཔྱད་སྟན་ཞུ་བྱེད། དེ་གི་དམིགས་གཏད་འདི་ སློབ་ཕྲུག་ཚུ་གིས་ ལྷག་སྟེ་གོ་དོན་ལེན་ཏེ་ བརྩུངས་ཏེ་ཁ་གོ་ནི་དང་ དབྱེ་དཔྱད་འབད་ཐངས་ཀྱི་རིག་རྩལ་ཐོབ་སྟེ་ ཡིག་ཐོག་ལུ་ བཀོད་ཚུགས་ནིའི་ དོན་ལུ་དང་ ལུང་འདེན་དང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས་ཚུ་ དབྱེ་ཞིབ་འབད་ནི་ཨིན། སློབ་ཕྲུག་རེ་གིས་ རྩོམ་བྱེས་ཀྱི་ བརྩུངས་ཏེ་དང་ དབྱེ་དཔྱད་སྟན་ཞུ་རེ་བྱེད་དགོཔ་ཨིན། དབྱེ་དཔྱད་སྟན་ཞུ་འདི་ ཚོག་འབྲུ་ ༢༠༠༠ ཀྱི་ནང་འགོད་བྱེ་དགོཔ་ཨིན།

སྐྱེས་ཀྱི་ཚད་གཞི།

- རྩོམ་བྱེས་ཀྱི་བརྩུངས་ཏེ་གཙོ་བོ་ཚུ་ མ་འཛོལ་བར་ བཀོད་ཐངས། ༥%
- དཔྱད་པ་གི་ཐོག་ལས་ དབྱེ་དཔྱད་འབད་ཐངས། ༦%
- གནད་དོན་ཚུ་གོ་རིམ་སྒྲིག་ཐངས། ༣%
- འོས་འབབ་དང་འབྲེལ་བ་ཡོད་པའི་མིང་ཚིག་ལག་ལེན་འཐབ་ཐངས། ༣%
- ལུགས་མཐུན་དང་འཁྲིལ་ཏེ་འབྲི་ཐངས། ༩%
- སྟེབ་སྦྱོར་དག་པ། ༢%
- ཚིག་སྒྱོར་ཚུལ་མཐུན་ལག་ལེན་འཐབ་ཐངས། ༢%
- ལུང་འདེན་དང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས། ༣%

- འབྲི་བཀོད། ༢%

ང་ སློབ་དུས་ཆོས་རྒྱུགས། (སྐུགས་ ༣০%)

ལས་རིམ་འདི་ནང་བཅའ་མར་གཏོགས་མི་ཚུ་གིས་ སློབ་དུས་མཇུག་བསྡུཔ་དང་ དུས་ཡུན་ཚུ་ཆོད་ ༡ རིང་ལུ་ སྐུགས་ ༣০ འི་འབྲི་རྒྱུགས་ཁུལ་དགོཔ་ཨིན།

དན་གསོ། འབྲི་རྒྱུགས་ཀྱི་སྐུགས་དང་དུས་ཡུན་ཚུ་ཆོད་ཚུ་ རང་སོའི་མཐོ་རིམ་སློབ་གྲྭའི་ལམ་ལུགས་དང་འཁྲིལ་ཏེ་ལེན་ཞིནམ་ལས་ སྐུགས་བརྒྱ་ཆ་ ༣০ ནང་ལུ་ ཐབ་དགོཔ་ཨིན།

དབྱེ་ཞིབ་ཐབས་ལམ་དང་སྒྲིད་ཚད་ཀྱི་བཀོད་རིས།

ཐབས་ལམ།	དབྱེ་ཞིབ་ཀྱི་དབྱེ་བ།	གྲངས་ཀ།	སྐུགས་ཀྱི་བརྒྱ་ཆ།
དུས་རྒྱུན་དབྱེ་ཞིབ།	ཀ་ ཉན་ནིའི་རིགཔ་རྩལ་དབྱེ་ཞིབ།	༡	༡০%
	ཁ་ སྒྲབ་ནིའི་རིགཔ་རྩལ་དབྱེ་ཞིབ།	༡	༡০%
	ག་ ལྟག་ནི་བྱེ་ནིའི་རིགཔ་རྩལ་དབྱེ་ཞིབ།	༡	༣০%
སློབ་དུས་ཆོས་རྒྱུགས།	ང་ འབྲི་རྒྱུགས།	༡	༣০%
	སྐུགས་བསྡོམས་ ***༡০০%***		

སྟོན་ཚད་མེད།

ནང་དོན།

ལས་ཚན་དང་པ། སྐད་ཡིག་གི་ངོ་སྤྲོད།

༡.༡ རྩོད་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས།

༡.༢ སྤྱི་བཏང་ རྩོད་ཁ་ལྟབ་དགོ་པའི་དགོས་པ།

༡.༣ དམིགས་བསལ་ མཐོ་རིམ་སློབ་གྲྭ་ནང་ལུ་ རྩོད་ཁའི་སྤྱོད་ཚན་འདི་ ལྟབ་དགོ་པའི་དགོས་པ།

ལས་ཚན་གཉིས་པ། བརྡ་དོན་འཕྲུལ་རིག

༢.༡ བློག་རིག་ནང་ རྩོད་ཁ་བཙུགས་ཐངས།

༢.༢ བློག་རིག་ནང་ལུ་ རྩོད་ཁ་འབྲི་ཐངས།

ལས་ཚན་གསུམ་པ། ཡི་གུའི་སྤྱོར་བ།

༣.༡ ཚོག་གྲོགས།

༣.༢ འབྲེལ་ཚོག་ལག་ལེན་འཐབ་ཐངས།

༣.༣ འབྲེལ་སྦྲ་

ལྷག་དགོ་པའི་དཔེ་ཐོ།

འཕས་པར་དུ་ལྷག་དགོ་པའི་དཔེ་ཐོ།

ཀུན་བཟང་རྡོ་རྗེ། (༡༥༧༢) རྩོང་ཁའི་རྩོད་སྤྲ་ངག་རྒྱན་དག་པའི་ཁྲུས་ཚུ། ཐིམ་ཐུ། རྩོང་ཁ་གོང་ལྷན་ཚོགས།

ཀུན་བཟང་རྡོ་རྗེ། (༡༥༧༥) དཔེ་གཏམ་དོན་གྱི་རྒྱན་ཆ། ཐིམ་ཐུ། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྩོང་ཁ་གོང་འཕེལ་ལྷ་ཚོགས། (༡༥༧༣) རྩོང་ཁའི་བརྡ་གཞུང་སྒང་བའི་སྒྲོན་མེ། ཐིམ་ཐུ། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྩོང་གོང་ལྷན་ཚོགས། (༡༥༧ཅ) འབྲུག་གི་ཡིག་བསྒྲུར་རྣམ་གཞག ཐིམ་ཐུ། རྩོང་ཁ་གོང་ལྷན་ཚོགས།

ཁ་སྐོང་ལྷག་དགོ་པའི་དཔེ་ཐོ།

སྐལ་བཟང་དབང་ཕྱུག (༡༩༩༢) རྩོང་ཁ་བརྡ་དོན་རྒྱུན་འབྲེལ། བསམ་རྩེ།

རྩོང་གོང་ལྷན་ཚོགས། (༡༩༧༧) ཚལ་སྐད་དང་ཞེ་སའི་རྣམ་གཞག་སྐར་མའི་འོད་ཟེར། ཐིམ་ཐུ། རྩོང་ཁ་གོང་ལྷན་ཚོགས།

སྤྱི་ཚེས། ༢༢/༡༢/༢༠༡ །

2.2 PER101 English Communication Skills

Module Code and Title : PER101 English Communication Skills
Programme : Bachelor of Education (Primary)
Credit : 12
Module tutor : Dr. Dorji Wangchuk

General objective
The module will enhance students' communication skills by familiarizing them with strategies through participatory and practice-based lessons. The module will also enhance the students' ability to think critically, do critical viewing of media materials and provide hands-on experience on how to converse with people.

Learning outcomes
On completion of the module, students will be able to:
1. explain the importance of effective communication;
2. elucidate types and features of communication;
3. identify barriers to effective communication and how to overcome them;
4. demonstrate effective listening skills during conversations;
5. apply different strategies to enhance speaking skills;
6. use features of critical thinking to communicate effectively;
7. apply various reading techniques for effective comprehension;
8. find out common errors in English and how to avoid them;
9. use different writing styles for different purposes;
10. identify different types of communications and their functions;
11. construct meaning from different forms of media using deconstruction skills.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	60
	Presentations/discussions	2	
	Demonstrations	1	
	Assignment	1	60
Independent study	Hands-on practice	2	
	VLE discussions	1	
Total			120

Assessment Approach

A. Question-answer/Summarise/Listening Gap Fill Tasks (15%)
Students' listening skills will be assessed by a range of activities like listen and answer the questions, summarise or fill in the gaps in a text, etc. Tutor will read the passage. Students will be required to listen to the tutor's reading of the passage, and as they listen, they have to answer the questions, summarise the text or fill in the blanks given in the text. They will be assessed on their ability to answer the questions correctly. This is an individual task.

B. Speech delivery (15%)

Each student will be asked to speak for five to eight minutes on any current national or international issue. Assessment will be done on individual basis on the following criteria:

4% Fluency
3% Lexical resource (use of range of vocabulary)
3% Pronunciation
4% Coverage of content
1% Time utilization

C. Reading for Comprehension (20%)

Each student will be assessed in reading comprehension and analysis of text content. They will be provided with a reading material of about 1000 – 1100 words on any topic and will be given 10 minutes to read the text. Then they will be asked to verbally summarise the text in about two minutes. Marks will be awarded as follows:

7% Fluency and reading speed
7% Summarization abilities
3% Use of range of vocabulary
3% Analytical skills

D. Writing an Expository/Persuasive/Narrative/Descriptive Essay (15%)

In this assignment, each students will be asked to write an expository/persuasive/narrative or descriptive essay on any given topic in about 1500 words. The following criteria will be used to assess students' writing skills:

3% Introduction paragraph (hook, thesis, transition)
5% Body paragraph (main point, supporting sentences, examples, transition)
3% Conclusion paragraph (restate thesis, concise summary, signal for the end)
4% Use of range of vocabulary
5% Correct use of grammar

E. Error Analysis (10%)

Provide students a short text which has errors in tenses, grammar, punctuations, odd word pairs and subject-verb agreement. Ask them to find minimum of ten errors and underline them and WRITE the correction in the space provided to the right of the text. Each correct answer will be awarded 1 mark or half a mark depending on number of correct analysis of errors (which may vary from text to text). This is an individual task.

F. Critical Viewing (15%)

In the case of assessing critical viewing, each student will be asked to critically analyse a text/advertisement, picture, audio or video clip which the module tutor will provide. Each student will be assessed based on his/her ability to deconstruct the media messages following the five key questions:

2% Who created this message?
3% What creative techniques are used to attract my attention?
3% How might different people understand this message differently?
4% What values, lifestyles and points of view are represented in or omitted from, this message?
3% Why is this message being sent?

G. Video Analysis (10%)

The tutor will have downloaded the video clip from the YouTube. In this video analysis (length about 10-15 minutes), each student will be assessed on their ability to analyse the content of the video such as messages included, types of verbal and von-verbal cues used in communication. The students have to do a write-up of about 250 – 300 words based on the video clip.

3% Content analysis
4% Identification of subtle cues used in communication
3% Identification the barriers to communication

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Question-answer/Summarise/Listening Gap Fill Tasks	1	15%
B. Speech delivery	1	15%
C. Reading for Comprehension	1	20%
D. Writing an Expository/Persuasive/Narrative/Descriptive Essay	1	15%
E. Error Analysis	1	10%
F. Critical Viewing	1	15%
G. Video Analysis	1	10%
Total		100%

Pre requisite: None

Subject matter

Unit I: Understanding Communication Skills

1.1 Define communication skills
1.2 Purposes of communication
- 1.2.1 Principles of communication (7 Cs)
- 1.2.2 The principle of completeness
- 1.2.3 The principle of conciseness
- 1.2.4 The principle of consideration
- 1.2.5 The principle of concreteness
- 1.2.6 The principle of correctness
- 1.2.7 The principle of clarity
- 1.2.8 The principle of courtesy

Unit II: Types of Communication

2.1 Verbal communication
- 2.1.1 Oral face-to-face communication
- 2.1.2 Social communication
- 2.1.3 Telephonic communication

2.2 Non-verbal communication
- 2.2.1 Body language
- 2.2.2 Telepathic
- 2.2.3 Visual communication
- 2.2.4 Spatial messages

2.3 Paralinguistics
2.4 Artificial communication
    2.4.1 Space decoration
    2.4.2 Colour communication
    2.4.3 Scent
    2.4.4 Clothing and adornment
    2.4.5 Gifts and culture
2.5 Written communication
2.6 Social communication
2.7 Visual communication
2.8 Telepathic communication

Unit III: Barriers to Communication
3.1 Physical barriers and remedies
3.2 Cultural barriers and remedies
3.3 Linguistic barriers and remedies
    3.3.1 Different languages/dialects: Remedies
    3.3.2 Euphemism and hyperbole: Remedies
3.4 Mental barriers and remedies
3.5 Organisational barriers and remedies
3.6 Interpersonal barriers and remedies

Unit IV: Effective Listening
4.1 Importance of listening
4.2 Art of listening
4.3 Things that we listen to actively
4.4 Barriers to effective listening
4.5 Tips to effective and active listening

Unit V: Effective Speaking
5.1 Importance of speaking
5.2 Skills in speaking
    5.2.1 Interview skills
    5.2.2 Conversation skills
    5.2.3 Skills in delivering speeches
    5.2.4 Skills in panel discussions
    5.2.5 Skills in reporting
    5.2.6 Skills in giving instructions
5.3 Non-verbal cues used while speaking
    5.3.1 body language
    5.3.2 voice modulation
    5.3.3 facial expressions
    5.3.4 eye contact

Unit VI: Effective Reading
6.1 Importance of reading
6.2 Reading techniques (scanning, skimming, critical reading, SQ3R, etc.)
6.3 Examining a paragraph (main idea, supporting details)
6.4 Identifying text structure
    6.4.1 Sequencing
    6.4.2 Chronological

6.4.3 cause and effect
6.4.4 problem and solution
6.4.5 compare and contrast

6.5 Summarizing a text (using graphic organizer)
6.5.1 Ways of summarizing a fiction/story
6.5.2 Ways of summarizing a non-fiction
6.5.3 Ways of summarizing an essay

Unit VII: Effective Writing

7.1 Importance of writing
7.2 Features of effective writing
7.3 Writing an advertisement
7.4 Writing an application
7.5 Paragraph writing
7.6 Report writing
7.7 Business letters and résumés
7.8 Movie and book reviews

Unit VIII: Common Errors in Language

8.1 Faulty parallism
8.2 Triteness/Cliches
8.3 Pretentiousness
8.4 Wordiness/verbosity
8.5 Common errors in grammar
8.5.1 Confusing word pairs
8.5.2 Punctuations
8.5.3 Grammar (modifiers, transitional words, tenses and phrases, prepositional verbs
8.5.4 subject-verb agreement

Unit IX: Critical Viewing

9.1 Features of critical viewing
9.2 Critical viewing of audio/picture/video clip
9.3 Centre for Media Literacy's (CML) five key questions of deconstruction and construction skills (authorship, format, audience, content, purpose).

Reading List

Essential Readings:

Cambridge University (2015). *Official examination papers from University of Cambridge ESOL examinations: IELTS.* Delhi: Author.

Cox, K. & Hill, D. (2007). *English for academic purposes: Teacher's book*. NSW, Australia: Pearson.

Cox, K. & Hill, D. (2011). *English for academic purposes: Students' book* (2nd ed.). NSW, Australia: Pearson.

Craven, M. (2008). *Real listening and speaking 3 with answers.* Dubai: Cambridge University Press.

Gear, A. (2015). Reading power: *Teaching students to think while they read* (Revised and expanded ed.). Ontari: Pembroke Publishers.

Kumar, S. & Lats, P. (2015). *Communication Skills* (2nd ed.). New Delhi: Oxford University Press.

Lorac, C. & Weiss, M. (1981). *Communication and social skills: Towards a theory and practice of audio-visual language and learning.* UK: Schools Council Publications.

McCaw, N. (2014). *How to read texts: A student guide to critical approaches and skills* (2nd ed.). New York: Continuum.

Additional Readings:

Pattison, P. (1987). *Developing communication skills. London*: Cambridge University Press.
Peck, J., & Coyle, M. (2005). *Write it right: A handbook for students.* UK: Macmillan.
Tompkins, G. E. (2017). *Literacy for the 21st century: A balanced approach* (7th ed.). London: Allyn & Bacon.
Seely, J. (2007). *Oxford guide to effective writing and speaking*. New Delhi: Oxford University press
Serafini, F. (2004). *Lessons in comprehension: Explicit instruction in the reading workshop*. Portsmouth: Heinemann.
Share, J., Jolls. T. & Thoman, E. (2007). *5 Five key questions that can change the world: Lesson plans for media literacy.* Retrieved from https://medialiteracyweekus.files. wordpress.com/2015/07/cml25lessons.pdf
Richards, J. C. (2004*). From reader to reading teacher.* Cambridge: Cambridge University Press.
Thoman, E. & Jolls, T. (2005). *Literacy for the 21st century: An overview & orientation guide to media literacy education.* Santa Monica, CA: Center for Media Literacy.
Tough, J. (1985). *Talking and learning*. London: SCDC Publications.
Wambui, T. W., Kibui, A. W. & Gathuthi, E. (2015). *Communication skills, vol 1: Students' coursebook.* Kenya: Lambert Academic Publishing.

Date: December 2020

2.3 APC101 Information Technology Literacy

Module Code and Title : APC101 Information Technology Literacy
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Wangchuk, Ugyen Wangchuk, Thinley Phuntsho
Module Coordinator : Thinley Phuntsho

General objective
The module will build the student's competency skills in the use of the PowerPoint presentation, word document, spreadsheet, and internet to enhance their teaching and learning. This module also provides uses of the fundamental basic skills of web strategies for creating learning resources. This module provides a hands-on practical skill of the application program for word processing, spreadsheet, PowerPoint, and desktop publishing.

Learning outcomes
On completion of the module, students will be able to:
1. apply the features of the word processor to enhance the documents;
2. use the mail merge to a creates document, address, existing list;
3. use of the various searching strategies for creating learning resources;
4. use the internet for communication and collaboration for sharing the document;
5. create a powerpoint presentation using the multimedia features;
6. apply the design principles (color, text style, etc.) for creating PowerPoint presentations;
7. use inbuilt functions and formulas available in the spreadsheet;
8. generate simple chart graphs using a spreadsheet;
9. use desktop publisher to create brochures, templates, certificate.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	1	60
	Practical lab activities	2	
	Presentation and demonstration	1	
Independent study	Assignment	2	60
	Using Technology (video tutorial)	1	
	VLE discussion	1	
Total			120

Assessment

A. Critical reflective essay (30%)
This is an individual task where the students will use the internet to write a critical reflective essay. The students will apply their different internet searching strategies to search the information on the positive use of the internet, challenges, and issues of the internet today. In writing the critical reflective essay, students need to use the word formatting features to enhance the document. The word limit for this reflective essay is 1000 to 1500. The reflective essay will be assessed on the following criteria;
30% - Critical reflective essay

4% Introduction (provides clearly abstracts ideas & views, smooth flow of transition into the main content presented),
8% Content (Relevancy of the content information, critical and well reflection information, systematic and logical presentation of ideas and thoughts, supports one's ideas, and opinions with facts and evidence),
4% Conclusion (Summarizes the content, brief share your personal reflection on the content),
4% References (Use APA format to reference -in text and end text citation, adequacy, and accuracy of the references).
10% Applying Word Formatting features;
-Head and footer
-Table of content
-Double spaced
-Font size: 12
-Font Style: Times New Roman
-1.5 margins on all sides

B. Class Presentation (25%)

This is an individual task where the students will design and prepare PowerPoint presentations on any topic from any primary subjects. This task will ensure students use the design principles and multimedia features for creating the PowerPoint presentation. The student must apply the design principle skill features such as color combination, background color, style text, animation, and transition effects learned during the class. The student will get 10 minutes for a presentation in the class.

5% Design principles of the slide (text fonts and formats, text style, background color, etc.)
3% Content of the Information (sequencing of information)
5% Effective of use of animation
6% Delivery of information (Presentation skills)
3% Creativity and originality of the information
3% Appropriateness of audio-visuals

C. Practical Spreadsheet Test (25%)

This is an individual test task where the students will be doing the practical test on the spreadsheet during the lab class hour. This practical test will ensure students to use and apply the knowledge on the excel functions, formulae, charts, and graphs learned in the class. The time duration for the test will be 1 hour 30 minutes.

D. Designing of the brochures (20%)

This is an individual task where the students need to design and use their skills of the design principles to create a brochures template using the desktop publisher. The student needs to include attractive pictures and eye-catching texts while designing the brochures.

Assessment criteria:

10% Design (Use of an appropriate color, text color, formatting, background & color contrast
5% Relevancy of the pictures used (Pictures need to be sized appropriately and clear pixel of the image used)
5% Clarity of the message (Clarity of the message conveyed to the audience in the brochures, Message readable, with correct spelling and grammars)

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Critical reflective essay	1	30%
B. Class Presentation	1	25%

C. Practical Spreadsheet Test	1	25%
D. Designing of the brochures	1	20%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Internet

1.1 Internet concepts:
- 1.1.1 Introduction to the Internet
- 1.1.2 Uses of Internet
- 1.1.3 The Importance of the Internet
- 1.1.4 Advantages and disadvantages of the using Internet
- 1.1.5 Application of internet in day-to-day life.

1.2 Internet terminologies: ISP, URL, HTTP, Web pages, Email, Hyperlink and Domain name

1.3 Browse information: Web browser, Search engines & Strategies

1.4 Bookmark: Online bookmark referencing storage

1.5 Web-based email: Sending mail, messages and attachments

Unit II: Word Processing

2.1 Introduction to Word Interface: Menu bar, Task bar, Tool bar and Scroll bar

2.2 Formatting tools:
- 2.2.1 Font, Paragraph, Indent, Spacing, Formatting painter
- 2.2.2 Produce and format a word document using Inserting Header and Footer, Pages number, Text box and Word arts

2.3 Symbols, Images, Equations

2.4 Mail merge: Create Document, Address, Existing list, Address field

2.5 Review features – Writing Comments and Track change

2.6 Referencing and Documentation features:
- 2.6.1 Table of Content
- 2.6.2 References menu -insert citation, manage sources
- 2.6.3 Hyperlink, bookmark, Cross-reference, navigation pane

2.7 Shapes:
- 2.7.1 Various Auto shapes: line, rectangle, basic shapes and callouts
- 2.7.2 Drawing tool: Scribble.
- 2.7.3 Edit shapes and group them

2.8 Table: Insert/delete tables, Columns, and Rows, Merge and Split cells, Shade cells and Repeat title row

2.9 Introduction to Dzongkha Unicode: Dzongkha code installation and font style

Unit III: PowerPoint

3.1 Introduction to multimedia presentation:
- 3.1.1 Orientation to PowerPoint creating a presentation
- 3.1.2 Insert slides, various views-normal, slide sorter, note views and slide presentation

3.2 Formatting slide – Font and size, color, Insert, Format, slide transition

3.3 Design and Layout of presentation: Background, Color, Text, Image

3.4 Animation:
- 3.4.1 Custom animation: creating a one-slide presentation
- 3.4.2 Animation pane: Sequencing animation, Effects, duration

3.5 Embedded:

3.5.1 Inserting Sound
3.5.2 Inserting Video clip
3.5.3 Inserting Audio: voice narration
3.5.4 Inserting Graphics

3.6 Hyperlink: Text, Image, Website, One slide to another slide

3.7 Multimedia Designing principles: Color contrast, text color, background, color combination

Unit IV: Spreadsheet

4.1 Introduction to Spread sheet:
4.1.1 Basic terminologies: worksheet, workbook, cell reference.

4.2 Excel formatting:
4.2.1 Cell references and change Row Heights & Column Widths
4.2.2 Typing text and numbers, Auto fill features, copy and paste
4.2.3 Add /delete and rename the worksheet
4.2.4 Conditional formatting

4.3 Functions and formulae: Count, Sum, if, count if, average and mean

4.4 Performing mathematical operations: Addition, Subtraction, Division, and Multiplication

4.5 Charts:
4.5.1 Creating and formatting various charts: Bar graph, line graph, pie chart

4.6 Sorting data: Ascending and Descending order

4.7 Preparation of the result based on the school current practices:
4.7.1 Position, percentage, result, and remark, etc.
4.7.2 Linking the sheet
4.7.3 Protecting the sheet

4.8 Mail merge documents: Using Existing documents

Unit V: Desktop Publisher

5.1 Introduction to Publisher: Publisher interface

5.2 Formatting: Text box, Shapes, Word art, etc.

5.3 Background: Background, Color, text, etc.

5.4 Page layout: Orientation of the page

5.5 Insert Menu: Insert page, duplicate page, etc.,

5.6 Designing: Certificate, Brochures, Templates, Banners, etc.

5.7 Image Editing: Print screen, Cropping image, etc.

5.8 Save as Pdf file or JPEG using publisher

Reading List

Essential Readings:

Buyya, R. (2016*). Internet of things principles and paradigms*. USA: Todd Green.

Gralla, P. (2000). *How the internet works.* New Delhi: BPB publications.

Lim, C. P. (2004). *Integrating ICT in education*. Singapore: McGraw-Hill education (Asia).

Additional Readings:

CGF learning free organization. *The internet today* (n.d.). Retrieved from http://www.just.edu.jo/~mqais/cis99/PDF/Internet.pdf

Etheridge, D. (2015). *Baycon group. Microsoft Word2013 tutorial free and online*. Retrieved from https://www.tutorviacomputer.com/word/open-microsoft-word/

Free training tutorial online Education for all. *Free online excel training videos and practice* (n.d.). Retrieved from https://www.free-training-tutorial.com/excel-tutorial.html

Home and learn. *Microsoft Excel course* (n.d.). Retrieved from https://www.homeandlearn.co.uk/excel2007/Excel2007.html

How to use Microsoft Publisher. *A beginner's tutorial to Microsoft Publisher*. (n.d.) Retrieved from https://www.lifewire.com/microsoft-publisher-basics-4138207
Learn internet technologies. *Internet*. (n.d.). Retrieved from https://www.tutorialspoint.com/internet_technologies/internet_overview.htm

Date: December 2020

2.4 ACS101 Academic Skills

Module Code and Title : ACS101 Academic Skills
Programme : University-wide Module
Credit Value : 12
Module Tutors : Ugyen Tshomo, Dr. Dorji Wangchuk, Dechen Wangmo, Karma Dorji, Kinzang Lhendup
Module Coordinator : Kinzang Lhendup

General objective

This module aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will also enhance students' capacity to critically reflect on their own learning.

Learning outcomes

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

1. use effective note taking skills to extract relevant information from a range of academic texts.
2. lead and participate productively in group situations.
3. apply features of academic writing in academic discourses.
4. apply learned strategies to avoid the consequences of academic dishonesty.
5. employ a range of strategies and techniques to read academic texts.
6. demonstrate information retrieval and analysis skills by identifying, assessing and using appropriate sources i.e. author, publisher or website.
7. identify the content, viewpoint and relevance of articles and reports on a wide range of topics.
8. write academic papers using a process approach: planning, drafting, eliciting feedback and revising, following consistent academic standards.
9. construct a coherent and substantiated argument that integrates appropriate source material, and uses appropriate research and APA referencing conventions in clear and correct language in the form of an essay.
10. produce academic essays using process approach: planning, drafting, eliciting feedback and revising using appropriate terminology and a consistent academic style.
11. plan, organise and deliver a clear, well-structured academic oral presentation.

Teaching and Learning approaches

Tutors will employ an interactive, student-centred approach, integrating language and critical thinking skills using the following strategies: demonstrations/modelling, practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual tasks, peer feedback and debates), academic essay writing (process learning with diagnosis, feedback and remediation), oral presentation, portfolio, independent study and VLE discussions over the 120 credit hours.

Approach	Hours per week	Total credit hours
Demonstration/Modeling	1	15
Practical exercises and group works	2	30
Academic essay writing	1	15
Oral presentation	0.5	7.5
Portfolio	1.5	22.5
Independent study and VLE discussions	2	30
Total		**120**

Mode of Assessment

Since the module is entirely assessed through continuous assessment, a student must complete all five components of the assessment outlined below and get an aggregate mark of 50% in order to pass. Assessment will be carried out on a continuous basis through the following tasks:

A. Academic Essay: Portion of the Final Mark (30%)

Students have to write one 800 to 1000-word academic essay following the rules of academic standards, essay writing, APA referencing and mechanics of language in order to practice and develop academic writing skills at the university level. The academic essay will be written in three drafts; the first draft to be peer reviewed, the second and final essay to be assessed based on the following criteria:

Second Draft (10%)	Final Draft (20%)
Content (4%)	Content (10%) (Introduction-3%, Body-5%, Conclusion-2%)
Language (2%)	Language (4%)
References (2%)	References (4%)
Format (2%)	Format (2%)

B. Presentation: Portion of the Final Mark (15%)

Each student has to make one 5-7 minute presentation. This will help them acquire the skills necessary for carrying out effective oral presentations during the course of their university study. The students can choose one presentation topic related to their Academic Skills module, programme or an evidence-based subject that interests them for this task. The presentations will be assessed based on the following criteria:

Greetings (3%)

- Introduction
- Topic
- Overview

Content (4%)

- Clarity
- Discussion
- Evidence
- Coherence

Delivery (5%)

- Pronunciation
- Grammar
- Tone and pitch
- Body language

Visual Aids (2%)
- Effectiveness
- Relevance

Time Management (1%)
- Coverage
- Conclusion

C. Portfolio: Portion of the Final Mark (25%)

Each student has to maintain a portfolio containing series of exercises from both within and outside the class. This is to ensure the development of independent study, skills and ability to work with other students. The portfolio will be assessed based on the following:

5% Organization
8% Class Work
5% Class Notes
7% Homework

D. Class Test: Portion of the Final Mark (20%)

Students have to write one class test towards the end of week seven. The test will mainly focus on referencing skills.

E. VLE Discussion: Portion of the Final Mark (10%)

Students will contribute to VLE discussions on selected topics assigned by tutors.
5% - Frequency
5% - Relevance

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Academic essay	1	30%
B. Oral presentation	1	15%
C. Portfolio	1	25%
D. Class Test	1	20%
E. VLE discussion	2-5	10%
Total		100%

Pre-requisite: None

Subject matter

Unit I: Academic Standards

1.1 Definition
1.2 Purpose of Academic Activities
1.3 Ethics and Integrity

Unit II: Note-taking

2.1 Basics of note-taking
  2.1.1 Storing information during lecture sessions
2.2 Types of notes and strategies
  2.2.1 Pattern Notes or Mind Maps
  2.2.2 The Cornell Method
  2.2.3 The Outlining Method
  2.2.4 Symbol and Abbreviation Method
2.3 Listening and note-taking
  2.3.1 Practicing Listening with the partners
  2.3.2 Listening to BBC service podcasts

2.3.3 Listening to IELTS test samples

Unit III: Academic Writing

3.1 Academic Writing
- 3.1.1 Definition
- 3.1.2 Importance of academic writing
- 3.1.3 Identifying various academic texts
- 3.1.4 Applying academic features in writing for academic purposes

3.2 Features of academic writing
- 3.2.1 Formality
- 3.2.2 Structure
- 3.2.3 Logic
- 3.2.4 Evidence and sources
- 3.2.5 Objectivity
- 3.2.6 Precision

3.3 Types of academic writing
- 3.3.1 Essays
- 3.3.2 Reports
- 3.3.3 Exam responses
- 3.3.4 Academic assignments

3.4 Proposals (Research and project)Academic argument
- 3.4.1 Definition
- 3.4.2 Distinction between academic argument and everyday argument
- 3.4.3 Facts, opinions and beliefs

Unit IV: Referencing Techniques and APA format

4.1 Types of referencing styles
- 4.1.1 Documentary note styles
- 4.1.2 Parenthetical styles or author-date styles
- 4.1.3 Numbered styles
- 4.1.4 Why and when to cite

4.2 Introduction to using source materials
- 4.2.1 Defining sources
- 4.2.2 Critical evaluation of resources

4.3 Using source materials for in-text citation
- 4.3.1 Direct and Indirect/Reported voice

4.4 Making end-text/reference lists
- 4.4.1 Writing references for books, newspapers, websites and scholarly journals

4.5 Referencing and academic integrity
- 4.5.1 Understanding plagiarism and its consequences
- 4.5.2 Maintenance of academic standards
- 4.5.3 Honesty and rigor in academic writing and publishing
- 4.5.4 Following academic ethics

Unit V: Academic Essay Writing

5.1 Writing Process
- 5.1.1 Pre-writing, Drafting, Revising, Editing and Publishing

5.2 Understanding Written Assignments
- 5.2.1 Instruction words
- 5.2.2 Content words
- 5.2.3 BUG method

5.3 Academic Essay
- 5.3.1 Purpose and features of academic essays

5.4 Essay Format/Structure

5.4.1 Introduction- Opening statement, background information and thesis statement
5.4.2 Body paragraphs
5.4.3 Conclusion

Unit VI: Academic Reading

6.1 Text features and organization
- 6.1.1 Textual Features
- 6.1.2 Graphic Aids
- 6.1.3 Informational Aids
- 6.1.4 Organizational Aids

6.2 Reading Techniques
- 6.2.1 Skimming
- 6.2.2 Scanning
- 6.2.3 SQ3R

6.3 Introduction to Using Source Materials
- 6.3.1 Locating, evaluating and selecting information
- 6.3.2 Internet Source- Web endings

6.4 Summarizing and Paraphrasing academic texts

6.5 Critical reading (author viewpoints/biases, reading for detail)

Unit VII: Oral Presentations

7.1 Basics of oral presentation
- 7.1.1 Definition and Examples
- 7.1.2 Tips to Overcome Anxiety in Oral Presentation (Controlling Nervousness, Controlling Physical Nervousness, Capitalizing on the Law of Attraction)
- 7.1.3 Organizing the Content (Introduction, Body, Conclusion)

7.2 Strategies for delivering an effective presentation
- 7.2.1 Signposting (Introducing topic of presentation, outlining the structure of presentation, indicating the start of new section, concluding)
- 7.2.2 Using Visual Aids
- 7.2.3 Sense of Humour
- 7.2.4 Body Language
- 7.2.5 Tone and Pitch

Reading List

Essential Readings:

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

Department of Academic Affairs. (2018). *Students' materials for academic skills.* Thimphu: Royal University of Bhutan.

Department of Academic Affairs. (2018). *Tutors' materials for academic skills*. Thimphu: Royal University of Bhutan.

Additional Readings:

Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Abingdon, Oxford: Routledge.

Butler, L. (2007). *Fundamentals of academic writing.* New York, NY: Pearson Longman.

Gillet, A. (2013, January 15). *UEFAP (Using English for academic purposes): A guide for students in higher education.* Retrieved from http://www.uefap.com

Gillet, A., Hammond, A. & Martala, M. (2009). *Inside track successful academic writing*. England: Pearson Education.

Hogue, A. (2007). *First steps in academic writing*. New York: Pearson Education ESL.

Oshima, A. & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY: Pearson Education.

Oshima, A. & Hogue, A. (2006). *Introduction to academic writing* (3rd ed.). New York: Pearson Longman.
Ramsey-Fowler, H. & Aaron, J. E. (2010). *The little brown handbook* (11th ed.). New York, NY: Pearson Longman.

Date: 29 Jun 2018

2.5 PSY102 Child Development

Module Code and Title **:** PSY102 Child Development
Programme : Bachelor of Education (Primary)
Credit **:** 12
Module Tutors **:** Lhaden, Sangay Dorji, Pema Latsho, Sherub Tshomo
Module Coordinator **:** Sherub Tshomo

General objective

This module aims to provide students with a foundational knowledge of processes that underlie child development so that they can apply this to their teaching experiences. One major aim is to make students aware of how learners grow, think, feel and behave at each stages of their life and how these developments consequently influence learning. To this end, students will explore different theoretical perspectives on cognitive, behavioral, social, emotional, moral and personality development and examine the implications for educators. Furthermore, students will also learn relevant skills and strategies to work with children and adolescents to offer developmentally appropriate learning experiences.

Learning outcomes

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

1. explain concepts, definitions and terminologies associated with child development;
2. discuss the differences between typical and atypical development;
3. identify different developmental domains and its associated periods of development from early childhood through adolescence;
4. contrast among the different theoretical perspectives on child development;
5. evaluate contributions made by major theories on Bhutanese educational setting;
6. assess the varying factors that influence child's development;
7. assess current debates on controversial issues related to child development;
8. evaluate the applicability of theoretical knowledge and skills to real-life setting; and
9. compare the Bhutanese perspectives on how children develop in relation to western perspectives.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Practical work in the class	2	
Independent study	VLE discussion	1	60
	Reading	1	
	Written assignment	2	
Total			120

Assessment Approach

A. Child Observation and Journaling (35%)

For this assignment, each student will have to integrate theoretical concepts with real-life setting by recording their observations in a journal. The observation phase of this exercise will be tutor directed for the purpose of focus and intent. However, journal documentation part, will give students full autonomy to make entries based on their observations, thoughts and feelings with particular emphasis on engaging in meaningful debates by comparing and integrating real-life observations to concepts covered during the class hours.

By the 7th week, each student will have to find a child ranging between the ages of five and 12. To this end, students will be provided letter from the tutor/college. Students in accordance with the ethical requirements, will obtain a consent from both the parents with the possibility of withdrawing their consent anytime they deem appropriate. Also, in line with the United Nations Convention on the Rights of the Child (1998), students will make sure that the child in question is informed of their involvement.

Thereafter, students will make two observations and two journal entries each week for five weeks (13th week) which should give total of 12 observations and 12 journal entries. Each entry should be between 2-3 pages.

Assessment Criteria:

8% Observation
8% Focus on theme
8% Critical integration/reflection/comparison
8% Accuracy of information
4% Organization of ideas
4% Journal design and presentation
4% Effort
4% Language
2% Academic Convention

Note: The assessment to be converted to 35%

B. Article Review and Presentation (15%)

Students in pairs will find two articles with differing views on how children develop. They will then compare and contrast the properties of these two articles and present in the form of PowerPoint of no more than 15 slides.

The presentation should highlight the significant contributions and arguments of each article, their differences and similarities, validity of their evidences, which seems more plausible, how relevant these articles are to Bhutanese children and overall, what messages they learnt from each article.

Assessment Criteria:

8% Focus on theme
8% Synthesis/interpretation of information
8% Critical analysis
8% Evaluation
4% Organization of ideas
4% Language

Note: The assessment to be converted to 15%

C. Semester End Examination (50%)

A written examination of three hours will be administered at the end of the semester. It will be evaluated out of 100% and will be eventually converted to 50% as outlined in the assessment approach.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Child Observation and Journaling	1	35%
B. Article review and Presentation	1	15%
C. Semester end Examination	1	50%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction

1.1 Child Development: An introduction
- 1.1.1 Definition of child
- 1.1.2 Definition of development
- 1.1.3 Periods of development (prenatal – adolescence)
- 1.1.4 Developmental issues

Unit II: Physical Development - Brain and motor development

2.1 Brain development
- 2.1.1 Development of cerebral cortex and Neurons
- 2.1.2 Sensitive periods in brain development
- 2.1.3 Early deprivation and enrichment- Brain Plasticity

2.2 Fine-motor and Gross-motor development

2.3 Implications on teaching and learning

Unit III: Cognitive development

3.1 Piaget's theory of cognitive development
- 3.1.1 Stages of cognitive development
- 3.1.2 Piaget and Education
- 3.1.3 Evaluations of Piaget's theory

3.2 Vygotsky's theory of cognitive development-a Socio-cultural perspective
- 3.2.1 Social Origins Cognitive development
- 3.2.2 Vygotsky and Education
- 3.2.3 Evaluation of Vygotsky's theory

3.3 Implications on teaching and learning

Unit IV: Emotional and Social Development

4.1 Emotional developmental Milestones
- 4.1.1 Development of emotional expression
- 4.1.2 Understanding and responding to emotions of others

4.2 Common emotional difficulties and strategies to help students cope

4.3 Developing emotional intelligence/emotional quotient (EQ)
- 4.3.1 Understanding emotional intelligence
- 4.3.2 Emotional intelligence skills

4.4 Creating emotionally safe learning environment

4.5 Implications on teaching and learning

4.6 Socialization
- 4.6.1 Agents of socialization (Family; School; Peers; Media)
- 4.6.2 Bronfenbrenner's Ecological Systems Theory

4.7 Implications on teaching and learning

Unit V: Moral Development

5.1 Definition

5.2 Components of moral reasoning

5.3 Kohlberg's theory of moral development

5.4 Cultural Influences on Moral reasoning and behavior

5.5 Moral education

5.6 Implications on teaching and learning

Unit VI: Intellectual Development

6.1 Definitions of Intelligence

6.2 Recent advances in definition of intelligence-Multiple Intelligence

6.3 Socio-economic variations on IQ

6.4 Explaining increasing IQ scores
6.5 Early intervention and intellectual development
6.6 Intellectual Quotient (IQ) vs emotional quotient (EQ)
6.7 Implications on teaching and learning

Unit VII: Development of Self

7.1 Development of self-concept
7.2 Self-esteem
7.3 Importance of a healthy self-concept and self-esteem
7.4 Factors affecting self-concept
7.5 Identity development
7.6 Implications on teaching and learning

Unit VIII: Personality Development

8.1 Defining personality
8.2 Theories of personality development: An overview
8.3 Trait theory
8.4 Psychodynamic
8.5 Humanistic
8.6 Implications on teaching and learning

Reading List

Essential Readings:

Berk, L. E. (2017). *Child development.* Noida, India: Pearson India.

Fani, T. & Ghaemi, F. (2011, December 17). *Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher education: ZPTD and Self-scaffolding*. Retrieved July 27, 2019, from https://www.sciencedirect.com/science/article/pii/S1877042811028631.

Santrock, J. W. (2018). *Educational psychology*. New York: McGraw-Hill Education.

Additional Readings:

Gardner, H. (n.d.). *Frequently asked questions-multiple Intelligences and related educational topics*. Retrieved April 26, 2019, from https://www.wtc.ie/images/pdf/Multiple_Intelligence/mi15.pdf.

Joubish, M. F. & Khurram, M. A. (n.d.). *Cognitive development in Jean Piaget's work and its implications for teachers.* Retrieved April 27, 2019, from https://pdfs.semanticscholar.org/4d5b/346602122c634fba7bb9535cd1db18018b48

Lisi, R. D. (n.d.). *The educational implications of Piaget's theory and assessment techniques.* Retrieved April 27, 2019, from https://files.eric.ed.gov/fulltext/ED182349.pdf.

Vahidi, S. (2015, April 21). *Intelligence testing and cultural diversity: pitfalls and promises.* The National Research Center on the Gifted and Talented (1990-2013). Retrieved from https://nrcgt.uconn.edu/newsletters/winter0.

Date: December 2020

2.6 SSA101 Teaching Social Studies I

Module Code and Title : SSA101 Teaching Social Studies I
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dechen Tshomo, Cheki Wangdi, Sonam Dorji W, Jurme Thinley
Module coordinator : Jurme Thinley

General objective
This module aims to provide a focus of both social studies curriculum and the preparation of social studies teachers for primary school level. The module will enable the students to understand the global and local development and change; and intends to develop knowledge, skills and values of acquiring disposition of citizen participation and building positive self-concept. The module will also equip students with the current and relevant pedagogies of teaching social studies.

Learning outcomes
On completion of the module, students will be able to:
1. explain the meaning and scope of Social studies;
2. critically assess the historical background of social studies curriculum development with a special reference to the Bhutanese context;
3. analyze the benefits of integrating different disciplines into social studies subject;
4. explain the key concepts of social studies;
5. analyze the ten thematic strands (NCSS) approach in developing social studies curriculum;
6. critically assess the alternative development paradigm in teaching and learning social studies subject;
7. identify causes, outcomes, and solutions of social problems and the youth problems in Bhutan;
8. plan lessons using contemporary teaching methods and assessments approaches in social studies for the primary school level; and
9. apply the strategies of teaching and assessing social knowledge, skills and values in social studies.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Interactive lecture	3	60
	Presentation	1	
Independent study	Assignment	2	60
	VLE discussion	0.5	
	Consultations	0.5	
	Readings	1	
Total			120

Assessment Approaches:

A. Reflective Essay (20%)
This is an individual task. This assignment requires students to write a reflective essay (1000–1200 words) on the different perspective of nature and scope of the social studies curriculum.

Students will read 5-7 literatures/ research studies that discuss the contending perspectives on the nature and scope of social studies curriculum across the world, and succinctly relate to the Bhutanese context. The following criteria will be used to assess a reflective essay:

4% thematic structure of the essay
9% theoretical understanding of the topic/ concept
3% logical and organization of ideas and thoughts
2% language – appropriate to the level
2% citation and reference

B. Lesson Planning (20%)

Individually, students will write a detailed lesson plan from the social studies curriculum (Classes IV – VI) using an appropriate method of teaching and assessment. In addition, students will write a justification on choosing the method of teaching and assessment for the lesson plan. Students will then present (35 minutes) their written lesson plan and justification write-up to the class. The following criteria will be used to assess the presentation:

5% theoretical understanding of the topic/ concept
4% methods chosen is appropriate to the topics
2% flow of the lesson from one section to another
5% thematic structure of the presentation
3% language - appropriate to the level
1% citation and reference

C. Case Study (20%)

This assignment will be done in a group of 4-5 members. Tutor, in consultation with each group will select a topic from Unit IV (Social Issues and Development) and carry out a case study. Students will be required to develop a case study by identifying one of the social issues in the locality. The case study will include the cause, current issues and possible solutions. The assessment will be done based on the following criteria:

4% thematic structure of the case study
9% data source and interpretation
3% logical and organization of ideas and thoughts
2% language
2% citation and reference

D. Semester-end Examination (40%)

For this module, students have to write the semester-end examination. The questions will designed for 40% and duration for the exam will be one and half hours.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Reflective Essay	1	20%
B. Lesson Planning	1	20%
C. Case Study	1	20%
D. Semester-end Examination	1	40%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction to Social Studies

1.1 Meaning and scope of Social Studies
1.2 Introduction of Social Studies in the world
1.3 Development of Social Studies curriculum in the Country
1.4 Purpose of teaching Social Studies
1.5 Role of a Social Studies teacher
1.6 Subject integration of Social Studies: Geography, History, Political Science, Public Administration, Economics, Sociology, Psychology and Anthropology.
1.7 Analysis of Social Studies Curriculum in relation to subject integration

Unit II: Key Concepts of Social Studies

2.1 Social knowledge, skills and values in Social Studies
2.2 Controversial social issues, challenges and solutions in Social Studies
2.3 Concept of citizenship in a democratic society

Unit III: Development of Thematic Strands in Social Studies

3.1 Introduction to development of Thematic Strands in Social Studies (NCSS):
- 3.1.1 Culture
- 3.1.2 Time, Continuity and Change
- 3.1.3 People, Places and Environment
- 3.1.4 Individual Development and Identity
- 3.1.5 Individuals, Groups and Institutions
- 3.1.6 Power, Authority and Governance
- 3.1.7 Production, Distribution and Consumption
- 3.1.8 Science, Technology and Society
- 3.1.9 Citizenship Education and Practices
- 3.1.10 Global Education

3.2 Analysis of Social Studies curriculum in relation to Thematic Strands

Unit IV: Social Issues and Development

4.1. Youth and social development
4.2. Economy and modernization, and its impact
4.3. Culture, tradition and development
4.4. Religion, value and moral education
4.5. Government and politics

Unit V: Teaching Social Studies through Integration of Alternative Paradigm

5.1. Cultural education
5.2. Environmental education
5.3. Population education
5.4. Social Studies and sustainable development
5.5. Global citizenship education
5.6. Educating for Gross National Happiness

Unit VI: Teaching Methods and Approaches in Social Studies

6.1. Brief introduction to Place-based Education
6.2. Teaching methods and approaches in Social Studies through Place-based Education:
- 6.2.1. Ten principles of effective teaching in Social Studies
- 6.2.2. Teaching Social Studies through Inquiry-based Learning
- 6.2.3. Case study-based learning
- 6.2.4. Field work-based learning in Social Studies

6.2.5. Survey method in Social Studies
6.2.6. Source-based learning

Unit VII: Teaching and Assessing Social Studies through Process Strands

7.1. Social Knowledge:
- 7.1.1. Meaning of cognitive domain in social knowledge
- 7.1.2. Thinking socially (identify topics from social studies curriculum)
- 7.1.3. Designing activities for social studies to develop social knowledge among students
- 7.1.4. Assessing social knowledge in social studies curriculum

7.2. Social skills:
- 7.2.1. Meaning of social skills in social studies
- 7.2.2. Developing social skills through social studies (identify topics from social studies curriculum - such as decision-making and problem-solving).
- 7.2.3. Designing project/ field work for students to learn social skills
- 7.2.4. Assessing social skill in social studies curriculum

7.3. Social values:
- 7.3.1. The concept of social values and its importance
- 7.3.2. Designing activities in social studies to teach social values
- 7.3.3. Assessing social values in social studies curriculum

Reference List

Essential Readings:

Dhand, H. (2011). *Research in teaching social studies.* New Delhi: A. P.H. Publishing house.

Johnson, A. P. (2010). *Making connections in elementary and middle school social studies.* Washington DC: Sage Publication, Inc.

Kochhar, S. K. (2009). *Teaching of social studies.* New Delhi: Sterling Publisher Private Ltd.

NCSS. (n.d.). *National council for social studies: Chapter 2; the themes of social studies.*

Rose, E. W. (2015). *The social studies curriculum: Purpose, problems and possibilities*. New York: State University of New York Press.

Turner, T. N., Rusell, W. B. & Waters, S. (2013). *Essentials of elementary social studies* (4th ed.). London: Routledge.

Additional Readings:

Bollinger, K. & Warren, W. J. (2007). *Methods practiced in social studies instruction: A Review of public school teachers' strategies.* International Journal of Social Education, 22(1).

Chapin, J. R. (2013). *Elementary social studies: A practical guide* (4th ed.). Notre Dame de Namur University (Belmont), California: Pearson Publication.

Educational Professional Development Center, REC. (2017-2018). *A mastery training on Place-based education: A resource book.* Paro: A Partnership Project between the Royal Education Council and Teton Science School.

Mangal, S. K. & Mangal, U. (2008). *Teaching of social studies*. New Delhi: PHI Learning Private Limited.

REC. (2019). *Social studies framework for class IV to VI.* Paro: Author.

Zevin, J. (2013). *Social studies for twenty-first century: Methods and materials for teaching middle and secondary schools* (3rd ed.). Taylor & Francis Publication. New Jersey: Lawrence Erlbaum Associate.

Date: December 2020

2.7 PSY104 Learning Process

Module Code and Title : PSY104 Learning Process
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutor : Sherub Tshomo

General objective

This module aims to provide students with foundational knowledge and skills on general principles, theories and emerging issues from research in how the learners learn. It aims to help students understand and manage the significant elements of teaching and learning (the learner, the content, the learning process and the learning environment) and understand how these elements are interconnected. Furthermore, this module aims to keep students abreast of emerging theoretical and practical development in the field of educational psychology.

To this end, students will evaluate different theoretical frameworks to inform their instruction and creation of positive learning environment.

Learning outcomes

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

1. define the concept of learning;
2. assess the various factors involved in learning;
3. delineate principles associated with learning;
4. evaluate various perspectives on how students construct knowledge, acquire skills, and develop values;
5. analyse the applicability of each theory in Bhutanese classrooms;
6. assess current debates on controversial issues related to the nature of learning;
7. create instructional and assessment tools that are supported by theories and research findings;
8. develop personal theory on how learners learn.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Practical work in the class	2	
Independent study	VLE discussion	1	60
	Reading	1	
	Written assignment	2	
Total			120

Assessment approaches

A. Development of teaching/instructional strategy/tool (20%)

Students in groups of 3-4 members will design an instructional strategy using one of the learning theories to improve learning and to create supportive environment. The instructional strategy should be socially, culturally and developmentally appropriate.

The instructional strategy should include information on its purpose, expected learning outcomes, activities, resources required, implementation process, and adaptability. The instructional strategy should be outlined in the PowerPoint presentation using 20-25 slides with maximum of 30 words per slide.

Assessment criteria:

8% Purpose/Objectives of the strategy
8% Width of Application
8% User friendliness
8% Effectiveness in learning and teaching
8% Congruency with theory
4% Creativity/Originality
4% Brevity
2% Language

Note: The assessment to be converted to 20%

B. Evaluative Papers (20%)

This paper is intended to keep students abreast of new researches, ideas, and issues in learning, teaching and education. For this, each student will find one source such as journal articles, movies, documentaries, internet discussions, newspapers, websites or any other which will be endorsed by the tutor. Based on the endorsed sources, student will then write an evaluative paper within the word limits of 800-1000.

Criteria for Evaluative paper:

4% Identification and analysis of what problems/needs/issues the author/s are trying to solve
4% Identification and evaluation of major concepts and assumptions
8% SWOT analysis
8% Quality of analysis and synthesis
8% Relevancy of the evaluation for Bhutanese schools
4% Use of APA
4% Language

Note: The assessment to be converted to 20%

C. Development of assessment tool (20%)

Students in pairs will design an authentic assessment tool that is realistic and can be used to solve real-life problems. This assessment tool should be informed by theories, principles, laws, factors and challenges of learning and it should act as an alternate to the traditional pen and paper assessment tool.

For this, students will either acquire or develop a pen and paper test based on a topic of their choice. They will then convert this into any new assessment tool of their choice without losing the integrity and function of pen and paper test. This new assessment tool should be able to;

1. provide information to teachers for the purpose of certification,
2. provide feedback to clarify learner's understandings and misunderstandings in order to support their learning,
3. inform teachers of their efficacy in teaching, and
4. fulfill at least 70% of what the original pen and paper test set out to measure.

The new assessment tool should be demonstrated in a video format of no more than 10 minutes.

Assessment criteria:

8% Width of Application
8% User friendliness
8% Effectiveness in evaluating the student progress for certification purposes
8% Effectiveness in clarifying students understanding
8% Congruency with theory
8% Authenticity
4% Creativity/Originality
4% Language
4% Academic Convention

Note: The assessment to be converted to 20%

D. Semester end Examination (40%)

A written examination of three hours will be administered at the end of the semester. It will be evaluated out of 100% and eventually converted to 40% as outlined in the assessment approach.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Development of teaching strategy	1	20%
B. Opinion paper/evaluative paper	1	20%
C. Development of assessment tool	1	20%
D. Semester end Examination	1	40%
Total		100%

Pre-requisites: PSY102 Child Development

Subject matter

Unit I: Understanding Learning

1.1 Defining Learning
1.2 Principles and Laws of learning
1.3 Factors affecting learning
1.4 Characteristics of learning
1.5 Domains of Learning

Unit II: Behavioural Views of Learning-Learning is a behavioural process

2.1 Classical-conditioning
2.2 Operant conditioning
2.3 Application of reinforcement and punishment in the school context
2.4 Implications on education

Unit III: Social and Cognitive Views of Learning

3.1 Social Learning Theory-Learning is an imitation process
3.2 Piaget's view of Learning- Learning is a cognitive process
3.3 Vygotsky's view of Learning- Learning is a cultural process
3.4 Implications on education

Unit IV: Information Processing Theory-Learning is retention of information

4.1 Principles of IP theory
4.2 Stages of memory
4.3 Components of Memory
4.4 Reasons we forget
4.5 Gaining and Maintaining students' attention and interest
4.6 Implications on education

Unit V: Gestalt theory of organizing learning-Learning is organization of information

5.1 Principles
5.2 Laws of organization
5.3 Implications on education

Unit VI: Constructivist's view of Learning-Learning is construction of knowledge

6.1 Constructivist's learning principles
6.2 Bruner's discovery learning and spiral curriculum
6.3 Experiential learning
6.4 Situated learning

6.5 Problem based learning
6.6 Implications on education

Unit VII: Motivation-Learning how to motivate learners

7.1 Defining motivation
7.2 Theories of motivation
- 7.2.1 Behavioral theories
- 7.2.2 Cognitive theories
- 7.2.3 Need theories

7.3 Implications on education

Unit VIII: Individual Differences-Learning to be inclusive

8.1 Introduction to individual differences
8.2 Learning and thinking styles
8.3 Theories of learning and thinking styles
8.4 Teaching styles and matching it to learning styles of students
8.5 Implications on education

Unit IX: Brain Based Teaching and Learning-Pulling it altogether

9.1 Goals of brain-based learning theories
9.2 Core principles of brain-based learning
9.3 Brain-based teaching and learning
- 9.3.1 Universal Design for learning
- 9.3.2 Influence on teaching strategies
- 9.3.3 Influence on assessment strategies and tools
- 9.3.4 Influence on learning environment

Reading List

Essential Readings:

Ambroise, S. A. & Mayer, R. E. (2010). *How learning works-seven research based principles for smart teaching.* San Francisco, Ca: John Wiley.

Bransford, J. D. (2002). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Santrock, J. W. (2011). *Educational psychology*. New York: McGraw-Hill.

Skinner, B. F. (2003). *The technology of teachin*g. Acton, MA: Copley Pub.

Additional Readings:

Cline, T., Gulliford, A. & Birch, S. (2015). *Educational psychology topics in applied psychology.* London: Routledge.

Jensen, E. (2006). *Brain-based learning: The new science of teaching & training.* Thousand Oaks, CA: Corwin Press.

Kelly, B., Woolfson, L. & Boyle, J. T. (2017). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*. Philadelphia: Jessica Kingsley.

MCGreal, S. A. (2013, November 23). *The illusory theory of multiple intelligences.* Retrieved April 27, 2019, from https://www.psychologytoday.com/intl/blog/unique-everybody-else/201311/the-illusory-theory-multiple-intelligences.

McInerney, D. M. (2015). *Educational psychology constructing learning*. Melbourne: Pearson Australia.

Date: December 2020

2.8 CAA101 Creative Arts for Lower Primary

Module Code and Title : CAA101 Creative Arts for Lower Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutor : Ugyen Namdel, Ngawang Phuntsho, Dechen Tshomo
Module Coordinator : Ngawang Phuntsho

General objective
This module aims to develop basic skills, and appreciation for Music, Media, Arts, Dance and Drama (MMADD). Students will learn self-expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings through a variety of meaningful and rigorous studio-based activities.

Learning outcomes
On completion of the module, students will be able to:
1. state the importance of various art forms and their artistic expressions;
2. use art elements appropriately in designing teaching and learning materials;
3. represent ideas through various art forms (drawings, paintings, music, dance and drama);
4. improvise musical instruments using standard notation;
5. create simple beats using rhythmic patterns for singing rhymes;
6. design creative steps in performing dance using foundational elements;
7. use the fundamentals of acting, directing, designing and theatre technology in play; and
8. maintain e-portfolios of different MMADD artifacts.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	1	60
	Practical activities	3	
Independent study	Project	2	60
	VLE discussion	1	
	Exploring/Reading	1	
Total			120

Assessment Approach:

A. Art Project (80%)
Students in groups will carry out an in-depth exploration of any theme, through studio based activities. The art project aims to develop creative skills and various competencies in physical movements, problem solving, management of time and resources. Hence, students will be divided into groups of 3-4 members. They will be asked to choose a theme of their interest for their project. They will represent the understanding of the theme through various ART forms (MADD). After the presentation for each art form, they will write a reflection paper in about 300-350 words based on the readings and their practical experiences.

A1. Visual Arts (20%)
This activity is intended for students to acquire skills to create visual images to express their ideas, emotions and communicate effectively through the usage of different art mediums.

Students are required to represent their understanding of the theme through 3 different modes of Visual arts (Pictures, models and digital arts)

Assessment criteria:

Pictures:

5% Creativity
- Originality (design and use of elements of art)

3% Fineness
- Quality, neatness and craft

2% Durability
- Strength, stability and permanence

3% Materials
- selection and application of materials (Waste materials)

5% Presentations
- Display/summary

2% Relevancy
- Level, content

Models:

5% Creativity
- Originality (design and use of elements of art)

3% Fineness
- Quality (neatness and craft)

2% Durability
- Strength (stability and permanence)

3% Materials
- selection and application of materials (Waste materials)

5% Presentations
- Display/summary

2% Relevancy
- Level, content

Digital arts:

5% Creativity
- Originality (design and use of elements of art)

3% Aesthetic quality
- Design, composition, colour/tones

4% Complexity
- Level of digital technology

5% Presentation
- Display/summary

3% Relevancy
- Level, content, concept

A2. Music (25%)

This task aims to develop students' creative skills to improvise musical instruments for teaching. Students demonstrate that skill by improvising some musical instruments incorporating the elements of music. In groups of 3 – 4 students, they will carry out the following tasks:

1. improvise 3 different types of musical instruments using found materials and vegetables
2. Compose a rhyme/song of 3 stanzas
3. Create rhythmic patterns suited for the rhyme/song
4. Perform the composition (rhyme and music) for 2-3 minutes

Assessment criteria:

10% Musical instruments
- Creativity and quality

10% Composing songs and rhymes
- Originality, choice of word/s, tune and song/rhyme chart.

5 % Performance (singing rhymes/songs with the improvised musical instruments)
- Harmony, melody, creativity & relevancy.

A3. Dance (15%)

This activity aims to develop students' dance and movement skills for teaching. In this assessment students will demonstrate confidence, teamwork and improvisational skills in creating simple dance steps for rhymes/songs. In small groups of 3 – 4, students will carry out the following task:

1. Create 4 different dance steps for the rhyme or song they have composed
2. Perform it for 3-4 minutes. Their performance should start with an information on how the rhyme/song can be used with children.

Assessment criteria:

10% Performance (singing and dancing)
- Originality, synchronization, gesticulation, body movement, facial expression and costumes

5 % Pedagogical Value
- (Clear information on how the rhyme/song can be used with children)

A4. Drama (20%)

This activity will develop students' basic skills in drama. In this assessment task, students will demonstrate their expertise in script writing and stage performance by carrying out the following tasks:

1. Write a script for a short drama of about 10-15 minutes duration on a theme relevant for primary school children
2. Practice the drama in their own group
3. Perform for an audience

Assessment criteria:

2% Drama Script
- background, dialogue, language, message

5% Action
- gesture, facial expression/emotions

3% Dialogue
- clarity, audibility & intonation

2% Stage
- usage and design

3% setting
- music, light, background

5% Props/costumes/makeup
- Appropriateness

B. Maintaining e-Portfolio (20%)

The e-portfolio will be the evidence of students' engagement and learning in the creative arts for lower primary. As student progress through their semester, they will save all the materials they have created in their e-portfolios, which can be used as a resource pack for their teaching later on. The specific details of the content for their e-portfolio are given below:

1. 5 visual art activities (drawing, painting, collage, mosaic and pictures of models)
2. pictures of 3 improvised musical instruments
3. video clips of 3 types of dance steps
4. video clip and script of the drama
5. 2 journals for each art form
6. A reading for each art form and
7. A reflection paper of their learning in about 300 – 350 words

Assessment criteria:

10% Representations
- Activities, process, video clips and presentations

5% Reading materials
- Articles, journals, other readings

5% Reflection paper
- Learning experiences
- Citation
- Reference

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Art project	**4**	**80%**
A-1. Visual arts	1	20%
A-2. Music	1	25%
A-3. Dance	1	15%
A-4. Drama	1	20%
B. e-Portfolio	**1**	**20%**
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction

1.1 Introduction to creative arts education

1.2 Importance of Arts in education (MMADD)

Unit II: Visual Arts

2.1 Elements of visual arts

2.1.1 Line, shape, form, texture, colour, values and space.

2.2 Two-dimensional forms

2.2.1 Drawing

2.2.1.1 Learning to drawn

2.2.1.2 Drawing from the memory

2.2.1.3 Observational drawing

2.2.2 Painting

2.2.2.1 Smudging colours

2.2.2.2 Colour mixing

2.2.2.3 Creating tints and shades

2.2.2.4 Thread painting

2.2.2.5 Spray painting

2.2.2.6 Rock painting

2.2.3 Collage/mosaic

2.2.3.1 Paper collage

2.2.3.2 Seed collage

2.2.3.3 Found materials

2.2.4 Printmaking

2.2.4.1 Rubbing Finger/hand printing

2.2.4.2 Nature printing (leaf, bark)

2.2.4.3 Junk printing

2.3 Three dimensional forms

2.3.1 Sculpture
2.3.1.1 Model making from waste materials
2.3.1.2 Paper Mache
2.3.2 Clay/ceramics
2.3.2.1 Making models, making colour containers
2.3.3 Textile
2.3.3.1 Weaving mats from waste materials.

Unit III: Music

3.1 Elements of music
3.1.1 Pitch, Duration, Rhythm, beat & tempo, Tone colour, Dynamics and Structure
3.1.2 Basic Musical notation
3.1.3 Learning to read musical notation
3.1.4 Tuning the improvised instruments with standard notation
3.2 Rhythmic pattern for un-tuned/tuned instruments
3.2.1 Body percussion
3.2.2 Improvised percussion instruments
3.2.3 Learning to read musical notation for percussion
3.2.4 Playing improvised percussion instruments using musical notation
3.3 Making, performing and appreciating
3.3.1 Making
3.3.1.1 Improvised musical instruments using found materials and vegetables.
3.3.1.2 Composing and creating new piece of music to sing and play
3.3.2 Performing
3.3.2.1 Singing and playing using improvised musical instruments
3.3.3 Appreciating
3.3.3.1 Writing reflection paper. (What the music is about; what is it communicating; what was their experience)

Unit IV: Dance

4.1 Elements of dance
4.1.1 Action, Time, Dynamic, Space, Relationship and Structure
4.2 Types of dance
4.2.1 Folk dance, Creative dance
4.3 Dance and young children
4.3.1 Body movements (locomotors and fine motor movement: jumping, running, stretching and hopping)
4.4 Making, performing and appreciating
4.4.1 Making
4.4.1.1 Simple steps for rhymes/songs
4.4.2 Performing
4.4.2.1 Dance presentation with rhyme
4.4.3 Appreciating
4.4.3.1 Writing reflection paper. (What the dance is about; what is it communicating; what was their experience)

Unit V: Role play

5.1 Elements of Drama
5.1.1 Tension, Focus, Mood, Time, Contrast, Symbol and Space
5.2 Types of Drama
5.2.1 Puppet and mask
5.2.2 Movement and mime
5.2.3 Improvisation
5.2.4 Scripted drama

5.3 writing scripts for role play and directing
- 5.3.1 Process
- 5.3.2 Types of script writing (screenplay, audio drama, news scripts)

5.4 Stagecraft and design
- 5.4.1 Background
- 5.4.2 Lighting
- 5.4.3 Sounds

5.5 Making, performing and appreciating
- 5.5.1 Making
  - 5.5.1.1 Writing synopsis and script for Role play
- 5.5.2 Performing
  - 5.5.2.1 Drama Presentation/enactment
- 5.5.3 Appreciating
  - 5.5.3.1 Writing reflection paper. (What the role play is about; what is it Communicating; what was their experience)

Unit VI: ICT and Media

6.1 Importance of ICT and media in education

6.2 Introduction to digital arts
- 6.2.1 Designing and animations of 2 dimensional arts. (Krita)

6.3 Use of musical software
- 6.3.1 Basic notation. (Musescore)
- 6.3.2 Music production and recordings. (Cakewalk by bandlab)

6.4 Designing, making and appreciating
- 6.4.1 Designing
  - 6.4.1.1 Digital drawing and designing (2D/3D arts)
  - 6.4.1.2 Photo editing
- 6.4.2 Making
  - 6.4.2.1 2D digital arts, (drawings, painting), animations and narration
- 6.4.3 Appreciating
  - 6.4.3.1 Writing reflection paper. (What the ICT and media is about, what role does it play, what was their experience)

Reading List

Essential Readings:

Isbell, R. T. & Raines, S. C. (2007). *Creativity and the arts with young children* (2nd ed.). Clifton Park, NY: Delmar, Cengage Learning.

Russell-Bowie, D. (2009). *MMADD-about the artist!: An introduction to primary arts education* (2nd ed.). Frenchs Forest NSW: Pearson Education.

Wright, S. (2012). *Children, meaning-making and the art* (2nd ed.). Frenchs Forest NSW: Pearson Education

Additional Readings:

Pelo, A. (2007). *The language of arts: Inquiry-based studio practices in early childhood setting*. Readleaf Press: 10 Yorkton.

Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts*. Sydney: Palgrave MacMillan.

Chard, S. C. (1998). *The Project Approach: Making curriculum come alive*. Scholastic Inc. USA. (book 1 & 2) Elizabeth Vella: Claremont Street, South Yarra.

Insberg, J. P. & Jalongo, M. R. (2001). *Creative thinking and arts-based learning: Preschool through fourth grade* (4th ed.). Merrill Prentice Hall. Pearson.

Goldberg, M. (2012). *Arts integration: Teaching subject matter through the arts in multicultural settings* (4th ed.). United States of America. Pearson.

Horsburgh, N. (2003) *Art and craft* (Series). Oxford University Press.

Royal Education Council. (2017). *Arts Education Teacher's Guide (class PP to 4).* Paro. REC

Royal Education Council. (2017). *Arts Education Student's Workbook (class PP to 4).* Paro. REC

Date: December 2020

2.9 MTA101 Mathematics in Lower Primary I

Module Code and Title : MTA101 Mathematics in Lower Primary I
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Tshewang Tobgay, Kuenzang, Dr Phuntsho Dolma
Module Coordinator : Tshewang Tobgay

General objective

This module introduces student to the current theories of teaching and learning mathematics. It provides deep knowledge on Principles and Process standards and importance of them for high quality teaching and learning Mathematics. The students will examine wide range of articles related to issues and challenges in teaching and learning mathematics. The module familiarizes the students, the content and pedagogies used in school Mathematics curriculum from PP to class III. The module provides opportunity to plan and present lessons incorporating latest theories and principles and using effective teaching learning materials required for teaching and learning mathematics in the primary classes.

Learning outcomes

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

1. prepare a lesson plan incorporating the current theories of teaching and learning mathematics;
2. examine the five goals of teaching and learning primary mathematics in relation to real life application;
3. apply the knowledge gained from the six principles and five process standards during the class presentation;
4. examine how the conceptual knowledge and procedural knowledge helps mathematics teachers to teach better;
5. explain how relational understanding and instrumental understanding guides teachers in teaching mathematics effectively;
6. critically review three articles on Language and Mathematics and relate them to the Bhutanese context;
7. critically examine the Mathematics curriculum framework, with special focus on its design, layout and the topic division based on Strands from PP to Class III;
8. design mathematics lesson plans and activities relevant to lower primary classes in line with the School Mathematics curriculum;
9. analyse the effectiveness of a wide range of teaching learning materials used in the primary classroom in relation to the different strands of mathematics.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and demonstration	2	60
	Presentation	2	
Independent study	Self-study	1	60
	VLE discussion	1	
	Assessment task	2	
Total			120

Assessment approach

A. Lesson Planning and Presentation (25%)

This is an individual assignment. This assignment is divided into two phases: Planning phase and presentation phase. Planning phase carries 15% and presentation phase carries 10%. In this assignment students will choose and describe a mathematics theory suggested by one of the mathematicians. Students will then plan a lesson incorporating the chosen theory using a suitable topic from the primary Mathematics curriculum from PP – III. Students will then present the lesson to the whole class. The presentation should be of 12 – 15 minutes duration.

Planning Phase: 15%

2% Pre-discussion
3% Description of theory
2% Appropriateness of the lesson objectives:
6% Detail plan with proper introduction, lesson development, learning activities and closure
2% Logical sequencing of ideas

Presentation phase: 10%

2% Clear explanation of theory
1% Lesson Introduction
2% Presentation and activities
2% Use of T/L materials
2% Language fluency and accuracy
1% Time management

B. Presentation on reviewed article (20%)

This assignment is to be done in groups of 3 members. In this assignment student select three articles that focuses on challenges faced in the teaching of mathematics in the primary classroom. The group will be asked to select and review three articles on it, and present their understanding of the issue, lessons drawn from the articles, relate this to the Bhutanese context and suggest recommendations on how the challenges could be addressed. Some examples of articles to be reviewed could be: gender issues in mathematics; role of language in learning mathematics; the cause and prevention of mathematics anxiety; creating a safe and supportive mathematics classroom and present their findings in the class for assessment.

Marking scheme:

3% Identification of the main challenge or problem
2% Relevancy of the articles in Bhutanese context
5% Analysis of the key issues
5% Professional presentation
5% Recommendations made

C. Review of Teaching/Learning materials (15%)

This is an individual assignment. In this assignment students will select one of the teaching/learning materials recommended by Royal Education Council (REC) for teaching mathematics to the primary children. The students will then analyse how the teaching learning material can be used across all the primary classes for a particular strand. The students will write a case for its relevance and irrelevance with justification backed up with evidence from literature. This write up should be of 800 - 1000 words.

Marking Scheme:

2% Relevancy of T/L material chosen
2% Evidence of literature referred
4% Analysis on how it is used across the levels
4% Analysis of strength and weakness of T/L materials used
3% Recommendations for proper use of T/L materials

D. Semester end examination (40%)

At the end of the semester, students sit for examination of 3 hours duration. Questions will be from the topics presented and the reading materials provided/uploaded during the semester.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Lesson planning and presentation	1	25%
B. Article Review	1	20%
C. Review of Teaching/Learning materials	1	15%
D. Semester end Examination	1	40%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Different views regarding Mathematics

1.1 Traditional view of mathematics and mathematics as a science of pattern and order
1.2 Goals of learning and teaching mathematics
1.3 Five broad goals of learning mathematics

Unit II: Six Principles of teaching and learning mathematics (NCTM, 2000)

2.1 The Equity principle: High expectation and strong support for all students
2.2 The Curriculum principle: Coherent, focused and well-articulated across the grade
2.3 The Teaching principle: Challenging and supporting students to learn well
2.4 The Learning principle: Building knowledge from experience and prior knowledge
2.5 The Assessment principle: To support learning and furnish useful information
2.6 The Technology principle: To enhance and support students' learning

Unit III: Five Process standards of teaching and learning mathematics.

3.1 Problem solving: Building new mathematical knowledge and ideas
3.2 Reasoning and Proof: Developing logical thinking and defending ideas
3.3 Communication: Being able to talk, write, describe and explain mathematics
3.4 Connection: Connecting mathematics to real life situation
3.5 Representation: Representing mathematical ideas using symbols, charts and diagrams

Unit IV: Theories of teaching and learning mathematics with special focus on contemporary theories

4.1 Theories and principles of Zoltan Dienes, Jerome Bruner, Richard Skemp, Jean Piaget and Lev Vygotsky in relation to teaching and learning of mathematics.

Unit V: Types of mathematical knowledge and understanding

5.1 Procedural and conceptual Knowledge of mathematics and its impact on the learners.
5.2 Relational and Instrumental Understanding of mathematics and its impact on the learners

Unit VI: Role of language in learning mathematics

6.1 Teaching of mathematics using Language Experience Approach
6.2 Role of teachers in making students understand mathematical language
6.3 Homonyms (terminologies having different meaning in Mathematics and English)
6.4 Collection of incorrect mathematics terminologies used in the Bhutanese classrooms
6.5 Article review related to language and mathematics

Unit VII: Planning and Assessment

7.1 Types of plan in mathematics: Designing year plan, unit plan, block plan and daily plan

7.2 Assessment in Lower Primary Mathematics: Types of assessments practiced in Primary classes: Continuous formative assessment (tools and techniques), unit tests, mid-term examination and end of year examination

Unit VIII: Familiarization of School Curriculum

8.1 Mathematics curriculum framework, its design and the topic division based on Strands from PP to Class III

8.2 Overview of the activities on different strands, in class PP Teacher's Guide

Reading List

Essential Readings:

Bobis, J., Mulligan, J. & Lowerrie, T. (2004*). Mathematics for children: Challenging children to think mathematically.* Australia: Pearson Education.

Davies, B., Sumara, D. & Luce-Kapler, R. (2008). *Engaging minds: Changing teaching in complex times.* New York: Routledge.

REC, (2019). *Understanding mathematics: Teacher's guide for classes PP to III.* Ministry of Education, Royal Government of Bhutan: REC Publication.

REC, (2019). *Understanding mathematics: Student activity book for classes PP to III.* Ministry of Education, Royal Government of Bhutan: REC Publication.

Van de Walle, J. A., Karp, K. S., Bay Williams, J. M. & Wray J. (2013). *Elementary and middle school mathematics: Teaching developmentally* (8th ed.), New York: Pearson.

Sherman, H. J. Richardson, L. I. & Yard, G. J. (2005). *Teaching children who struggle with mathematics: A systematic approach to analysis and correction*. USA: Pearson Prentice Hall.

Additional Readings:

Bobis, J., Mulligan, J. & Lowerie, T. (2004). *Mathematics for children: challenging children to think mathematically*, Australia: Pearson Education

Dickson, L. et. al. (1990). *Children learning mathematics: A teacher guide to recent research*. London: Cassel.

Jenni, W. & Toni, B. (2003). *ICT and primary mathematics*. Maidenhead: Open University Press.

Lever-Duff, J. & McDonald, J. B. (2011). *Teaching and learning with technology*. Boston: Pearson Education, Inc.

Mooney, C., Briggs, M., Fletcher, M., Hansen, A. & Mccullouch, J. (2007*). Primary mathematics: Teaching theory and practice*. Glasgow: Learning Matters Ltd.

Date: December 2020

2.10 PED101 Skills for Effective Teaching

Module Code and Title : PED101 Skills for Effective Teaching
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Faculty Members
Module Coordinator : Karma Jurme

General objective
This module aims to equip the students with skills required for effective planning and implementation of class lessons throughout their teaching profession. This module will focus on development of personal individual teaching styles through micro-teaching situations and teaching practicum.

Learning outcomes
On completion
On completion of the module, students will be able to:
1. identify the range of teaching roles;
2. plan a variety of lesson types appropriate to the learners' needs;
3. frame instructional objectives to address all three domains (cognitive, affective and psychomotor) of learning;
4. Implement planned lessons in a microteaching situations;
5. design appropriate teaching-learning materials to facilitate learning;
6. apply a range of teaching skills;
7. discuss the effective communication and its various aspects;
8. demonstrate skills in classroom organization, motivation, routines, student behavior and general management;
9. apply the skills of assessing and recording in teaching and learning.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	90
	Classroom discussion & small group activities	1	
	Conference	1	
	Microteaching	2	
Independent study	Preparation of lessons	2	30
	Writing reflections and analysis report	1	
Total			120

Assessment Approach

A. Lesson Planning (25%)
This is an individual task. The students will develop and prepare three lesson plans of 20 minutes duration for three rounds of micro-teaching (1st round: Sidney Micro Series format; 2nd round: 5E lesson plan format; and 3rd 5Step lesson plan format) in consultation with the tutors during pre-conference. Out of the three lesson plans, at least one lesson plan should incorporate use of ICT. The following criteria will be used to assess lesson plan (the details of

assessment are mentioned in the rubric). Each lesson plan will be assessment out of 25% and final score will be converted to 25%.

3% Lesson Objectives
3% Lesson Introduction
4% Lesson Development
5% Learning Activities
2% Monitor the activity(ies)
3% Follow up of the activity(ies)/ELA
3% Lesson Closure
2% Language
25% Total

B. Micro Teaching (45%)

The students will be engaged in three rounds of practical session (micro-teaching) of 20 minutes each using the lesson plan prepared in assignment one. The class will be divided into three or four groups of six to ten members each. The group members will take turn to teach planned lessons to their class mates and the faculty member will observe your class. The following criteria will be used to assess Micro Teaching (the details of assessment are mentioned in the rubric). Each micro-teaching session will be assessed out of 45% and final score will be converted to 45%.

5% Lesson Introduction
Lesson Development:
- 4% General Instruction
- 6% Information Input
- 7% Learning Activities/ELA
- 2% Monitor the activity(ies)
- 6% Follow up of the activity(ies)

4% Lesson Closure
4% Use of TLM including the chalkboard/whiteboard
5% Quality of Language
2% Time management
45% Total

C. Lesson Analysis (15%)

The individual student will reflect on the lesson taught and write an analysis of it (300 to 350 words) for every round. The following criteria will be used to assess lesson analysis report (The details of assessment are mentioned in the rubric). Each reflection will be assessment out of 15% and final score will be converted to 15%.

2% General overview of the lesson
3% Strengths of the lesson
3.5% Identification of areas of improvement
4% Strategies to improve the weaknesses
2.5% Quality of reflection
15% Total

D. Teaching Learning Material (TLM) exhibition (15%)

A teaching learning material (TLM) exhibition will be held in the 12th week of the semester. This is to assess the effectiveness and relevancy of the teaching aids in your teaching.

Individual students will have to select a topic from one subject on primary curriculum and prepare a set of teaching learning materials (TLM). Considering the length and content of each topic, student should first identify the number of lessons each topic will have and design a set of teaching aids for one lesson.

Each piece of exhibit should have a sheet titled 'Learning Activity' which outlines the lesson objective(s), strategies used, describe some possible learning activities and how to use the prepared TLM. The following criteria will be used to assess teaching learning material exhibition (The details of assessment are mentioned in the rubric).

3% Content Relevancy
3% Originality and Creativity (Improvisation)
3% Justification/ Explanation
2% Durability
2% Variety
2% Craftsmanship and Presentation
15% Total

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Lesson Planning	3	25%
B. Micro Teaching	3	45%
C. Lesson analysis	3	15%
D. Teaching Learning Material (TLM) exhibition	1 set	15%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction to Concepts of Teaching and Learning

1.1 Importance of teacher
1.2 Purpose of teaching (develop/promote information, knowledge, understandings, skills, Bhutanese values)
1.3 Three domains of learning

Unit II: Qualities of an effective teacher

2.1 What Is Effectiveness?
2.2 Effective Teachers in the 21st Century
2.3 Personal qualities
- 2.3.1 Prepared
- 2.3.2 Positive
- 2.3.3 Hold High Expectations
- 2.3.4 Creative
- 2.3.5 Fair
- 2.3.6 Display a Personal Touch
- 2.3.7 Cultivate a Sense of Belonging
- 2.3.8 Compassionate
- 2.3.9 Have a Sense of Humor
- 2.3.10 Respect Students
- 2.3.11 Forgiving
- 2.3.12 Admit Mistakes

2.4 Seven different professional knowledge an effective teachers must exhibit:
- 2.4.1 Content Knowledge
- 2.4.2 Pedagogical Knowledge
- 2.4.3 Curriculum Knowledge
- 2.4.4 Pedagogical content Knowledge
- 2.4.5 Knowledge of learners and their characteristics

2.4.6 Knowledge of educational contexts
2.4.7 Knowledge of educational ends, purposes and values

Unit III: Class management

3.1 Conceptions of classroom management
3.2 General considerations of classroom management
- 3.2.1 Flexible placement of furniture
- 3.2.2 Wall and other displays
- 3.2.3 Class organization – whole class, groupings, pairing, individual learning
- 3.2.4 Establish effective routines for movement, storage of materials, answering questions and speaking
- 3.2.5 Giving praise generously when necessary and rarely criticism
- 3.2.6 Non-discriminatory - involvement of all (girls and boys, slow and bright, shy and dominant)

3.3 Management as motivation and problem prevention
3.4 Maintaining an effective learning environment
3.5 Maintaining class momentum
3.6 Classroom rules and routines
- 3.6.1 Purpose of rules or code of conduct
- 3.6.2 General principles for developing classroom rules
- 3.6.3 Concept and purpose of routine
- 3.6.4 Establishment and maintaining acceptable routines

3.7 Maintaining documents e.g. students' formative and summative records and work samples, teaching and attendance records

Unit IV: Lesson planning

4.1 Various lesson types and applicability in different teaching learning situations and different classes (hands-on constructivism/discovery/ experiential dominating in lower classes with more formal instruction in some upper class lessons)
4.2 Need for planning - daily, weekly, term, annual
4.3 Flexibility when educationally warranted ('seize the moment')
4.4 Setting aims, learning outcomes, choosing activities, setting, time of lesson, lesson steps, teaching materials/aids, assessment/evaluation of teaching
4.5 Sidney micro series, 5E lesson plan and 5Step lesson plan
- 4.5.1 Steps involved in planning a lesson
- 4.5.2 Lesson plan templates and formats

Unit V: Teaching a Lesson

5.1 Lesson objectives, Lesson stages i.e. introduction, development and closure
5.2 Timing and pacing
5.3 Sustaining students' interest
5.4 Teacher language – model, variation, appropriate volume, speed, pausing
5.5 Teacher questioning – types and purposes including open and closed
5.6 Reinforcement/praise

Unit VI: Preparation and use of teaching-learning materials

6.1 Selection of materials – why, when, what, how use
6.2 Knowledge of variety and types of materials
6.3 Commercial materials
6.4 Teacher-made using local environmental and recycled materials
6.5 Selective use of appropriate materials
6.6 Management of resources

Unit VII: Lesson evaluations

7.1 Meaningful evaluation of individual learning (formative and summative)

7.2 Identifying current competencies and providing remedial measures
7.3 Guide to future teaching (hence flexibility of planning)

Unit VIII: Skills for effective communication

8.1 Importance of an actively communicating classroom
8.2 Importance of teachers listening and responding Who communicates - teacher with pupil, pupil to teacher, pupil to pupil
8.3 Communication is two-way
8.4 Types of communication-verbal and non-verbal (Note: 8.3 and 8.4 will be revised and not taught in detail as these two topics are covered in great detail under PRE101 English Communication Skills)

Unit IX: Grouping skills

9.1 Concept of grouping
9.2 Purpose of grouping
9.3 Possible ways of grouping
9.4 Maintaining group activity
9.5 Monitoring and assessment of group work

Unit X: Reflective Writing

10.1 Concept of reflective writing
10.2 Purpose of reflective writing
10.3 Possible structure for reflective writing

Reading List

Essential Readings:

Cornish, L. & Garner, J. (2008). *Promoting student learning*. Australia: NSW, Pearson Education.

Good, T. L. & Lavigne, A. L. (2018). *Looking in classrooms* (11th ed.). New York: Routledge

Joyce, B. et.al. (2015). *Models of teaching* (6th ed.). Boston: Allyn & Bacon.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners.* USA: ASCD, Alexandria.

Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.).ASCD.

Additional Readings:

Barry, K. & King, L. (2008). *Beginning teaching and beyond* (3rd ed.). Australia: Social Science Press.

Copple, C. & Bredekamp, S. (2006). *Basics of developmentally appropriate practice.* Washington, DC: National Association for the Education of Young Children.

Joyce, B. et.al. (2000). *Models of teaching* (6th ed.). Boston: Allyn & Bacon.

Kizlik, B. (2005). *Teaching and values*. H:\Teaching and Values. Retrieved on 3/2/2007:http://www.findarticles.com/p/articles/mi_qa3673/is_199907/ai_n8.

Rogers, S. (2005). *Teaching tips: 105 ways to increase motivation and learning*. UK.

Woolfolk, A. E. (2005). *Educational psychology*. U.S.A.: Pearson Education, Inc.

Date: December 2020

2.11 EAS208 Introduction to Early Childhood Education

Module Code and Title : EAS208 Introduction to Early Childhood Education
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dr. Tshering Wangmo, Karma Chimi Wangchuk, Karma Jurme, Chimi Dema
Module coordinator : Dr. Tshering Wangmo

General objective
This module aims to equip students with the theories, philosophies and principles that underpin early childhood education to help them support children learn effectively. This module will focus on key early childhood curriculum approaches, pedagogies and assessment within Bhutan and internationally.

Learning outcomes
On completion of the module, students will be able to:
1. discuss a range of perspectives and theories in Early Childhood Education;
2. analyze how the contemporary theories and perspectives translate into practices;
3. evaluate how different cultural contexts affect theory and practice in early childhood education;
4. explain the importance of the child's perspective and respect for each child's individual background;
5. compare and contrast the connections between home and school and the role the teacher plays in these connections;
6. demonstrate constructive methods of assessing and documenting young children's learning;
7. demonstrate pedagogies of good practices in ECCD.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Demonstration	1	
	Presentation	1	
Independent study	VLE Discussion	2	60
	Email Discussion	1	
	Field work	1	
Total			120

Assessment Approach

A. Presentations (20%)
The contemporary theories listed under unit II of this module will be used for a cooperative learning activity. Students in groups of four will present one theory from the list to the whole class using power point presentations. It will be a 10 to 15 minutes presentation of maximum 10 slides. Each member of the group will present a part of the whole presentation.
Criteria for marking:
10% Content knowledge

- Coverage of all the key points
- accurate interpretation
- relevant examples

5% Presentation skills
- effective and interesting power point slides
- manners of presentation
- audibility/clarity
- timing

5% Language fluency and accuracy
- speed of delivery
- grammar
- pronunciation

B. Demonstration (20%)

The students in groups of 4 will choose a topic from unit IV and demonstrate an activity of 20 minutes. The activity has to showcase the appropriate implementation of the pedagogy that they have chosen.

Criteria for marking:

10% Content
- Relevance of the activity to the pedagogy
- Creativity
- Materials used
- Comprehension of the pedagogy

5% Language accuracy & fluency
- Grammar/sentence structure
- Clarity and audibility
- Speed of delivery
- pronunciation

5% Organization of the activity
- Coherence

C. Field work (30%)

Students in groups of three will choose one of the ECCD centres or primary schools (PP-III) in Paro and get official consent from them to carry out their field work on "documenting and assessment". Each group will be given two assessment tools from Unit V-5.4. They will plan an activity of 40 minutes for each of the tools assigned. The activities that they carry out with the children will have to be video recorded. For submission – two video recordings (one for each of the tools). For each video recording, the plan has to be attached.

20% Video recordings
- Sounds
- Clarity
- Flow of activity
- Tools executed appropriately

10% Plans
- Content
- Comprehensive use of tools
- Language accuracy

D. Semester End Examination (30%)

An exam will be conducted at the end of the semester. It will cover all the topics studied for this module. The questions for the exam will be set out of 100%:

20% Objective Type Qs

30% Short Answer Qs

50% Essay Type Q

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Presentation	1	20%
B. Demonstration	1	20%
C. Field work	1	30%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: PSY102 Child Development

Subject matter

Unit I: Conceptualizing Early Childhood Education

1.1 Definitions of Early Childhood Education
1.2 Importance of early year
1.3 Types of Early Childhood Education Services
1.4 Benefits of Early Childhood Education
1.5 Emergence and Status of Early Childhood Education in Bhutan

Unit II: Contemporary theories and perspectives of Early Childhood Education

2.1 Ecological theory
2.2 Socio Cultural Theory
2.3 Developmentally Appropriate Practices
2.4 The Educating for GNH theory
2.5 Postmodernism
2.6 Post structuralism
2.7 The sociology of childhood
2.8 Re-conceptualizing ECE
2.9 Brain based learning theory

Unit III: What contemporary theories mean in practice

3.1 Reflective Practice
3.2 Cultural contexts
3.3 Respect for Diversity
3.4 Collaborative partnerships
3.5 Relationships and communities of practice
3.6 Citizenship and democracy
3.7 Dispositions and process of learning

Unit IV: Curriculum approaches and pedagogy in early year's settings

4.1 Curriculum Approach:
- 4.1.1 Child-centered
- 4.1.2 Integrated
- 4.1.3 Community of learners
- 4.1.4 Emergent
- 4.1.5 Constructive
- 4.1.6 New basic
- 4.1.7 Inclusive
- 4.1.8 Multicultural and multilingual
- 4.1.9 Transformative
- 4.1.10 Multiple Intelligence

4.2 Pedagogical Approach:
- 4.2.1 Communication with families
- 4.2.2 Interactions with children
- 4.2.3 Documenting and assessment of children's learning
- 4.2.4 Learning experiences
- 4.2.5 Learning environments

4.3 Effective pedagogies
- 4.3.1 Low interaction strategies
- 4.3.2 Mediating strategies
- 4.3.3 Explicit teaching strategies

Unit V: Documenting and assessing children's learning

5.1 Approaches to documenting and assessing children's learning
5.2 Process of documenting children's learning
5.3 Analyzing documentation
5.4 Methods of documentation and assessment
5.5 Collating information from multiple sources
5.6 Linking documentation and assessment to planning
5.7 Documenting experiences, investigations and projects

Unit VI: Examining ECCD documents

6.1 Bhutan's Early Learning and Development Standards
6.2 Bhutan's Early Childhood Education Curriculum (Guide)
6.3 Bhutan's Parenting Education Curriculum
6.4 Early Years Learning Framework (Australia), Early Years Foundation Stage (United Kingdom) and Te Whariki (New Zealand).

Reading List

Essential Readings:

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2018) (7th ed.*). Programming and planning in early childhood settings.* Australia: Cengage Learning Australia.

ECCD & SEN, Ministry of Education. (2014). *Early learning and developmental standards for children age 36 to 72 months.* Thimphu: Ministry of Education.

Additional Readings:

Brewer, J. A. (2007). *Introduction to early childhood education: Preschool through primary grades* (6th ed.). USA: Pearson Education.

Bruce, T. (2011). *Early childhood education* (4th ed.). United Kingdom: Hodder Educational Publisher.

Department of Education (2009). *Belonging, being, becoming: The early years learning framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.

Department for Children, Schools and Families (2008). *Statutory framework for the early years foundation stage.* Nottingham, UK: DCSF Publications.

Driscoll, A. & Nagel, N. G. (2008). *Early childhood education birth – 8: The world of children, families and educators* (4th ed.). USA: Pearson Education.

Edwards, C., Gandini, L. & Forman, G. (Ed.) (2011). *The hundred languages of children: The reggio emilia approach- advanced reflections* (3rd ed.). USA: Praeger Publishers Inc.

Gestwicki, C. (2017) (6th ed). *Developmentally appropriate practice: Curriculum and development in early education.* Boston, MA: Cengage Learning.

Ministry of Education. (1996). *Te Whāriki. He Whāriki Matauranga mō ngā Mokopuna o Aotearoa: Early childhood curriculum*. Wellington, New Zealand: Learning Media.

Retrieved from http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx.

Whalley, M. (2007). *Involving parents in their children's learning.* (2nd ed.) Great Britain: Sage Publications Ltd.

Date: December 2020.

2.12 ENA201 Teaching Sounds in Lower Primary

Module Code and Title : ENA201 Teaching Sounds in Lower Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Karma Dorji, Dechen Wangmo, Tsering Y. Nidup, Dr Kinley Dorjee, Sangay Biddha,
Module Coordinator : Sangay Biddha

General objective
This module will enhance students' knowledge, skill and competency in teaching phonemic awareness skills to beginning readers and writers. Students will gain expertise in articulating and manipulating sounds, and then build their teaching competency by exploring and practicing the international best practices.

Learning outcomes
On completion of the module, students will be able to:
1. justify the importance of phonemic awareness skills;
2. sound out the forty sounds of the English Sound system accurately;
3. sound the letter sounds, diagraphs and blends accurately, as required in the primary English curriculum;
4. demonstrate the use of a variety of strategies and approaches, including creative games, songs and oral practices, to teach phonemic awareness skills;
5. demonstrate how to use 'onset and rimes' or 'word families' to read unfamiliar words,
6. apply segmenting and blending skills to read unfamiliar words;
7. apply a variety of strategies to teach the rhyming skills to decode unfamiliar words;
8. design a variety of teaching learning materials to teach phonemic awareness and phonograms;
9. plan a lesson to teach sounds based on English Curriculum Guide for lower primary; and
10. design various assessment tools for phonic skills.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	0.5	60
	Practising Sounds	2.0	
	Presentation & Discussion	1.5	
Independent study	Reading	1.0	60
	Material Development	1.0	
	Written assignment	0.5	
	VLE discussion	0.5	
	Practice of sounds	1.0	
Total			120

Assessment Approach

A. Oral Practice (30%)
This assessment is focused on the student's ability to sound out the 26 alphabet sounds, some common blends and diagraphs accurately, and to use the phonic skills to pronounce some words.

The assessment will be conducted at two levels:

1. Sounding out the 26 letter sounds, some consonant diagraphs (ch, sh, ng, th, ph, etc.) and blends (thr, st, bl, dr, fr, tw, pr, etc.).
2. Applying the phonic skills (segmenting and blending) to read 6 – 8 words (p-a-t, sh-ot, ch-ai-n, p-e-s-t, etc.)

For the assessment, the tutor will prepare cards with letters, diagraphs, blends and words (Refer to the details given above). The students will be orally tested individually using a checklist to record their performance. However, this assessment will be conducted only after a series of rigorous oral practice of the sounds.

The weightage for the assessment is as follows:

20% Accuracy of Sounds
10% Phonic skills

B. Portfolio (30%)

This assessment is focused on the students' knowledge and skills in developing and using teaching-learning materials for teaching sounds. Students, individually, will be required to design a variety of materials, such as cards, worksheets, rhymes, picture story books, to teach sounds in the lower primary classes. The ideas for the content and materials will be derived from the international best practices and their own creativity under the guidance of the tutor. With each type of material, students will do a brief write up on its purpose and how to use it.

The portfolio will be an accumulation of materials, along with some write-ups for each type, which students have continuously and progressively designed over the semester. The number of entries is specified below:

Type of Material	**Minimum number**
Cards	At least five different sets
Worksheets	At least five
Rhymes	At least three
Picture storybooks	At least two

A rubric that includes the following criteria will be used to assess the student's portfolio:

10% Quality of materials (Variety, finesse, appropriateness & durability)
10% write-up (Clear steps on how to use the materials)
5% Creativity
5% Accuracy (language and content)

C. Planning a lesson (20%)

The students will demonstrate their ability to plan an effective lesson to teach sounds. Since it is imperative for every teacher to be able to plan an effective lesson on teaching sounds, this individual task will provide them an opportunity to learn how to do it well.

Prior to submission of their work, students will learn and practice how to develop a lesson plan in small groups under the guidance of the tutor. For assessment, each student will be required to plan a 30-minute lesson for any grade level from pre-primary to three using the English Curriculum Guide. The lesson should include the following components:

1. Class:
2. Topic:
3. Lesson Objective:
4. Introduce the sound:

5. Share examples:
6. Practice Activity
7. Assess learning

The quality of the lesson plan will be assessed using a rubric that describes the following components:

5% Objectives (In SMART format)
10% Activities (Meaningful and relevant; doable; focused on the skill and its application in reading; steps are clearly written)
5% Assessment (alignment of assessment to the objective; appropriateness of tool)

D. Presentation (20%)

Students will demonstrate their knowledge and skills in teaching sounds to lower primary children. In small groups of five, students will do a 30-minute presentation on one of the topics listed below:

- Letter sounds and its application in reading
- Diagraphs and blends and application in reading
- Long Vowels and short vowels and application in reading
- Onsets and Rimes and application in reading
- Prefixes and Suffixes and application in reading

Students will draw upon ideas from the English Curriculum Guide (Pre-primary to class three) and international best practices (books and websites on Phonic skills) and do a presentation to demonstrate how to teach the topic to children.

5% Organization (Is the presentation organized logically, and coherently? Does it have a good lead and a closure? Was time managed well?)
7% Engaging (Does the group make effective use of materials? Does the group actively involve the participants?)
5% Understanding of the topic (Does the group have a good understanding of the topic?
3% Participation (Is the presentation equally distributed among the presenters?)

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Oral Testing of Sounds	1	30%
B. Maintaining a Portfolio	1	30%
C. Planning a lesson	1	20%
D. Presentation	1	20%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction to Sounds in Primary Curriculum

1.1 Importance of sounds for reading and writing development
1.2 The critical age for sound acquisition
1.3 Phonemic awareness and its benefit
1.4 Concepts: phonemes, syllables, rhymes and sentences
1.5 Phonemic awareness in primary English curriculum

Unit II: Oral Practice of Sounds

The first three to four weeks, students will orally practice the sounds using support materials such as flash cards, audio clips, Jolly Phonic audios, YouTube videos, tutor created videos and songs. The rigorous articulation practice will happen with the tutor's modelling and guidance in

the classroom. Students may also audio or video tape each other's articulation and use it for further practice. First, students will practice the forty four sounds. Then, students will practice sounds in the manner it is taught in the primary English curriculum.

2.1 The forty four sounds
- 2.1.1 Consonants sounds: b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z, sh, ch, ng, th as in thin, th as in that, s as in measure
- 2.1.2 Twelve pure vowels
- 2.1.3 Eight diphthongs

2.2 Teaching sounds in lower primary: structured synthetic phonics
- 2.2.1 Alphabet sounds
  Group 1: s, t, p, n, l, a
  Group 2: e, c, m, d, h, r
  Group 3: g, b, l, u, f, o
  Group 4: z, y, w, j, q, x, k, v
- 2.2.2 Early phonics sounds
  Group 5: sh, ee, ch, ck, th, qu, oo, wh
  Group 6: ay, oy, or, oi, ar, er, ai, ing
- 2.2.3 Practice long vowel sounds (CVCe) e.g. game, lame, cake, shake, gave etc. Other long vowel sounds: moon, feed, ice, goat, boil, saw, cow, pair, peer, burn
- 2.2.4 Practice short and long vowels e.g. pill, peel, pull, pool, sit, seat, shot, short, foot, food, mat, mate, etc.
- 2.2.5 'w' and 'y' as Consonant and vowel E.g. window, yesterday
- 2.2.6 (consonant sound) saw, by (end as vowel sounds)
- 2.2.7 Phonograms: onset and rime E.g. woke: w-onset, oke- rime
- 2.2.8 Hard and soft consonant sounds of 'g' and 'c' E.g. goat (hard sound); gem (soft sound) cow (hard sound); city (soft sound)

Unit III: Pedagogy

3.1 Phonemic awareness strategies: 5-Step Approach
- 3.1.1 Identifying sounds in words
- 3.1.2 Categorizing sounds in words
- 3.1.3 Substituting sounds to make new words
- 3.1.4 Blending sounds to form words
- 3.1.5 Segmenting a word Into sounds

3.2 Applying the strategies in teaching sounds
- 3.2.1 Identifying sounds in words. Identify a word that begins with or ends with a particular sound. E.g. Identify doll as a word that ends with /l/ or begins with /d/ boss as a word that begins with /b/ or ends with /s/
- 3.2.2 Categorizing sounds in words. Recognize the 'odd' word in a set of three words E.g. ring, rain, sun. Which sound does not belong to the group?
- 3.2.3 Substituting sounds to make new words. Remove a sound from a word and substitute a different sound. E.g. d-o-g Substitute the beginning sound changing the word to bog. d-o-g, Substitute the middle sound changing the word to dig.
- 3.2.4 Blending sounds to form words. Blend two, three or four individual sounds to form a word. E.g. d-o-g dog b-r-o-w-n brown b-i-g big
- 3.2.5 Segmenting a word into sounds. Break a word into its beginning, middle and ending. E.g. mug m-u-g lamp l-a-m-p

3.3 More practice with Phonogram or word families in Primary Curriculum
- 3.3.1 The 37 rimes and common words. E.g. –ack (black, pack, stack)
  --all (ball, tall, call)

--ain (plain, rain, drain)
--ide (bride, slide, hide) etc.

3.4 Teaching the concept of syllables
- 3.4.1 Identify syllables in their names. E.g. Kar-ma Pro-mi-la
- 3.4.2 Recognize syllables in a word. E.g. cat has one syllable pic-ture has two syllables croc-o-dile has three syllables etc.
- 3.4.3 Breaking a word into syllables. E.g. jump-ing, climb, tel-e-phone
- 3.4.4 Using the concept of syllables in reading unfamiliar words

3.5 Teaching rhyming skills
- 3.5.1 Why rhymes
- 3.5.2 Identify rhyming words. E.g. mat-cat, look-book, ball-wall, dry-try, blame-shame
- 3.5.3 Rhyming games and songs (Anthology of songs) E.g. I spy a word that rhymes with 'ight'
- 3.5.4 Composing rhymes to teach sounds
- 3.5.5 Using rhyming skill to read unfamiliar Words

Unit IV: Assessing children's phonemic awareness

4.1 Skill areas for assessment
- 4.1.1 Phoneme segmentation fluency
- 4.1.2 Rhyme awareness and initial Sound
- 4.1.3 Isolating individual sounds in spoken words
- 4.1.4 Relationship between letters and phonemes
- 4.1.5 Segmenting phonemes in word

4.2 Tools for assessing children's phonic Skills
- 4.2.1 Checklist
- 4.2.2 Observation etc. (Refer Curriculum Guide for Lower Primary
- 4.2.3 Discuss and practice using the assessment tools in class

Unit V: Designing materials for phonics

5.1 Designing materials to teach sounds in grades PP-III
- 5.1.1 Card games
- 5.1.2 Composing rhymes and songs
- 5.1.3 Picture books
- 5.1.4 Worksheets
- 5.1.5 Story books

5.2 Alignment of lesson plans with primary English curriculum
- 5.2.1 Standards on listening and speaking
- 5.2.2 Objectives on teaching 'Sounds'
- 5.2.3 Strategies and methods
- 5.2.4 Planning a lesson to teach sounds

Reading List

Essential Readings:

Leu, D. J. & Kinzer, C. K. (2016), *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial.* USA: Pearson.

Royal Education Council. (2019). *English curriculum teacher's guide (Pre-primary - III)*. Paro: Author.

Royal Education Council. (2019). *English workbook (Pre-primary - III)*. Paro: Author.

Tompkins, G. E. (2017*). Literacy for the 21st century: A balanced approach* (7th ed.). New Jersey: Pearson Education Inc.

Additional Readings:

Blevins, W. (1997). *Phonemic awareness activities for early reading success (Grades K-2).* USA: Scholastic Teaching Resources.
Hajdusiewicz, B. B. (1999). *Phonics through poetry: Teaching phonemic awareness using poetry.* USA: New Year Books.
Lloyd, S. & Wernham, S. (2000). *The phonics handbook: A handbook for teaching reading, writing and spelling.* Jolly Learning Ltd: United Kingdom.
Pinnell, G. & Fountas, I. (1998). *Word matters: Teaching phonics and spelling in the reading and writing classroom.* New Hampshire: Heinemann.

Date: December 2020

2.13 PED203 Project Approach to Teaching and Learning

Module Code and Title : PED203 Project Approach to Teaching and Learning
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dr. Tshering Wangmo, Lhaden, Hari Maya Gurung Kuenzang, Thinley Dorji
Module Coordinator : Hari Maya Gurung

General objective

This module intends to equip the students with knowledge and skill to support young children in investigations of significant events and phenomena in their own environments. This will further strengthen their intellectual dispositions and provide contexts in developing social, literacy, and numeric skills. Students will execute project to engage in meaningful learning. The module is participatory, practice-based, contextual, and process oriented so that the disposition to solve problems and seek deeper understanding is developed and strengthened.

Learning outcomes

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

1. explain the phases of project approach;
2. design an appropriate project based on primary curriculum;
3. plan, organize and execute a project effectively;
4. explain the theoretical underpinnings of experiential learning;
5. explain the importance of providing and managing the learning environment required to execute a project
6. explain the role of parents in in different stages of a project;
7. assess the need for different types of documentation and distilling documentation; and
8. analyse the issues involved in guiding young children with project in the Bhutanese context.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Implementing Project	2	
Independent study	Reading and self- exploration	1.5	60
	Written assignment	1.5	
	VLE Discussion	1	
Total			120

Assessment Approach

A. Designing Project: 20%

This is an individual assignment. Each student will design three interdisciplinary projects that are based on any primary curriculum. The students can choose the subjects and topic in a way that no two students have the same topics within the class. There must be very clear learning objectives for each project design. This assignment will count for 20% of the total mark. The following criteria will be used to evaluate the design.

5% Learning Objectives (inclusion of the 3 domains - Cognitive, Psychomotor & Affective, realistic, achievable and measurable) Understanding and accuracy of the project design

4% Relevant activities for each phase
3% Organization
3% comprehensiveness
5% Catering to the diverse learners' need (innovative, creative)

B. Implementation of Project Approach: 50%

This is a group assignment. Students in group of 5 will choose a theme or topic from any primary curriculum for their project. This assignment is divided into two parts, B1 and B2.

B1: Project Execution: (40%)

Student in small group are required to plan, organize and implement the project process on the chosen primary curriculum topic. The students required to follow all the phases involved in project approach. Project approach is process oriented. It involves three phases and some of the key processes includes selection of topic, topic webbing, collection of information from different sources, investigation and close observation, and culmination event. The project report must have 1200-1500 words besides tables and topic webbings. This part of assignment B will count for 40% of the total mark. The following criteria will be used to evaluate the project.

20% Relevancy and appropriateness
- Activities suitable for the level
- Language suitable for the level
- Contextual

20% Report writing
- Following the phases of project
- Organization/lay out (introduction, content, conclusion
- Language structure & syntax

B2: Presentation/Sharing: (10%)

After the completion of the project the students in their respective group are required to make a presentation on the project they have undertaken. For the presentation the students can also have some videos captured during the process of executing project. The students must reflect knowledge & skills achieved, their learning experiences and also share some of the challenges faced during the process. Each group will get about 20-25 minutes to present their learning experiences. This component of assignment B count for 10% and the following criteria will be used to evaluate the presentation.

5% Content
- Reflective
- Analytical

3% Presentation aids
- PowerPoint
- Videos
- Photos
- Props

2% Presentation skills
- Language
- Clarity
- Speed
- Expression

C. Semester end Examination: 30%

A written examination will be administered at the end of the semester. It will be a three-hour paper and evaluated out of 100% eventually converted into 30% as outlined in the assessment approach. The testing strategies used in the test will be as follows:

- Multiple choice items (20 marks)
- Short answer questions (30 marks)
- Essay type of questions (50 marks)

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Designing the Project	1	20%
B. Implementation of Project	1	50%
C. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Theory of project work

1.1. Different types of project
1.2. The role of a teacher in project
1.3. Developing a community of learners
1.4. Aligning project with the GNH values and principles
1.5. The benefits and challenges of project work in Bhutanese context

Unit II: Project practice

2.1 Observational drawing
2.2 Taking photographs
2.3 Counting
2.4 Sampling
2.5 Modelling
2.6 Collage
2.7 Role play
2.8 Interview/conference

Unit III: Project and Curriculum

3.1 Academic tasks and intellectual goals
3.2 Opportunities and constrains of the early years
3.3 Issues in guiding projects with young children
- **3.3.1** Curriculum requirements
- **3.3.2** Integrated learning
- **3.3.3** Use of technology
- **3.3.4** Working with parents
- **3.3.5** Administration and support
- **3.3.6** Children with special need
- **3.3.7** Project and toddler

Unit IV: Project process

4.1 Overviews of the three phases of a project
4.2 Beginning the project: Phase One
- 4.2.1 Selecting project topics
- 4.2.2 Reports of successful topics
- 4.2.3 Curriculum opportunities

4.2.4 Teacher's Anticipatory planning
4.2.5 Building common experiences
4.2.6 Finding out what children already know
4.2.7 Stating questions for investigation
4.2.8 Topic webbing
4.2.9 The role of a parent in phase I

4.3 Developing the project: Phase Two
4.3.1 Revisiting the web
4.3.2 Prepare for field work (investigation)
4.3.3 Developing questions for investigation (questionnaire)
4.3.4 Instructions for Investigation:
4.3.4.1 Getting ready for field work.
4.3.4.2 Doing investigation and representation using the field work data: Drawings & sketching, Observing, interviewing, Maps, Charts, Processes, Timelines, Mathematical representations, counting, Writings, Models, Displays, Books, Plays, Storytelling, Reflective journal, assessments etc.
4.3.5 Field work with student/Data collection: Field sketches & drawings, Observing, Interviews, Writing, Measuring, Sampling, and Mapping
4.3.6 Represent what was learn
4.3.7 Topic re-webbing
4.3.8 The role of a parent in phase II

4.4 Concluding the project: Phase Three
4.4.1 Planning culminating event: Phase Three
4.4.2 Debriefing the work done: Reports from the group
4.4.3 Presenting their displays
4.4.4 Review and evaluation of displays
4.4.5 The role of a parent in phase III

Unit V: Documentation and Assessment in Project

5.1 Documentation and its type
5.1.1 Individual Portfolios
5.1.2 Products (Individual & group)
5.1.3 Observation
5.1.4 Child self-reflection
5.1.5 Narratives of Learning experiences

5.2 Distilling documentation

5.3 Assessing the project
5.3.1 Projects as Engaged Learning
5.3.2 Variation in Engagement

Reading List

Essential Readings:

Helm, J. H. & Katz, L. (2001). *Young investigators: The project approach in the early Years.* New York: Teachers College Press.

Helm, J. H. & Katz, L. (2011). *Young investigators: The project approach in the early.* New York: Teachers College Press.

Additional Readings:

Bodrova, E. & Leong, D. (1996). *Tools of the mind: The Vygotskian approach to early childhood education.* Englewood Cliffs, NJ: Prentice-Hall.

Bodrova, E. & Leong, D. (2007*). Tools of the mind: The Vygotskian approach to early childhood education.* Englewood Cliffs, NJ: Prentice-Hall.
Brooks, M. & Wangmo, T. (2011*). Introducing the project approach and use of visual representation to early childhood education in Bhutan: Early childhood research and Practice, 13*(1), Spring.
Chard, S. C. (1994). *The project approach: A practical guide, I and II*. New York, Scholastic. Years (2nd ed.). New York: Teachers College Press.
Chard, S. (2001). *Practical guide #1 making the curriculum come alive*. New York.
Chard, S. (2001). *Practical guide #2 managing successful projects*. New York.
Paro College of Education (2011). *Teaching strategy handbook*. Paro: Author.
Helm, J. H., Benke, S. & Steinheimer, K. (1998). *Windows on learning: Documenting young children's work.* New York: Teachers College Press.
Katz, L. G. & Chard, S. C. (2000). *Engaging children's minds: The project approach.* Stamford: C. T, Ablex.

Date: December 2020

2.14 MTA202 Mathematics in Lower Primary II

Module Code and Title : MTA202 Mathematics in Lower Primary II
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Kuenzang, Dr Phuntsho Dolma
Module Coordinator : Kuenzang

General objective
This module aims to equip students with the knowledge and skills to effectively teach all the strands of mathematics up to key stage 1. They will exhibit the knowledge of mathematical concepts and progressive stages of teaching mathematics in lower primary classes through exploration and discovery associated with all the mathematics strands, also linking to real-life situations in the same key stage.

Learning outcomes
On completion of the module, student will be able to:
1. review content progression from PP-III across all the mathematics strands.
2. prepare appropriate teaching/learning materials and analyse the suitability for use in mathematics lessons in lower primary.
3. plan a mathematics lesson for PP-III incorporating the use of games.
4. design a formative assessment tool for a given task from the mathematics curriculum from PP-III.
5. analyse learning difficulties in teaching and learning of mathematics from PP-III.
6. recommend strategies to support young children's early understanding of number;
7. apply strategies to enhance mental math skills of students.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	3	60
	Group presentation	1	
Independent study	Readings	1	60
	VLE discussion	1	
	Assessment task	2	
Total			120

Assessment approach.

A. Mathematics curriculum analysis (20%)
Student teachers in small groups (5 members) will do an in-depth study of lower primary mathematics content and come up with a review of the curriculum materials, i.e. mathematics curriculum framework, student textbooks and teacher guides of classes PP - III. In the groups students will choose a particular content strand from the following; Numbers & Operation, Pattern & Algebra, Measurement, Geometry, Data & Chance and study the chosen strand thoroughly within/across the grades and make an analysis based on the following ideas; content coverage relative to the standard (content analysis), balance of mathematical understanding and procedural skills, mathematical practices in the curriculum materials (mathematics practices analysis), and other considerations such as equity, formative assessment, and technology. The

groups will then make a presentation of the completed task to the class and it will be assessed based on the following marking scheme.

- 3 – the purpose and focus are clear and consistent
- 3 – organization is purposeful, effective and appropriate
- 4 – responds to all aspects of assignment
- 4 – documents evidence appropriately
- 5 – analysis/interpretations are effective and consistent
- 5 – connections between and among ideas are made
- 5 – information and evidence are accurate, appropriate and integrated effectively
- 4 – alternative perspectives are carefully considered and represented
- 4 – claims and ideas are supported and elaborated

Total scores to be converted to 20%.

B. Group discussion leading of a mathematics topic/content strand (15%)

In groups of 3/4 members, students will choose a topic from the semester plan, reflected in a particular week.

Then do a detail topic exploration and prepare for the topic lead discussion and engagement of the whole class during one of the sessions of the particular week in which it is due.

Appropriate and relevant materials based on new curriculum to the class levels, i.e. PP-III, should be considered in terms of exploring and presenting to the class for discussion.

The groups will prepare a short presentation in terms of giving necessary information and knowledge plus prepare activities and games as necessary for further consolidation and meaningful engagement of the class members.

The topic leading discussion should last for 1 hour at the maximum, after which the remaining time of the session will be dedicated to clarifying and extending the ideas of the particular session.

The respective groups will consider prior consultation and discussion with the module tutor(s) for necessary clarification and confirmation of ideas and information beforehand.

The following marking scheme will be used for assessing the activity.

- 3 - Introduction & closure
- 6 - Content adequacy (satisfactory content ideas shared/discussed)
- 2 - Organization of the class
- 6 - Relevancy of content ideas shared/discussed
- 6 - Clarity of the ideas shared/discussed
- 2 - Proper use of language
- 3 - Appropriate, adequate & relevant use of learning materials
- 2 - Confidence/competence of the members in delivery
- 2 - Maximum participation of group members (all members)
- 3 - Interactive session (engagement & involvement of class)
- 2 - Time management (max. 1 hr)
- 3 - Overall conduct of the topic session
- 10 - Work Plan submission

Note: The final score will be converted to 15%

C. Designing an integrated mathematical games/student activity book (15%)

In pairs students will choose one of the class levels from PP to III and design a mathematical games/activity book consisting of 4 different games/activity appropriate for that particular class

level. A game/activity each for the topics listed below for the class level chosen to be considered. The topics are: Measurement, Shapes, Operations, and Data & chance.
Each of the games/activities will be assessed using the following marking scheme:

- 3 - Relevancy of game/activity for class level
- 5 - Clarity of Instruction
- 3 - Originality of work
- 3 - Sample of the game/activity
- 3 - General presentation of the work

The final score to be converted to 15%

D. Developing mental math strategies (10%).

Individually students will come up with a plan of action to develop the students' mental math skills in the classrooms to enable the use of mental calculations in teaching and learning of mathematics. Devising a few strategies for execution of the work in mathematics classrooms will be the focus of the task.
Marking scheme for the finished task:

- 5 - clear instructions for the strategies mentioned
- 4 - appropriateness of the strategies devised
- 4 - effectiveness and usefulness of the strategies
- 3 - overall layout of the work
- 3 - include good examples and illustrations to clarify the strategies

The final score to be converted to 10%

E. Semester end examination (40%)

The students will write 3 hours semester end examination for 100 marks and it will be converted to 40%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Mathematics curriculum analysis	1	20%
B. Mathematics topic discussion leading	1	15%
C. Integrated mathematical games or activity book	1	15%
D. Mental math strategies	1	10%
E. Semester end Examination	1	40%
Total		100%

Pre-requisites: MTA101 Mathematics in Lower Primary I

Subject matter

Unit I: Pre number

1.1 Pre number concepts; sorting, matching, comparing, ordering & patterning
1.2 Using games and activities to promote understanding of the number concept
1.3 Assessing children's understanding of pre-number concepts
1.4 Designing rich mathematical tasks to facilitate children's understanding of the concepts

Unit II: Number

2.1 Concept of number (how manyness) from 0 to 10 using different materials and approaches
2.2 Early counting
2.3 The development of counting skills
2.4 Meaning attached to counting
2.5 Pre-writing of numbers through various methods

2.6 Formal reading, writing and ordering of numbers
2.7 Development of basic fact knowledge and number sense
2.8 Number pattern
2.9 Counting forward and backward from various starting point; unitary or skip counting by 2s, 3s, 5s, 10s, etc.
2.10 Study of Roman numerals
2.11 Assessing children's understanding of the number concepts
2.12 Strategizing the teaching and learning of numbers concepts
2.13 Understanding the use of numbers in the real world

Unit III: Place value

3.1 Concept of place value - through games and different materials
3.2 Reading, writing and ordering of numbers
3.3 Naming and Counting numbers
3.4 Different strategies and methods of teaching and learning place value concept
3.5 Understanding the value of place value system; introductory to different place value systems, e.g. binary, ternary, hexadecimal etc.

Unit IV: Measurement

4.1 Concept of length, conservation of length, local and standard units, estimation & measurement, practical activities involving length
4.2 Concept of weight/mass, conservation of weight/mass, local and standard units, estimation & measurement, practical activities involving weight/mass
4.3 Concept of capacity/volume, conservation of capacity/volume, local and standard units, estimation & measurement, practical activities involving capacity/volume
4.4 Concept of area, conservation of area, estimation & measurement, practical activities involving area
4.5 Concept of money, shopping activities involving current denominations
4.6 Concept of time, duration of time and reading a clock, practical activities involving time
4.7 Word problems involving measurement topics
4.8 Designing and assessing authentic mathematical tasks for children's meaningful understanding of measurement.
4.9 Understanding the use of measurement in the real world applications

Unit V: Four Operations

5.1 Addition through breaking up a set and putting together two sets
5.2 Addition with regrouping
5.3 Subtraction through taking away of the objects and finding the difference between sets
5.4 Relating addition and subtraction
5.5 Multiplication through repeated addition of equal sets
5.6 Various ways of multiplication
5.7 Division through sharing and repeated subtraction of equal sets
5.8 Relating multiplication and division
5.9 Word problems involving four operations
5.10 Integrating the number operations in the real life activities

Unit VI: Shapes

6.1 Spatial sense
6.2 Concept of 3-D and 2-D shapes, sorting and classifying
6.3 Composition of shapes using tangrams
6.4 Making shapes using Geo-board
6.5 Symmetry
6.6 Tessellation
6.7 Nets for prisms and pyramids
6.8 Models using 3-D shapes

6.9 Exploring and assessing children's knowledge and skills of shapes in the real world

Unit VII: Data Management

7.1 Gathering data
7.2 Representation of data using concrete, pictograph and bar graph
7.3 Interpretation of data
7.4 Studying the real world data usefully, meaningfully, and appropriately

Unit VIII: Probability

8.1 Probability of everyday events; Probability terms, predicting outcomes
8.2 Informal investigation of chance; fairness; and decisions
8.3 Expressing probability outcomes – extremes, exceptions and experiments
8.4 Understanding probability in the real world

Unit IX: Fractions

9.1 Sharing and concept of Fractional part
9.2 Sharing task and fraction language
9.3 Models for fractions: Area or region model, length model and set model
9.4 Reading and symbolizing fractional parts; Numerator and Denominator
9.5 Expressing measurement topics using fractional part
9.6 Concept of equivalent fraction
9.7 Comparing fractions using various methods
9.8 Types of fractions; proper, improper and mixed fractions
9.9 Assessing children's understanding of the fraction concepts
9.10 Designing fractional exercises relating to the real life experiences.

Reading List

Essential Readings:

Bobis, J., Mulligan, J. & Lowerie, T. (2004). *Mathematics for children: challenging children to think mathematically*. Australia: Pearson Education.

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Additional Readings:

Copley, J. V. (Ed.) (1999). *Mathematics in the early years.* Reston, VA: NCTM & National Association for the Education for the Young Children (naeyc).

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2.15 PER103 རང་ལུགས་སྐྱན་ཆའི་དོན་སྒྲིག།

སྒྲིང་ཚན་གྱི་ཨང་དང་མིང་།	PER103 རང་ལུགས་སྐྱན་ཆའི་དོན་སྒྲིག།
སློབ་སྦྱོང་ལས་རིམ།	རྩོང་ཁ་གཙུག་ལག་གཞི་རིམ་གཞི་འཛུགས་ཤེས་ཡོན།
སྒྲིང་འཐུས།	༡༣ །
སྒྲིང་ཚན་སློབ་སྦྱོན་པ།	ཚེན་རྣམ་གྲོལ། ཆོ་དབང་བཀྲིས། རྡོ་ལས་འཕྲི། ཆོ་རིང་རྡོ།
སྒྲིང་ཚན་འགོ་འཛེན་པ།	ཚེན་རྣམ་གྲོལ།

སྒྲིང་བཤད་ལས་དོན།

སྒྲིང་ཚན་འདི་ གཅོ་བོ་ སློབ་ཕྲུག་ཚུ་ལུ་ རང་ལུགས་སྐྱན་ཆའི་ ཤེས་ཡོན་དང་ རིག་རྩལ་སྒོད་ཐབས་ལུ་ ཞིན། འདི་ལུ་བརྟེན་ཏེ་ སློབ་ཕྲུག་ཚུ་གིས་ སློབ་རིམ་བྱེ་གསར་ལས་ དྲུག་པ་ཚུན་ སློབ་སྦྱོན་འབད་བའི་སྐབས་ ཤེས་ཡོན་དང་ རིག་རྩལ་ཚུ་ལག་ལེན་འཐབ་སྟེ་ མ་འོངས་ སློབ་ཕྲུག་ན་གཞོན་ཚུ་ལུ་ སྐྱན་ཆ་དང་འབྲེལ་བའི་སྒོ་གཉིས་རིག་མཉམ་ཆས་དང་སྒྲུ་གཟུངས་ཕྲུལ་ཆས་ལག་ལེན་འཐབ་སྟེ་སློབ་སྦྱོན་ཚུལ་མཐུན་འབད་ཚུགས།

སློབ་སྦྱོང་གྲུབ་འཐམ།

སྒྲིང་ཚན་འདི་ མཇུག་བསྡུམ་ད་ སློབ་ཕྲུག་ཚུ་གིས་

1. འཐུག་རྒྱལ་ཁབ་ནང་ལུ་ སྒྲིང་བཏང་རང་ལུགས་ སྐྱན་ཆ་དང་ཚུལ་གྱི་སྐོར་ལས་ བཤད་པ་རྒྱབ་ཚུགས།
2. སྒྲིང་བཏང་སྐྱན་ཆའི་ཆ་ཤས་ (elements of music) ཚུ་ ངོས་འཛིན་འབད་དེ་ རང་ལུགས་སྐྱན་ཆ་དང་ ཕན་ཚུན་འབྲེལ་བ་འབད་ཚུགས།
3. རང་ལུགས་སྐྱན་ཆ་ སྒྲ་སྐྱན། དབྱངས་ཅན།ཕྱི་ཁང། གྲིངམ་བཞི་གི་ ཁུངས་དང་དགོས་པ་བཤད་ཚུགས།
4. སྐྱན་ཆའི་ བརྡ་དོན་རྟགས་གསུམ་ དབྱེ་བ་ཕྱེས་ཏེ་ ཁུངས་བཀལ་ཚུགས།
5. སྐྱན་ཆ་རེ་རེ་བཞིན་དུ་ གཟུངས་ཐབས་དང་ སྒྲ་སྒྲིག་ཐབས་ སྟོག་ཐབས་ དབྱངས་རྟགས་ཚུ་ ཚུལ་མཐུན་འབད་ ལག་ལེན་འཐབ་ཚུགས།
6. རང་ལུགས་སྐྱན་ཆའི་ ཤེས་ཡོན་དང་རིག་རྩལ་ཚུ་ གནས་སྐབས་དང་འཁྱིལ་ སློབ་ཚན་ནང་ ལག་ལེན་འཐབ་ཚུགས།
7. སྤེ་ཚན་ནང་ལུ་རང་ལུགས་སྐྱན་ཆསྟོག་ནི་ "སྒྲིང་བ་འབད་དེ་ སྐྱན་ཆའི་སྒྲ་དབྱངས་ཚུ་མཐུན་འབྲེལ་གྱི་ཐོག་ལས་ལེགས་ཤོམ་འབད་ འགོ་འཛེན་འཐབ་ཚུགས།
8. དེང་སང་གི་འཕྲུལ་རིག་མཉེན་ཆས་ཀྱི་ཐོག་ལས་ སྐྱན་ཆའི་སྒྲ་གཟུངས་དང་ཞུན་དག་འབད་ནི་ཚུ་" ཉམས་མྱོང་ཐོབ་སྟེ་ལག་ལེན་འཐབ་ཚུགས།
9. སྐྱན་ཆའི་ཤེས་ཡོན་དང་རིག་རྩལ་ཚུ་ ལྷབ་སྒྲིང་འབད་དེ་ ཡང་རྒྱས་གཏུང་ཐབས་ཀྱི་དོན་ལུ་ དབྱེ་ཞིབ་འབད་ཐབས་ཀྱི་ཐབས་ལམ་ཚུ་ ལག་ལེན་འཐབ་ཚུགས།

༡༠ གཞི་རིམ་སློབ་ཕྲུག་ཚུ་ལུ་ རང་ལུགས་སྐན་ཚ་ལག་ལེན་འཐབ་ཐོག་ལས་ གཞི་རིམ་རྩ་གཞུང་དང་འབྲེལ་བའི་རིག་རྩལ་ཡར་རྒྱས་གཏང་ནིའི་སྤྱོད་ལྟ་ལ་འདྲཔ་ཚུ་འགོ་འདྲེན་འཐབ་ཚུགས།

སློབ་སྟོན་ཐབས་ལམ།

རྣམ་པ།	ཐབས་ལམ།	བདུན་ཕྲག་རེ་ལུ་ཆུ་ཚོད།	སྤྱོད་འཐུས་ཆུ་ཚོད་བསྟོམས།
དངོས་འབྲེལ།	གསལ་བཤད།	༡	༤༠
	ལག་ལེན་དངོས་འཐབ།	༣	
རང་སྤྱོད།	ལས་འགུལ་བྱེ་ནི།	༡	༤༠
	རང་སྤྱོད།	༣	
ཡོངས་བསྟོམས།			༡༢༠

དབྱེ་ཞིབ་ཐབས་ལམ།

༡ དུས་རྒྱུན་དབྱེ་ཞིབ། ༡༠༠%

༢.༡ སྐན་ཚ་སྤྱི་ནི། ༩༠%

སྐན་ཚ་རེ་རེ་བཞིན་ (སྐུ་སྐན། དབྱངས་ཅན། ཕྱི་ཕངཔ། གྲིངམ་) ལྷབ་སྤྱང་འབད་ཚར་བའི་ཤུལ་མ་ སློབ་ཁང་ནང་ལུ་ལྷབ་མི་སྐན་ཚ་གི་ རིག་རྩལ་ཚུ་ལག་ལེན་འཐབ་སྟེ་ རྒྱུགས་ཕྱལ་དགོ། སྐན་ཚ་རེ་རེ་ལུ་ སྒྲུགས་༡༠ རེ་ ཡོངས་བསྟོམས་སྒྲུགས་༩༠ ཡོད།

དབྱེ་ཞིབ་སྒྲུགས་ཀྱི་ཚད་གཞི།

- སྐན་ཚ་བསྒྲིགཔ་དང་ གཟུགས་ཀྱི་སྟོད་ཐངས་དང་ སྐན་ཚ་གཟུང་ཐངས། ༡%
- སྐན་ཚའི་སྒྲ་ དྭངས་ཉིད། ༡%
- ཁྲུ་གཞས་ཀྱི་མཚོགས་སྡེད་དང་བསྒིགས་ཏེ་སྒྲིག་ཐངས། ༡%
- སྐན་ཚའི་སྒྲ་སེང་ཚབ། ༡%
- དབྱངས་རྟགས་བལྟ་སྟེ་བསྒྲིག་ནི། ༡%

༢.༢ སྤྱན་ལུ། ༡༠%

སློབ་ཕྲུག་ཚུ་གིས་སྐན་ཚ་བཞི་ཚ་ར་ཚང་བའི་སྟེ་ཚན་བཟོ་ཞིན་མ་ལས་སྤྱན་ལུ་འབད་དགོ།

དུས་ཡུན་སྐར་མ་༤ ལས་༡༠ །

དབྱེ་ཞིབ་སྒྲུགས་ཀྱི་ཚད་གཞི།

- སྐན་ཚ་བསྒྲིགཔ་དང་སྟོད་ཐངས་དང་གཟུང་ཐངས། ༩%
- སྒྲ་དྭངས་ཉིད་དང་སེང་ཚབ། ༦%
- མཚོགས་སྡེད་དང་སྒྲིག་མཐུན། ༦%
- གསར་གཏོད། ༩%

ཀ།། ཨ་ལོའི་སྤྲོ་གླུ་རྩོམ་སྒྲིག། ༢༠%

དབྱངས་རྒྱས་ཀྱི་ཤེས་ཡོན་རྒྱ་བསྒྱེད་ཀྱི་དོན་ལུ་ སློབ་ཕྲུག་ཚ/ངང་རྒྱབ་འབད་ སྤྲོ་གླུ་རྩོམ་རྒྱབ་སྟེ་ ཤཱཀྱ་ཆས་ལག་ལེན་འཐབ་ཐོག་ལས་ དབྱངས་རྒྱས་ལུ་ སྐྱུར་བཅོས་འབད་དེ་ བསྒྲིག་བཏུག་ནི། སྤྲོ་གླུ་འདི་ གཞི་རིམ་ཤེས་ཡོན་རྩ་གཞུང་གི་ ཆོས་ཚན་གཅིག་ཅིའབད་རུང་ གཅིག་ལུ་གཞི་བཞག་དགོ། སྤྲོ་གླུ་འདི་ སྐན་ཚ་ཕྱིངཤོས་གཉིས་གཉིས་གདམ་འཐུབ་འབད་དེ་བསྒྲིག་དགོ།

དབྱེ་ཞིབ་སྐྱོགས་ཀྱི་ཚད་གཞི།

- ཤཱཀྱ་ཆས་སྐྱ་གཞུང་ ༩%
- གསར་གཏོད། ༣%
- སྐྱན་ཁུ། ༣%
- དོན་ཚན་འོས་འབབ། ༩%
- གདངས་དབྱངས། ༩%
- རྣམ་འགྱུར། ༣%

ང།། རངལ་གསལ་སྐན་ཚའི་སློབ་སྦྱོན་འཚར་གཞི་བཟོ་ནི། ༢༠%

སློབ་ཕྲུག་ཚུ་སྤེ་ཚན་ནང་འབད་ རངལ་གསལ་སྐན་ཚའི་ཤེས་ཡོན་དང་རིག་རྩལ་ཡར་རྒྱས་གཏང་ནིའི་དོན་ལུ་ སློབ་སྦྱོན་འཚར་གཞི་ཅིག་བཟོ་བཏུག་ནི་ དེ་ཡང་ སློབ་སྦྱོན་ངོས་ལེན་འགོ་བཙུགས་ཏེ་ སློབ་སྦྱོན་རྩ་སྒྲིད་ དེ་ལས་ སྒྲུབ་ལྟ་སྤྲོ་བ་ཆེ་ཏོག་ཏོ་ གཉིས་བཟོ་ནི་དང་ དེ་གི་ དབྱེ་ཞིབ་འབད་ཐབས་དང་མཇུག་བསྡུ་ཚུ་ཚུལ་མཐུན་གྱི་ཐོག་ལས་ བཟོ་བཏུག་ཞིནམ་ལས་ སློབ་ཁང་ནང་ལུ་སྒྲུབ་འབྱུལ་འབད་བཏུག་ནི།

དབྱེ་ཞིབ་སྐྱོགས་ཀྱི་ཚད་གཞི།

- སློབ་སྦྱོན་འཚར་གཞིའི་ནང་ཚོན་ཚ་ཚང་། ༥%
- སློབ་ཚན་ལས་དོན་གྲུབ་མ་གྲུབ། ༥%
- སྒྲུབ་ལྟའི་རིགཔ་རྩལ་ཡར་རྒྱས། ༥%
- དབྱེ་ཞིབ་ལམ་ལུགས། ༥%

དབྱེ་ཞིབ་ཐབས་ལམ་དང་སྒྲིད་ཚད་ཀྱི་བཀོད་རིས།

དབྱེ་ཞིབ་ཀྱི་དབྱེ་བ།	དབྱེ་ཞིབ་ཀྱི་གཞི་དོན།	གྲངས་ཁ།	སྐྱོགས་ཀྱི་སྒྲིད་ཚད།
༡ དུས་རྒྱུན་དབྱེ་ཞིབ། ༡༠༠%	ཀ སྐན་ཚབསྒྲིག་ནི།	༩	༩༠%
	ཁ སྐྱན་ཁུ།	༡	༡༠%
	ག ཨ་ལོའི་སྤྲོ་གླུ་རྩོམ་སྒྲིག།	༡	༡༠%
	ང རངལ་གསལ་སྐན་ཚའི་སློབ་སྦྱོན་འཚར་གཞི་བཟོ་ནི།	༡	༡༠%

སྐྱགས་བསྡོམས།	༡༠༠ %

སྒོང་ཚན་སྡོན་ཚང་ མེད།

སྒོང་ཚན་ནང་དོན།

ལས་ཚན་དང་པ། **སྐན་ཆའི་འབྱུང་ཁུངས།**

- ༡.༡ སྤྱིར་བཏང་ལམ་སྲོལ་སོ་སོའི་སྐན་ཆའི་འབྱུང་ཁུངས།
- ༡.༢ འབྲུག་རྒྱལ་ཁབ་ནང་ལུ་སྐན་ཆ་དར་ཚུལ།
- ༡.༣ སྐན་ཆའི་སྒྲ་དབྱངས་ལས་བརྟེན་ཨ་ལོའི་རྣམ་རིག་ཡར་རྒྱས་གཏང་ཚུལ།

ལས་ཚན་གཉིས་པ། **སྐན་ཆའི་ཤེས་ཡོན།**

- ༢.༡ སྐན་ཆའི་ཆ་ཤས།
- ༢.༢ རང་ལུགས་སྐན་ཆའི་སྡེ་ཚན་གྱི་དབྱེ་བ།
- ༢.༣ སྐན་ཆའི་དབྱངས་རྣགས་ལྟབ་ནའི་ཤེས་ཡོན།
- ༢.༤ སྐན་ཆའི་སྒྲ་ཉན་ནི། དབྱངས་རྣགས་བལྟ་ནི། ཐུན་གཉས་རྩོམ་སྒྲིག་གི་གཞི་རྩ་དོ་ཚོ་ནི། སྐན་ཆདབྱེ་དཔྱད་འབད་ནི།

ལས་ཚན་གསུམ་པ། **སྐན་ཆ་སྒྲ་སྐན་གྱི་སྐོར།**

- ༣.༡ སྒྲ་སྐན་གྱི་འབྱུང་ཁུངས།
- ༣.༢ སྒྲ་སྐན་གྱི་བརྡ་དོན་རྣགས་གསུམ།
- ༣.༣ སྐན་ཆ་སྒྲ་སྐན་གྱི་ལྟབ་སྤྱད།
- ༣.༤ ཁྲི་གི་དབྱངས་རྣགས་ངོས་འཛིན་འབད་དེ་སྒྲ་སྐན་སྒྲིག་ཐངས།
- ༣.༥ སྒྲ་སྐན་སྒྲིག་ཐངས་སྤྱན་ཁུ།

ལས་ཚན་བཞི་པ། **སྐན་ཆདབྱངས་ཅན་གྱི་སྐོར།**

- ༤.༡ དབྱངས་ཅན་གྱི་འབྱུང་ཁུངས།
- ༤.༢ དབྱངས་ཅན་གྱི་བརྡ་དོན་རྣགས་གསུམ།
- ༤.༣ སྐན་ཆ་དབྱངས་ཅན་གྱི་ལྟབ་སྤྱད།
- ༤.༤ ཁྲི་གི་དབྱངས་རྣགས་ངོས་འཛིན་འབད་དེ་དབྱངས་ཅན་སྒྲིག་ཐངས།
- ༤.༥ དབྱངས་ཅན་སྒྲིག་ཐངས་ཀྱི་སྤྱན་ཁུ།

ལས་ཚན་ལྔ་པ། **སྐན་ཆཀྱི་ཁངཀི་སྐོར།**

ལྟེགས་དགོ་པའི་དཔེ་ཐོ།

རིས་པར་དུ་ལྟེགས་དགོ་པའི་དཔེ་ཐོ།

ཀུན་བཟང་ཕྱིས།(༢༠༠༤) *ཐུབ་དེབ་བློ་གསར་ལམ་སྟོན།* ཕུན་ཚོགས་གྲིང་། ཀེ་ཨེམ་ཀྱི།

ཀཱམ་དབང་ཕྱུག།(༢༠༠༤) *དཔལ་ལྡན་འབྲུག་པའི་ཐུབ་བོ་གངས་གསུམ་ལས་སྐྱབ་ཚའི་འབྲུང་བབས་དང་དགོས་པ།*ཞིམ་ཕུ། རྒྱལ་གཞུང་བློས་གར་སློབ་སྦྱོང་ལྷེ་བ།

Clendinning, J. P. (2016). *The Musician's Guide to Theory and Analysis Workbook*. United States: W. W. Norton & Company.

Duke, R. A. (n.d.). *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction.* Learning and Behavior Resources.

Miller, M. (2016). *Music Theory, 3E (Idiot's Guides).* United States: Alpha Books.

ཁ་སྐོངས་ཀི་དོན་ལུ་ལྟེགས་དགོ་པའི་དཔེ་ཐོ།

ས་སྐུ་པན་དེ་ཏ། (༢༠༡༩) *རོལ་མོའི་བསྟན་བཅོས།* ཕུན་ཚོགས་གྲིང་། ཀེ་ཨེམ་ཀྱི།

Owsinski, B. (2017). *The Mixing Engineer's Handbook: .* United States: Bobby Owsinski Media Group.

ཚེས་གྲངས། ༢༠/༤/༢༠༢༡

2.16 PED205 Teaching Methods

Module Code and Title : PED205 Teaching Methods
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Dorji, Karma Nidup, Lhaden
Module Coordinator : Thinley Dorji

General objective

The general objective of this module is to develop a deeper understanding of the theoretical principles that inform contemporary teaching methods to effectively deliver the lessons. Further, this module seeks to look at a variety of methods that engage and motivate students towards learning. Students will also be equipped with wide range of appropriate teaching methods that can be used in the primary schools.

Learning outcomes

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

1. differentiate between teaching strategy and teaching method;
2. state the importance of varying teaching methods;
3. explain the criteria for selecting an appropriate teaching method;
4. discuss different methods to improve skills in teaching;
5. differentiate between traditional and constructivist learning;
6. analyze contemporary teaching methods in relation to the environment and culture of primary schools in Bhutan;
7. incorporate the ideas of integrating various teaching methods in the lesson plan components;
8. demonstrate the process of methods including differentiated instruction in the real classroom;
9. evaluate classroom teaching practices to improve their competency and efficiency in using the methods;
10. develop an eclectic teaching method suitable for teaching primary level.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation	2	
Independent study	Readings	1.5	60
	Written assignment	2	
	VLE discussion	0.5	
Total			120

Assessment

A. Lesson plan and method demonstration (40%)

This assignment consists of two parts. In part one, students are required to plan a lesson for the given method and in part two they have to teach students to demonstrate the process of the method planned in part one.

A1: Lesson Planning (20%)

Students in small groups (3-4 members) will plan a detailed lesson for 30 minutes integrating the ideas of the specific method discussed in the class. The tutor will assign each group with different teaching methods including the differentiated instruction. The lesson plan can be on any subjects from class PP- VI and discuss how students will effectively use the method during the pre-conference. The following criteria will be used to evaluate the lesson plan.

2% Lesson objectives are written precisely following either SMART or ABCD model
4% A detailed lesson plan with all the lesson components
3% Logical presentation of the ideas
3% Relevancy of topic with the method
5% Adequate and relevant activities designed to engage students
3% Correct use of language, free from grammatical errors

A2: Method Demonstration (20%)

In small groups (3-4 members), students will teach for 30 minutes to demonstrate the process of the given method that they have planned in Part 1. The following criteria will be used to evaluate the method application.

2% Appropriate introduction of the lesson
4% The logical progression of the demonstration
3% Use of teaching-learning materials and engage students in the activities
4% Appropriate application of the strategy
2% Effective use of time (spends more time on important/difficult concepts)
3% Effective use of language and communication skills
2% Appropriate closure of the lesson

B. Developing new teaching methods (20%)

This is an individual task. Students will develop/explore a new teaching method which is relevant for the primary learners. The method should discuss the contemporary teaching and learning principles which will assist the primary teachers. It should be written within the given framework: Write the name of the strategy, explain the concept, purpose, principles, and procedures of the strategy. Explain its strengths and weaknesses. Discuss how you intend to improve the method. The following criteria will be used to evaluate the assignment. Word limit: (1500-2000 words)

1% Name of the method/strategy (inviting and relevant)
5% Method has all required information
4% Topic is well researched
3% Logical presentation of concept
3% Relevant and appropriate
2% Language
2% Referencing

C. Semester end Examination (40%)

Students will write 3 hours semester-end examination for 100 marks and it will be converted to 40%. The purpose of the exam is to check their and competency understanding of subject matter.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Lesson plan and method demonstration		
A1. Lesson Planning	1	20%
A2. Method Demonstration/Application	1	20%
B. Developing new teaching method	1	20%
C. Semester end Examination	1	40%
Total		100%

Pre requisites: PED203 Project Approach to Teaching and Learning

Subject matter

Unit I: Definitions and key concepts

1.1 Learning theories (behavioral, cognitive, humanistic)
1.2 Concepts of teaching method, teaching strategy, and teaching skill
1.3 Importance of varying teaching strategy
1.4 Learning styles (revision of MI theory)
1.5 Criteria for selecting teaching methods

Unit II: Deductive and inductive method

2.1 Concept
2.2 Purpose
2.3 Characteristics
2.4 Phases of deductive and inductive teaching
2.5 Advantages and disadvantages

Unit III: Lecture and demonstration

3.1 Concept
3.2 Purpose
3.3 Principles
3.4 Types of demonstration
3.5 Steps/process
3.6 Advantages and disadvantages

Unit IV: Constructivist learning

4.1 Concept
4.2 Purpose
4.3 Characteristics and principles
4.4 Constructivist classroom
4.5 Traditional vs constructivist classroom

Unit V: Co-operative learning

5.1 Concept
5.2 Purpose
5.3 Principles
5.4 Types (Jig-saw, Round robin, hot potato, gallery walk, Triad, fish bowl)
5.5 Advantages and disadvantages

Unit VI: Placed-based Education

6.1 Concept
6.2 Purpose
6.3 Principles
6.4 Benefits
6.5 Five Levels of Place-Based Learning
    6.5.1 Classroom Visitor
    6.5.2 Field Trip and Service Learning
    6.5.3 Context Curriculum
    6.5.4 Impact Investigation
    6.5.5 Inside-Out School
6.6 Advantages and disadvantages

Unit VII: Problem-solving/problem-based learning

7.1 Concept
7.2 Purpose

7.3 Principles
7.4 Steps/process
7.5 Advantages and disadvantages

Unit VIII: Inquiry-based Learning

8.1 Concept
8.2 Purpose
8.3 Types
8.4 Principles
8.5 Four Phases/levels of inquiry
8.6 Advantages and disadvantages

Unit IX: A case study

9.1 Concept
9.2 Purpose
9.3 Principles
9.4 Steps/process
9.5 Advantages and disadvantages

Unit X: Differentiated instruction

10.1 Concept
10.2 Purpose
10.3 Principles
10.4 Four elements
- 10.4.1 Content
- 10.4.2 Process
- 10.4.3 Products
- 10.4.4 Learning Environment

10.5 Advantages and disadvantages

Unit XI: Blended Learning

11.1 Concept
11.2 Purpose
11.3 Characteristics
11.4 Models of blended learning
- 11.4.1 Station-rotation model
- 11.4.2 Flipped-classroom model
- 11.4.3 Lab-rotation model
- 11.4.4 Individual-rotation model

11.5 Advantages and disadvantages

Unit XII: Performance activities as teaching methods

12.1 Concept
12.2 Purpose
12.3 Principles
12.4 Types
- 12.4.1 Role-playing/simulation/games
- 12.4.2 Seminar
- 12.4.3 Panel discussion
- 12.4.4 Drama/scripted play
- 12.4.5 Debate

Reading List

Essential Readings:

Gruenewald, D. G. & Smith G. A. (2010). *Placed-based education in the global age: Local diversity.* New York, NY: Routledge.

Killen, R. (2015). *Effective teaching strategies: Lessons from research and practice* (4th ed.) Australia: Social Science Press.

Muijs, D. & Reynolds D. (2018). *Effective teaching: Evidence and practice* (4th ed.). London: Paul Chapman Publishing.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). USA.

Tucker, C. R., Wycoff, T. & Green, J. (2017). *Blended learning in action: A practical guide toward sustainable change.* (Corwin Teaching Essentials). Corwin.

Additional Readings:

Audet, R. H. & Jorden L. K. (2005). *Integrating inquiry across the curriculum*. The United Kingdom: Crowin Press.

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). USA: San Francisco.

Ellis, A. K. (2010). *Teaching and learning elementary social studies.* Boston: Pearson Education, Inc.

Hammond, M. & Collins, R. (1997). *Self-directed learning: Critical practice*. London: Kogan Page Limited.

Helm, J. H. & Katz, L. (2001). *Young investigators: The project approach in the early years.* London: Teachers College Press.

Nathen, R. (1988). *Classroom strategies that works: An elementary teacher's guide to process writing*. Heinemann Portsmouth.

Orlich, D. C., Harder, R.J., Callahan, R. C., Trevisan, M. S., Brown, A. H. & Miller, D. E. (2013). *Teaching strategies: A guide to effective instruction* (10th ed.). USA.

Vickery A. (2014). *Developing active learning in the primary classroom*. London: Sage Publications Ltd.

Date: December 2020

2.17 ENA202 Teaching Literacy Skills in Lower Primary

Module code and Title : ENA202 Teaching Literacy Skills in Lower Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Karma Dorji, Dechen Wangmo, Karma Lhamo, Sangay Biddha
Module coordinator : Karma Dorji

General objective

The aim of this module is to build students' competency in teaching literacy skills in lower primary (Pre-primary – Class III). To achieve this, students will explore the international best practices of teaching literacy and engage in a variety of hands on activities that enhance their pedagogical skills and apply the knowledge of incremental stages of developing literacy skills.

Learning outcomes

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

1. discuss how to establish a positive and interactive learning environment for language learning;
2. exhibit competency in teaching emergent readers and writers using the current best practices and methods;
3. use variety of strategies to teach literacy skills, including storytelling, nursery rhymes, and games;
4. employ decoding strategies to teach fluency skills to beginning readers;
5. select reading materials appropriate to the children's reading level;
6. apply a variety of strategies to build children's cueing systems for reading and writing;
7. discuss a variety of strategies to teach writing skills including Parallel/Modelled writing, guided writing, shared writing, writing frames and Think A Loud;
8. practice the conventions of writing such as handwriting, spelling, punctuation, paragraphing;
9. explain the ways of integrating the four language skills in the primary classroom through games and fun activity;
10. design lessons on the four skills effectively using the Before, While and After stages;
11. design a variety of assessment tools for assessing literacy skills.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	0.5	60
	Demonstration	0.5	
	Discussion	1	
	Hands on practice	1	
	Presentation	1	
Independent study	Readings	1	60
	Writing	2	
	VLE discussion	1	
Total			120

Assessment Approach

A. Designing a Picture Book (15%)

This assessment component will check the students' ability to combine visual and verbal narratives in a book format. With the narrative told primarily through text and pictures, the

Picture book will check their writing skills. This will help children develop their reading skills, most are written with vocabulary a child can understand but not necessarily read. For this reason, picture books tend to have two functions in the lives of children: they are first read to young children by adults, and then children read them themselves once they begin learning to read.

This is a group task that will be carried out by three members. Students are required to produce a picture book aimed at young children (PP-III.). The picture book must have all the characteristics of a good picture book discussed in the class.

Students will be assessed by considering the following contents:

5% Content (theme)
2% Grammar and spelling
5% Creativity
3% Execution and illustrations

B. Designing Games (20%)

This assessment will increase student engagement, which in turn helps boost creativity and achievement. They not only gain social skills, but this engagement will enable students to integrate IT skills and language learning. Finally, they enable students to create a flipped classroom, or "blended" learning environment.

This is to be carried out by four-five members. Students are required to design a game or a fun activity on any one of the following area:

a. Vocabulary game
b. Listening game
c. Speaking game

Students must adhere to learning the content matter as well as improving the language skills. This game must be accompanied by written instructions on how to play. Further, students are required to record and present a 15 minutes video lesson. They are required to explain the process of using the fun games. Students must mention how the content area and language skills were focused, and describe the benefits of using fun games in classroom teaching. Marks will be awarded based on the following criteria:

5% Relevancy/appropriateness
3% Durability
4% Creativity
4% Presentation
4% Clarity of instruction(s)

C. Planning a lesson and skills (Listening and Speaking) demonstration (25%)

C1. Lesson Planning (10%)

This assignment will enhance the students' ability to plan and teach these two important language skills. Students come up with many classroom activities that will develop their learners' ability to interact and communicate clearly. In small groups, students will plan a detailed lesson for 30 minutes focusing on listening and speaking skills. The students will focus on how to teach these skills. All steps or procedures to carry out listening and speaking skills must be clearly stated in the lesson plan. The lesson plan can be on any subjects from class PP- VI. The following criteria will be used to evaluate the lesson plan.

1% Lesson objectives are written precisely following either SMART or ABCD model
2% All the lesson plan components are included and are clearly written
1% Logical presentation of the ideas
1% Relevancy of topic with the language skills
3% Activities are relevant and steps are clearly written

2% Writing mechanics are followed

C2. Language Skills Demonstration (15%)

In the same groups, students will teach for 30 minutes to demonstrate the process of teaching the language skills that they have planned in Part A. The following criteria will be used to evaluate their skills application.

3% The logical progression of the demonstration
5% Use of teaching materials, students are engaged in learning activities
4% Exhibit clear understanding of teaching language skills
1% Time use is effective
2% Effective use of language and communication skills

D. Semester end examination (40%)

The students will write 3 hours semester end examination for 100 marks and it will be converted to 40%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Designing a Picture Book	1	15%
B. Designing games	1	20%
C. Planning a lesson and skills (Listening and Speaking) demonstration		
C1. Lesson planning	1	10%
C2. Language Skill Demonstration	1	15%
D. Semester end Examination	1	40%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Understanding Eight important principles of literacy skills (Tompkins, Literacy for the 21st Century**)**

1.1. Understand the purpose of literacy
1.2. Hear written language
1.3. Become aware of the sounds of language
1.4. Have experiences with written symbols
1.5. Explore words and learn how words work
1.6. Learn the conventions of print and how books work
1.7. Read and write continuous text
1.8. Develop flexibility and fluency

Unit II: Teaching Listening and Speaking skills

2.1 Importance of Listening and Speaking in the lower primary
2.2 Strategies/ activities to promote Listening and Speaking
  2.2.1 Storytelling
  2.2.2 Songs, rhymes and chants

2.2.3 designing activities to enhance Listening and speaking skills (refer the curriculum guide for examples of activities)

Unit III: Exploring Early Reading

3.1 Pre-reading activities
3.2 Visual discrimination skills
3.3 Auditory discrimination skills
3.4 Memory games
3.5 Print conventions
3.6 Concept of books (Big book/Picture book)

Unit IV: Examining Word Study: Learning Word Patterns

4.1 Introduction to word study
4.2 Strategies to teach word study
4.3 Word patterns – how different letters and groups of letters represent sound and meaning in the orthographic system
4.4 Using repertoire of word solving strategies
4.5 Conventions of writing (punctuation, spelling and editing)
4.6 High frequency words & Vocabulary

Unit V: Reading Fluency

5.1 Define reading fluency
5.2 Characteristics of Fluent and Dysfluent reading
5.3 Using Word Identification strategies:
- 5.3.1 Phonic Skills
- 5.3.2 Decoding by Analogy
- 5.3.3 Syllabification skills
- 5.3.4 Morphemic analysis skills

5.4 Chunking skills
- 5.4.1 Practicing chunking skills using Readers (PP-III)

Unit VI: Instructional strategies to teach reading fluency

6.1 Read Aloud
6.2 Exposure to audio recordings
6.3 Use sight words and playful activities
6.4 Reader's Theatre
6.5 Paired or Buddy Reading
6.6 Echo Reading
6.7 Choral Reading
6.8 Repeated Reading
6.9 Scooping phrases
6.10 Daily Independent Reading Time

Unit VII: Writing

7.1 Personal views on writing in lower Primary
7.2 Importance of writing
7.3 Examining the Stages of Writing
- **7.3.1** Preliterate: Drawing and Scribbling
- **7.3.2** Early Emergent: Letter like forms and Random-letters or letter setting
- **7.3.3** Transitional: Writing via invented spelling
- **7.3.4** Fluency: Conventional spelling

7.4 Instructional strategies to teach writing

Unit VIII: Exploring Early Writing

8.1 Hand-eye coordination activities
8.2 Gross motor skills activities
8.3 Fine motor skills activities

8.4 Pre-writing patterns
8.5 Teaching letter recognition- What is the order to introduce letters? E.g. - o, c, a, b, g.
8.6 Practising printed handwriting

Unit IX: Context of teaching writing

9.1 Modeled writing
9.2 Shared writing
9.3 Interactive writing
9.4 Guided writing
9.5 Independent writing
9.6 Parallel writing

Unit X: Exploring Writing Activities

10.1 Finish the story
10.2 Do grocery shopping
10.3 Creating new words
10.4 Write a book
10.5 Write a poem
10.6 Find a match
10.7 Captivating opening sentences

Unit XI: Introduction to school English curriculum PP-III

11.1 Introduction to the school curriculum
11.2 The guiding philosophies
11.3 Strategies and approaches
11.4 Forward to Listening and Speaking, Reading and Writing (Teacher's guide)
11.5 Objectives of Listening and Speaking, Reading and Writing (Teacher's guide)
11.6 Time allocations for different strands

Unit XII: Assessing Literacy in lower Primary

12.1 Anecdotal records
12.2 Observation
12.3 Checklist
12.4 Rubrics
12.5 Reading Records

Reading List

Essential Readings:

Forceman, S. (2008). *ELL and transition handbook: Pre K-2*. Pearson Education, Inc.

Royal Education Council, Ministry of Education. (2017). *English curriculum teacher's guide (Pre-primary - III).* Paro: Author.

Royal Education Council, Ministry of Education. (2017). *Readers (PP-3)*. Paro: Author.

Tompkins, G. E. (2017). *Literacy for the 21st century* (7th ed.): *A balanced approach*. New Jersey: Pearson Education Inc.

Additional Readings:

Bainbridge, J. & Malicky, G (2004) *Constructing meaning: Balancing elementary language arts.* Canada: Nelson.

Becker, C. & Ross, J. (2016). *An approach to creative speaking activities in young learners' classroom. Education inquiry*, 7:1, DOI: 10.3402/edui.v7.27613.

Cooper, J. D. (2003). Literacy: Helping children construct meaning. USA: Houghton Mifflin.

Cunningham, P. M, et.al (2000). Reading and writing in elementary classrooms: Strategies and observations. Canada: Longman.

Dawes, L., Grugeon, E., Hubbard, L. & Smith, C. (2012). *Teaching speaking & listening in the primary school* (3rd ed.). New York: Routledge.

Herrel, A. & Jordan, M (2004). *Fifty strategies for teaching english language.* New Jersey: Pearson Education Ltd.
Hedge, T. (2000). *Teaching and learning in language classroom*. UK: Oxford University Press.
Slattery, M. & Willis, J. (2015). *English for primary teachers. A handbook of activities and classroom language.* USA: Oxford University Press.

Date: December 2020

2.18 EDT201 ICT in Teaching and Learning

Module Code and Title : EDT201 ICT in Teaching and Learning
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Phuntsho, Thinley Wangchuk, Ugyen Wangchuk
Module Coordinator : Ugyen Wangchuk

General objective

This module is designed to equip students with relevant pedagogical skills and ideas to infuse ICT as an effective teaching learning process. Students will engage in a wide range of activities and projects designed to impart hands-on experience of integrating technology into classroom activities. The module also aims to provide practical knowledge and skill of developing, creating, and evaluating digital content and other learning technologies.

Learning outcomes

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

1. explain the current emerging trends in the use of Educational Technology in the classroom;
2. apply social/ethical consideration in designing ICT integrated lessons;
3. write a reflection on the use of an assistive technology tools in a real setting;
4. select relevant online resources using a checklist for evaluating web resources;
5. design digital learning contents to enhance their teaching and learning process;
6. apply relevant ICT based instructions and technological tools in designing effective classroom activities;
7. design an ICT integrated lesson plan in a virtual environment.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation & demonstration	2	
Independent study	Written assignment	2	60
	Lab work & readings	1	
	VLE discussions	1	
Total			120

Assessment Approach:

A. Creating digital content (25%)

This is an individual task where students will design and produce digital content on any topic from the primary school curriculum. The content could be either a video tutorial, an interactive worksheet, an educational game or a simulation using basic ICT tools such as word, spreadsheet, PowerPoint, publisher, windows movie maker, camtesia and other open source educational tools. The digital resource will be assessed based on the following criteria:

3% Relevancy (The content is according to the intended audience's need, level and meets the learning requirements)
3% Currency (content and ideas are current and up-to-date)
3% Accuracy (content is reliable, accurate and verifiable; grammatically correct; without language, spelling, punctuation and typo errors)

8% Design (Organized, clear and concise, followed design principles)
8% Creativity (Ideas represent important concepts from different contexts and disciplines; draws on a wide variety of sources, including different texts, media and personal experiences; Ideas are combined in original and surprising ways to address an issue to make something new; Created product is interesting, new, original that includes identifying a previously unknown problem, issue, or purpose.)

B. Designing ICT integrated lesson plan (25%)

The main purpose of this task is to promote the usage of ICT collaborative tools in designing ICT integrated lesson plans. So students, in a groups of three or four, will prepare a 40 minute ICT integrated lesson plan on different topics from the primary school curriculum, which will be assigned by the tutor. The lesson plan should incorporate any one of the ICT integration model (SAMR, TPACK, ASSURE) that have been discussed in the class. All relevant resources required for the lesson activities to achieve the learning outcomes should be described and provided along with the lesson plan. The group member could use any online collaborative platform (Google doc, wiki, Facebook) for their collaboration and the task will be assessed based on:

3% specific, clear and measurable learning objectives
4% appropriate selection and high level integration of ICT tools
6% well-designed activities with clear activity instructions
3% active participation in the online discussion following standard netiquettes
4% social and ethical consideration in the use of online materials for the lesson
5% use of ICT integration model

C. Reflective Journal (30%)

C1. Students will individually prepare and maintain a digital portfolio using any of the open source digital publishing platform such as Blog, Wiki, Social Medias etc. The portfolio should include a reflection on the usage of five ICT tools in their personal and academic life. The portfolio must archive all the relevant evidences in the form of images and short videos. This task of reflective writing will spread across the whole semester, where student need to post one reflection in about 500 words every month. The portfolio will be assessed towards the end of semester based on the following criteria:

5% Reflection (quality analysis, insightful, technical accuracy, logical and coherence of ideas)
4% Relevancy and appropriateness of technology use
3% Evidences (varieties of artifacts including text, images, audio and videos; includes caption explaining the purpose etc.)
3% Frequency/consistency of posts – (no. of posts, spread and consistency of the post)

C2. Students will individually write a reflection of their observation on the use of assistive technology in a real inclusive class. For this task, students will visit a school for the observation in a real classroom setting. Prior to their visit, tutor will discuss the rationale and expectation of the visit with the student. Tutor is also expected to discuss the logistic of the school visit and accordingly, tutor will seek prior permission from the school principal routed through the Dean of Academic Affairs of the College. The students should post their final reflection in the open source digital platform that they maintain for their digital portfolio in C1. The word limit for this reflective essay is 1300 to 1500.The reflection will be assessed based on the following criteria:

3% logical and coherence of ideas
5% Critical presentation of the ideas
3% Use of literature to support the ideas
4% analysis of the appropriateness of the assistive technology tools used

D. Class Test (20%)

Online class test will be administered after the completion of unit I, II and III. The test which will take 30 minutes to complete, will assess the fundamental understanding of the concept, skill and issues related to ICT integration, assistive technology and digital citizenship. The design for the test is as follows:

5 % Multiple choice items
5 % short answer questions
10% Essay type questions

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Digital Resources	1	25%
B. Integrated Lesson Plan	1	25%
C. Reflective Journal (e-portfolio)	2	30%
D. Class Test	1	20%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Understanding ICT in Education

1.1 Rationale for ICT integration in the classroom
- 1.1.1 Paradigm shift in the educational philosophy
  - 1.1.1.1 Information gatherer, consumer and prosumer
  - 1.1.1.2 Role of a teacher (presenter/facilitator/designer)
  - 1.1.1.3 Shifting learning approaches (child centered/active learning)
- 1.1.2 Changing learner and learning environment
  - 1.1.2.1 Digital native children/Digital Immigrant
  - 1.1.2.2 21st century skills
  - 1.1.2.3 21st century learning environment (ubiquitous learning spaces, learning beyond the four walls, mobile learning)
- 1.1.3 Different learning preferences
  - 1.1.3.1 Audio, visual and kinesthetic learners
  - 1.1.3.2 Independent learning, guided, informal and personalized learning
- 1.1.4 Emerging trend in use of education technology in Education
  - 1.1.4.1 AI (artificial intelligence), Machine learning, Immersive Learning with AR and VR, online and video based learning, blended learning
  - 1.1.4.2 National Teacher ICT competency policy

1.2 Meaning of ICT integration in the classroom
- 1.2.1 Different ICT Integration Model (SAMR, TPACK, ASSURE)
- 1.2.2 Different levels of ICT Integration in the classroom (Basic, Middle and high level ICT integration)
- 1.2.3 Characteristics of high level ICT Integration
- 1.2.4 Design relevant learning activities (incorporating relevant integration model, identification of different integration scenario)

Unit II: Promoting Digital Citizenship

2.1 Digital citizenship
- 2.1.1 Elements of digital citizenship
- 2.1.2 Social, ethical and legal responsibility in use of information & technology tools

2.1.3 Intellectual property laws including fair use of educational content (Creative-Commons)
2.1.4 Standard netiquette in sharing & utilizing shared materials

2.2 Selecting and evaluating online resources
2.2.1 Rationale for evaluating online resources including OER
2.2.2 Evaluate online resources using criteria for web evaluation (accuracy, authority, objectivity, currency and coverage)

Unit III: Familiarizing ICT based tools for inclusive learning

3.1 Role of ICT in promoting equity in educational opportunities
3.1.1 Orientation to software available for inclusive children
3.1.2 Assistive technology tools (Jaws Talkies, screen readers, read and write for Google adaptive keyboards etc.)

Unit IV: Using Technology as teaching-learning tool

4.1 ICT as informative tool
4.1.1 ICT as application providing vast repositories of information/contents
4.1.2 Types of ICT based information sources (TV, radio, encyclopedias, multimedia and resources on internet)
4.1.3 Strategies of using ICT as an informative tools (Assessing information for supporting, generating and enhancing problem-solving process)
4.1.4 Design learning activity using ICT as an informative tool

4.2 ICT as communicative tool
4.2.1 Applications enabling communication between teacher, student or amongst students
4.2.2 Types of communicative tools (Facebook, Google Plus, twitter, Wechat, discussion forum and email etc.)
4.2.3 Social media based lesson to enhance communication
4.2.4 Blog as a communicative tool for publishing and critiquing (Design, create and post article on the blog)
4.2.5 Google classroom to design meaningful activities to enhance communication

4.3 ICT as a Constructive tool
4.3.1 Constructivist approach to teaching and learning
4.3.2 ICT based constructive tools (word, PowerPoint, spreadsheet, publisher, GeoGebra, c-map, social media platform etc.)
4.3.3 Strategies for using ICT as constructive tool
4.3.4 word document to produce various teaching learning materials
4.3.5 presentation features to produce simple simulation
4.3.6 Create digital resources such as video tutorials, interactive worksheet, simulations (using PowerPoint, spreadsheet, windows moviemaker/camtesia)

4.4 ICT as a co-constructive tool
4.4.1 Discussion on co-constructive ICT tools with relation to collaboration
4.4.2 Advantage of co-construction with regard to globalization
4.4.3 Familiarizing ICT based co-constructive tools (Google doc, blogs, wikis etc.)
4.4.4 Design appropriate learning activities using collaborative tools

4.5 ICT as a situating tools
4.5.1 Situating users in an environment to experience the context and happening
4.5.2 Introducing various situating tools (simulations for farming, driving, environment)
4.5.3 Strategies for using situating tool in the classroom
4.5.4 Use simulation and games to enhance learning (Phet simulations, graphCal, simcity, solar system etc.)
4.5.5 Design learning activities to teach concepts using ICT as a situating Tool

Reading List

Essential Readings:

Abelsson, A. (2017). *Learning through simulation*. Retrieved from https://www.researchgate.net/publication/320613941_Learning_through_simulation

Digital Citizenship. (n.d.). *Nine elements.* Retrieved from http://www.digitalcitizenship.net

Ministry of Education. (2019). *Isherig 2: Second education ICT master plan*. Thimphu: Lhazeen Press.

Ohio, C. P. (2004). *Integrating ICT in education: A study of Singapore schools*. Singapore: McGraw Hill.

Williams, M. D. (2000). *Integrating technology into teaching and learning: Concepts and applications an Asia-Pacific perspective*. Singapore: Prentice Hall.

Additional Readings:

Aldrich, C. (2005). *Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences*. USA: Pfeiffer, San Francisco.

Jonassen, D. H. (2004). *Learning solve problems: An instructional guide*. USA: Pfeiffer, New Jersey.

Jonassen, D. H., Howland, J., Moore, J. & Marra, R. M. (2003). *Learning to solve problems with technology: A constructivist perspective.* USA: Merrill Prentice Hall.

Learn about Evaluating Sources. (n.d.). *Five criteria for evaluating web pages*. Retrieved from https://ccconline.libguides.com/c.php?g=242130&p=1609638.

Newby, T. J. et. al (2000*). Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media* (2nd ed.). Merrill Prentice Hall.

Royal Education Council. (2019). *Literacy with ICT: A textbook for class IV*. Paro: Author.

Royal Education Council. (2019). *Literacy with ICT: A textbook for class V*. Paro: Author.

Royal Education Council. (2019). *Literacy with ICT: A textbook for class VI*. Paro: Author.

UNESCO (2002). *Information and communication technologies in teacher education: Planning guide.* UNESCO publication.

Date: December 2020

2.19 ASE201 Assessing and Evaluating Learning

Module Code and Title : ASE201 Assessing and Evaluating Learning
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dr. Karma Jigyel, Dr. Rinchen Tshewang, Dr. Gembo Dorji, Tshewang Tobgay
Module Coordinator : Dr. Karma Jigyel

General objective

This module aims to introduce students the importance of assessment, mainly continuous formative assessment, in informing the processes and outcomes of teaching and learning. It provides them with an understanding of how to use assessment information in the process of teaching and learning and address the learning gaps for students. It also aims for students to design various formative assessment tools and apply techniques in supporting and communicating progress of learning. The module intends to train students in developing good test items using Bloom's Taxonomy and test blueprint that enhances effective assessment and evaluation of learning for primary school children. The students will also conduct item analysis following the correct steps.

Learning outcomes

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

1. differentiate assessment, measurement and evaluation;
2. compare different kinds of assessment, namely assessment of learning (summative), assessment for learning (formative) and assessment as learning;
3. apply continuous formative assessment tools and techniques in teaching and learning process as appropriate to the child in terms of developmental accomplishment for students both typical and a typical;
4. evaluate that continuous formative assessment is not to rank and compare children but used in all areas of development of child;
5. apply error analysis as a diagnostic tool to inform the need for specific remediation;
6. identify appropriate assessment accommodation for students both typical and atypical;
7. describe the characteristics of a good test;
8. prepare test blueprint/table of specification;
9. apply from the variety of testing strategies to test various learning areas using Bloom's Taxonomy;
10. evaluate test papers using marking scheme both analytical approach and holistic approach;
11. address ethical issues and professional responsibilities of assessment and reporting;
12. discuss current Ministry of Education requirements, policies and procedures in terms of assessment.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and demonstrations	2	60
	Discussions/exposition/presentations/practical task /	2	
Independent study	Written assignment	2	60
	VLE discussion	1	

	Readings	1	
Total			120

Assessment

A. Presentation (20%)

In this assessment the students will work in pairs. They will be provided samples of essay, reflections, and project work. For the sample provided they will construct a rubric, checklist and rating scale. It will be ensured that the criteria, performance levels and descriptors used in rubrics be aligned with two other tools namely checklist and rating scale. Further, they will be required to evaluate the sample using rubrics and provide appropriate feedback. As a final product they will do a short presentation of 5 to 10 minutes highlighting how they formulated the criteria, performance levels and descriptors, analysis on rubric scoring and the feedback provided. The assessment will be carried out individually as well in pairs using the following criteria:

Individual marking criteria: 8%

1.5% Language
2.0% Delivery
2.5% Clarity and organization
0.5% Time management
1.5% Response to questions

Pair work marking criteria: 12%

6% Content (focus/level of detail; audience sensitivity; level/relevance of content)
4% Analysis (Valid, logic, applicable)
2% Visual aids (quality of aids; contribution to audience's understanding)

B. Preparation of Test blueprint, items and marking scheme (30%)

For this assessment each student will prepare a test blueprint for a subject and class of their choice. After the blueprint is prepared, the student will seek approval from the tutor before construction of items. Based on the blueprint approved students will prepare a set of questions that will include all the testing strategies, i.e. a set of multiple-choice question (10 items), a set of matching items, a set of true/false items, a set of completion items, and a set of essay questions (2 restricted response items and 3 extended response items). Further the students will be required to write model answers and marking scheme.

The criteria to assess the assignment is as follows:

18% Content of testing strategies
- All testing strategies included with appropriate rules and guidelines applied in writing each of the strategies (10%);
- Bloom's taxonomy applied for different levels of thinking as per the instruction of the assignment question (6%); and
- Clarity of questions (2%)

5% Test blueprint (includes both skill wise and content wise weighting; content/skill matrix)
2% Instructions (appropriate directions for different testing strategies that are clear and easy to apply)
5% Marking scheme and model answers (scores appropriate to contents and constructs; analytical and holistic marking scheme)

C. Analysis of test items (20%)

For this assessment the students will individually work in analyzing test items. Samples of past test papers of previously conducted examination from the college or nearby schools will be used. The students will apply steps involved in item analysis. 20 samples of test papers will be

provided for students to analyze. As an outcome of this assignment the students will be required to submit an analysis report. The criteria to assess the assignment is as follows:

2% Steps followed
3% Computation of difficulty and discrimination index
5% Analysis of the items
5% Identification of problems
5% Appropriate action taken

D. Semester end examination (30%)

A written examination of 3 hours will be administered at the end of the semester. It will be evaluated out of 100% and eventually converted into 30% as outlined in the assessment approach. The testing strategies used in the test will be as follows:

20 marks Multiple choice items
30 marks Short answer questions
50 marks Essay type questions

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Group Presentation	1	20%
B. Preparation of test blueprint, items and marking scheme	1	30%
C. Analysis of test items	1	20%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction

1.1 Definition and comparisons of assessment, evaluation and measurement
  1.1.1 Different approaches to the use of assessment, namely assessment of (summative), for (formative) and as learning
1.2 The place of assessment in teaching and learning cycle
1.3 Purpose of evaluation/assessment
1.4 Problems anticipated in evaluation/assessment practices
  1.4.1 Types of evaluation based on nature of measurement; use in the classroom instruction; method of interpreting results; and other terms and instruments of evaluation

Unit II: Continuous Assessment (CA)

2.1 Concepts of CA
2.2 Aims of CA
2.3 Characteristics of CA
2.4 Overview of CA

Unit III: Continuous Formative Assessment (CFA)

3.1 CFA process
3.2 CFA guiding principles
3.3 CFA tools and techniques
3.4 CFA as diagnostic tools
3.5 CFA applied to all areas of development in children (intellectual, social, behavioral, emotional, physical, and artistic and values)
3.6 Feedback as foundation of formative assessment (CARRA Model)

3.7 CFA for students with disabilities and appropriate support in learning and development

Unit IV: Bloom's Taxonomy

4.1 Bloom's Taxonomy: An Introduction
4.2 Levels of thinking
4.3 Applying levels of thinking in framing questions

Unit V: Summative Assessment

5.1 Testing strategies
    5.1.1 Multiple choice items
    5.1.2 Matching items
    5.1.3 Alternate response items
    5.1.4 Completion items
    5.1.5 Essay items
5.2 Characteristics of a good test
    5.2.1 Validity
    5.2.2 Reliability
    5.2.3 Objectivity
    5.2.4 Comprehensiveness
    5.2.5 Discrimination
    5.2.6 Usability
5.3 Steps in planning a test
5.4 Developing table of specification
5.5 Marking of essay questions
5.6 Competency based questions
5.7 Moderation of test items
5.8 Guidelines on assessment, examination, and promotion for students with disabilities

Unit VI: Test Item Analysis

6.1 Concepts
6.2 Purposes
6.3 Steps in item analysis

Unit VII: Assessment Accommodation

7.1 Concept and guiding principles
7.2 Types of assessment accommodation (presentation, response, setting and scheduling)
    7.2.1 Accommodations for examinations (Guidelines on assessment, examination, promotion and transition for students with disabilities, 2018)
7.3 Barriers to assessment and overcoming the barriers (Special arrangement and special consideration)

Unit VIII: Reporting and Promotion

8.1 Recording, evaluating, and reporting student-learning progress
8.2 Preparation of results
8.3 Assessment and reporting as Standards in Bhutan Professional Standards for Teachers
8.4 Assessment auditing
8.5 Promotion for students with disabilities

Unit IX: Ethical Issues in Assessment

9.1 Legal, ethical, and professional responsibilities in assessment
9.2 Examination malpractice, offences and penalties
9.3 Assessments and Examinations: Policy statements in National Education Policy

Unit X: Ministry of Education Requirements in Assessment

10.1 Ministry of Education requirements in assessment and examination
10.2 Rules and regulations of conduct of public examinations

Reading List

Essential Readings:

Bhutan Council for School Examinations and Assessment. (2018). *Rules and regulations for the conduct of public examinations in Bhutan.* Thimphu: BCSEA.

Bhutan Council for School Examinations and Assessment. (2013). *Teachers' Reference for Competence Based Assessment: Class 5 Science.* Thimphu: BCSEA.

Bhutan Council for School Examinations and Assessment. (2016). *Teachers' Reference for Competence Based Assessment: Class 5 English.* Thimphu: BCSEA.

Brookhart, S. & Lazarus, S. (2017). *Formative assessment for student with disabilities.* Washington, DC: Council of Chief State School Officers.

Dodge, J. & Duarte, B. E. (2017). *25 Quick formative assessments for a differentiated classroom* (2nd ed.): In Easy, low-prep assessments that help you pinpoint students' needs and reach all learners. USA: Scholastic Inc.

Clouder, L. (2012). *Improving student engagement and development through assessment.* New York: Routledge.

McAfee, O. & Leong, D. J. (2007). *Assessing and guiding young children's development and learning.* Boston: Pearson Education, Inc.

Ministry of Education (2003). *A guide to continuous assessment with particular emphasis on formative assessment.* Thimphu: Ministry of Education.

Royal Education Council. (2019). *Continuous formative assessment framework for primary education* (Classes PP to VI). Paro: Royal Education Council.

Additional Readings:

Bhutan Board of Examinations (2000). *Assessment and evaluation: Principles and techniques.* Thimphu: MoE.

Brue, A. W. (2016). *Essentials of intellectual disability assessment and identification*. New Jersey: Wiley.

Bookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading.* Alexandria, USA: ASCD.

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ECCD & SEN. (2018). *Guidelines on assessment, examination, promotion and transition for students with disabilities.* Thimphu, Bhutan: Ministry of Education

Fiore, L. B. (2012). *Assessment of young children* (1st ed.). New York: Routledge.

Frey, N. & Fisher, D. (2011). *The formative assessment action plan: Practical steps to more successful teaching and learning*. Alexandria, USA: ASCD.

Garrison, C. & Ehringhaus, M. (2014). *Formative and summative assessments in the classroom.* Retrieved from https://www.amle.org/portals/0/pdf/articles/Formative_Assessment_Article_Aug2013.pdf

Jeffs, C. & Piera, Y. *"Focus on formative feedback for teaching development: A guide." Taylor Institute for teaching and learning guide series*, No. 3. Calgary, AB: Taylor Institute for Teaching and Learning at the University of Calgary, July 2016. Retrieved from http://www.ucalgary.ca/taylorinstitute/guides

Middaugh, M. F. (2010). *Planning and assessment in higher education*. USA: Josey Bass.

Rayment, T. (2008). *101 Essential lists on assessment*, London: Continuum.

Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, USA: ASCD.

Date: December 2020

2.20 SCA201 Teaching Primary Science I

Module code and Title : SCA201 Teaching Primary Science I
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Wangchuk, Lhaden, Hari Maya Gurung, Dr Som Gurung
Module Coordinator : Thinley Wangchuk

General objective

This module aims to prepare students with adequate scientific knowledge, science process skills, scientific values and attitudes required to teach science at the primary level. Students will acquire innovative ideas of teaching science through inquiry approaches and carry out experiential learning by integrating concepts, ideas and principles of science.

Learning outcomes

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

1. explain the basic concepts of cells, their structures and functions;
2. discuss the basic concept of plants and animal nutrients;
3. create a simple working model on the Scientific Environment using locally available resources;
4. compare different states of matter;
5. apply different methods of separating mixtures;
6. identify relevant laboratory equipment and prepare laboratory bench solutions for the science activities;
7. use games, puzzles and simulations in teaching food and functions;
8. explain various forms of energy and their applications;
9. design a scrapbook to enhance their knowledge and skills in learning science;
10. write scientific observations on the specimens, science clippings, art works, articles, and science associated pictures; and
11. design a variety of tools to assess the learning tasks.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and demonstration	2	60
	Laboratory work	1.5	
	Games, puzzles and simulations	0.5	
Independent study	Project work	1.5	60
	Written assignment	1.5	
	VLE discussion	1	
Total			120

Assessment

A. Designing a Scrapbook (10%)

This assignment requires each student to prepare a scrapbook which will help explore and extend his/her scientific knowledge and skills of data collection, analysis, experimentation, interpretation, evaluation, drawing conclusion and communication of the findings. The student will maintain a scrapbook with 5 entries each on the scientific clippings, specimens, art works,

articles, and pictures related to science and then write a scientific observation of 50 words on each of the entries made. The following criteria will be used to assess the scrapbook:

3% Format (date, source, critical reflection)
3% Entries (relevance of the entries)
2% Presentation (organization & sequence of the entries)
2% Creativity (uniqueness and originality)

B. Working Model (30%)

Students in teams of three will choose one of the topics from the Scientific Environment and design a working model to teach the science concepts to classes IV to VI. Each group will write a report of 800 to 1000 words on the model designed. The report must include the concepts of conservation, improvisation and innovation that could be incorporated in teaching of Science. The following criteria will be used to assess:

Working model (15%)

5% Creativity of the design
5% Relevance of the working model
5% Relevancy of the scientific concept

Write-up for the model (15%)

5% Conservation of science concepts
5% Clarity of the report
3% Improvisation
2% Referencing

C. Laboratory experience and learning (30%)

This is to assess students' laboratory skills in the conduct of science experiments which is required to teach science effectively at primary level. The students will carry out 12 practical tasks of which:

1. each student will submit one practical work each from the three topics: Life Processes, Materials and their Properties and Physical Process.
2. the student will maintain a written record of the three types of practical work carried out. The written record should include the four areas; i) Procedures of the experiment; ii) Observations; ii) Conclusion (of the experiment); and iv) Some Important Laboratory Safety Measures.
3. the student will write a reflection of about 700 words. The reflection must include how the activity/ experiment can potentially benefit the learners, some drawbacks, challenges, improvisation or modification needs for the experiment.

Sl. No	Subject matter	Procedure	Observations & results	Conclusion	Safety measures	Reflection	Weighting
1	Life science	5	5	5	5	5	25
2	Material and their properties	5	5	5	5	5	25
3	Physical process	5	5	5	5	5	25
Total =(Life science + Material and their properties + Physical process)							75%

Note: Each practical journal entry will be assessed out of 25% and the total score will be converted to 30%.

D. Semester end Examination (30%)

The students will write 3 hours semester end examination for 100 marks and it will be converted to 30%. The examination will cover some of the learning outcomes of the contents through situational/contextual and application based questions).

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Design of a scrap book	1	10%
B. Scientific environment	1	30%
C. Laboratory experience and learning	9	30%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: The Aspect of Science

1.1 Science as knowledge: facts, concepts, generalizations, principles, laws and theories.
1.2 Science as process for knowledge construction: experimenting, observing, classifying, improvisation, concluding and communicating.
1.3 Science as set of values: curiosity, critical thinking, willingness, open mindedness, objectivity, positive approach to failure, integrity, truth and originality.
1.4 Science Education in Bhutan.
1.5 Science curriculum framework.

Unit II: Approaches and Methods of Teaching and Learning Science

2.1 Fair test/investigations method.
2.2 Group circus method
2.3 Learning activities focused on Working Scientifically
2.4 Science equipment with locally available materials/improvisation
2.5 Interactive simulations/animation, games, quizzes and puzzles in ICT
2.6 Science environment: Nature shelf, Animal homes, Aquarium/eco-pond, Weather station, Science corner, Botanical garden, Science bulletin board, Museum shelf and Science exhibition through field trips and experiential learning

Unit III: Assessment Approaches in Primary Science

3.1 Domains of assessment
  3.1.1 Scientific knowledge: understanding of life process, materials and their properties, physical process
  3.1.2 Working scientifically: investigating and experimenting skills to integrate concepts, ideas and principles
  3.1.3 scientific values and attitudes: apply concepts and skills in real life situations
3.2 Assessment: Journal and scrapbook, project work, laboratory experiments/practical.
  3.2.1 Design assessment tools: Check list and rubrics

Unit IV: Life Processes

4.1 Classification and characteristics of living and non-living things through field trips
4.2 Basic concept of plant and animal cells, transpiration and ascent of sap
4.3 Structure and functions of plant and animal cells using laboratory approaches
4.4 Concepts and characteristics of living beings: habit and habitat, food chain, food web, endangered plants and animals, adaptation and variation
4.5 Conservation of environment/nature through Place Based Education
4.6 Significance of life processes in human life
4.7 Basic concept of plants and animal nutrients: primary and secondary nutrients through cooperative learning
4.8 Games and puzzles to discuss the food groups and functions

Unit V: Physical Processes

5.1 Energy
  5.1.1 Concept of work, energy and its units through inquiry approaches

5.1.2 Properties and forms of energy: heat, light, sound, potential energy and the kinetic energy, and laws of conservation of energy, nuclear and chemical energy
5.1.3 Saving energy

5.2 Sinking and floating
5.2.1 Co-construct the concept of sinking and floating
5.2.2 Principles of sinking and floating
5.2.3 Characteristics of sinking and floating through group investigation.
5.2.4 Volume and density of different regular and irregular objects in different liquids

5.3 Light and sound
5.3.1 Properties and the composition of white light through experiential learning
5.3.2 Propagation of light: transparent, translucent and opaque medium through the open inquiry learning
5.3.3 Investigate the Laws of reflection and refraction (bending) of light and shadows
5.3.4 Inquiry approaches in understanding the sources and the propagation of sound through different medium
5.3.5 Pitch and volume of the sounds produced by the vibrating objects

Unit VI: Materials and their Properties

6.1 Investigate the concept, particle theory and states of matter with Simulations
6.2 Inter-conversion of matter and their terminologies
6.3 Characteristics of physical and chemical change
6.4 Classification of everyday materials as pure and mixtures
6.5 Construct the separating process: soluble, insoluble and immiscible mixture, miscible mixture: sedimentation, decantation, filtration, evaporation, sublimation, winnowing, sieving, hand picking, thrashing, and magnetic separation, separating funnel, distillation and fractional distillation

Unit VII: Laboratory Experience and Learning

7.1 Laboratory safety and first aid: Risk assessment, safety regulations, hazard signs and symbols, safety equipment, cuts and scratches, burns and scalds, fainting and ingestion of chemicals
7.2 Basic laboratory equipment and chemicals through lab visit
7.3 Mounting onion and check cells
7.4 Use, care and maintenance of laboratory equipment and chemicals. Improvisation of equipment

List of Practical:

1. Mount onion and check cell to study the structure of a plant and animal cells.
2. Investigate transpiration in plants.
3. Investigate the effects of the nutrients to plants.
4. Investigate the laws of reflection and refraction of light.
5. Examine the mode of sound travelling through different medium (wood, water and air).
6. Examine the laws of conservation of energy.
7. Examine the density of irregular object in respect to displacement of liquid.
8. The heating of ammonium chloride as process of chemical and physical change.
9. Preparation of standard laboratory solutions: lime water, Potassium Hydroxide, Sodium Hydroxide, Hydrochloric acid.
10. Investigate the presence of carbon dioxide in the exhaled air.
11. Examine the separation of salt and water separately from the salt solution.
12. Investigate the change in the states of matter by melting ice, heating and freezing water.

Reading List

Essential Readings:

Abruscato, J. (2004*). Teaching children science: A discovery approach* (6th ed.). New Jersey: Pearson Prentice Hall.

Department of curriculum research and development. (2012). *Science Curriculum framework PP-XII:* Thimphu: Author.

Harlen, W. & Qualter, A. (2014). *The teaching of science in primary schools* (6th ed.). London: Routledge.

Lind, K. L. (2005). *Exploring science in early childhood education: A developmental approach* (4th ed.). Singapore: Cengage Learning.

Royal education council, Ministry of Education. (2019*). Science Class IV*. Paro: Author.

Royal education council, Ministry of Education. (2019*). Science Class V*. Paro: Author.

Royal education council, Ministry of Education. (2019). *Science Class VI*. Paro: Author.

Additional Readings:

Berntein, L., Schachter, M., Winker, A. & Wolfe, S. (1998). *Concepts and challenges in life science* (3rd ed.). New Jersey: Globe Pearson.

Braitain, L. & Chaille, C. (2003). *The young child as scientist: A constructivist approach to early childhood science education* (3rd ed.). New York: Pearson Education Inc.

Chin, Y. K., Khang, G. N., Aun, T. K. & Kin, B. H. (2004). *Teaching primary science.* Singapore: Pearson.

Cross, A. & Peet, G. (1997). *Teaching of science in the primary school: A practical source book of teaching strategies*. London: Northcote House Publishers.

Dawson, V. & Venville, G. (2008). *The art of teaching primary science.* Chennai: Allen & Unwin.

Hartman, H. J. & Glasgow, N. A. (2002). *Tips for the science teacher: Research based strategies to help students learn.* London: Sage publications Ltd.

Jones, M., Jones, G., Marchington, P. & Acaster, D. (1994). *Balanced science 1.* London: Cambridge University Press.

Jones, M., Jones, G., Marchington, P. & Acaster, D. (1994). *Balanced science 2*. London: Cambridge University Press.

Jones, M., Jones, G. & Marchington, P. (1993). *Cambridge coordinated science*: Physics London: Cambridge University Press.

Llewellyn, D. (2005). *Teaching high school science through inquiry: A case study approach.* New Delhi: Sage Publications.

Milner, B., Martin, J. & Evans, P. (1999). *Core science 1*. London: Cambridge University Press.

Watts, M. (1991). *The science of problem solving: A practical guide for science teachers*. London: Cassell Education Limited.

Date: December 2020

2.21 SSA302 Teaching Social Studies II

Module Code and Title : SSA302 Teaching Social Studies II
Programme : Bachelor of Education (Primary)
Credit : 12
Module tutors : Dechen Tshomo, Cheki Wangdi, Sonam Dorji W, Jurme Thinley
Module coordinator : Sonam Dorji W

General objective

This module will prepare students better for handling the curriculum content areas of social studies at the primary school level of Bhutanese Education System. It has a fine balance of content and pedagogical implication relevant to the Bhutanese Social Studies curriculum that will avail an opportunity to acquire social understanding; knowledge of people, places, continuity and change, culture and identity and civic efficacy. It will also address critical analysis of assessment approaches and skills to prepare teaching and learning resources for social studies curriculum. Hence, this module aims to provide knowledge and skills required for becoming professional social studies teachers.

Learning outcomes

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

1. critically assess the strands of Bhutanese Social Studies curriculum;
2. evaluate an interplay of tangible and intangible culture in shaping the self-concept;
3. explain the elements required for an integration of cultural education into Social Studies subject;
4. develop critical understanding of historical meaning from time, continuity and change perspectives;
5. discuss the integration of historical events into Social Studies curriculum;
6. assess concept of social and civic responsibility in social studies;
7. design effective activities to teach social and civic responsibilities among students;
8. innovate and apply different teaching and learning resources for teaching Social Studies at the primary school level;
9. analyze different assessment approaches for Social Studies subject at the primary school level; and
10. discuss the challenges and solutions while applying assessment approaches in Social Studies curriculum.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Interactive Lecture	3	60
	Consultation	1	
Independent study	Assignment	2	60
	VLE discussion	1	
	Reading	1	
Total			120

Assessment approaches

A. Reflective Essay - Portion of the Final Mark (20%)

Each student will write a reflective essay on the strands of Bhutanese Social Studies curriculum (in about 1000-1500 words). Students will carry out a research on various perspectives of these strands with a special reference to the Bhutanese Social Studies curriculum. They shall review 5-7 literatures/ research articles written on the strands of Social Studies curriculum and write a reflective essay. The mark will be awarded on:

5% positioning argument indicating rational thinking
5% support theoretical framework from relevant literatures
5% indicate insightful implications to the Bhutanese context
3% expression of ideas and language
2% accurate citation and referencing

B. Journal Entries: Portion of Final Mark (10%)

Each student is expected to write 2 journal entries of 700-800 words each. Students will critically assess the connection between class/ sessions, readings and overall learning experiences on Unit II (Culture and Identity) and Unit III (People, Past Events and Society). This assignment must express their depth of learning experiences of Unit II and III substantiated by concrete evidences. The journals will be assessed based on the following criteria:

4% knowledge and comprehension
3% communication of opinion
2% creative techniques of presentation
1% accuracy of information and citation

C. Case Study: Portion of Final Mark (30%)

This assignment, case study, will be done in a group of 4-5. The topic for the case study will be chosen by the tutor in consultation with each group. The case study will focus on one of the historical events in the community, and then analyze how this event continues to shape community's unique identity. The mark will be awarded on:

5% thematic structure of the case study
6% literature explored
8% data analysis presentation
8% presented insights from finding
3% language and citation

D. Semester-end Examination (40%)

For this module, students have to write the semester-end examination. The questions will designed for 40% and duration for the exam will be one and half hours.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Reflective Essay	1	20%
B. Journal Entries	2	10%
C. Case Study	1	30%
D. Semester-end Examination	1	40%
Total		100%

Pre-requisites: SSA101 Teaching Social Studies I

Subject Matter

Unit I: Thematic Strands of Bhutanese Social Studies Curriculum

1.1 Thematic strands approach to develop Bhutanese Social Studies curriculum
- 1.1.1 My World
- 1.1.2 History and Culture
- 1.1.3 Civics and Government
- 1.1.4 Living and the Economy
- 1.1.5 Socially Active

Unit II: Culture and Identity

2.1 Understanding cultural diversity
2.2 Tangible and In-tangle cultures
2.3 Cultural changes and development
2.4 Cultural analysis for self-identity
2.5 Integration of cultural education into Social Studies

Unit III: People, Past Events and Society

3.1 Definition, rational, and methods of history
3.2 Importance of history account
3.3 Making sense of time, continuity and change in the Bhutanese context
3.4 Integration of history education into Social Studies

Unit IV: Teaching Social and Civic responsibility in Social Studies

4.1 Concept of social and civic responsibility
4.2 Teaching social and civic responsibility in social studies
- 4.2.1 Developing community and character
- 4.2.2 Using diversity in classroom to teach civic character
- 4.2.3 Design activities (selected topics from social studies curriculum) to teach social responsibility
- 4.2.4 Assessing social and civic competency

Unit V: Teaching Aids and Resources in Social Studies

5.1 Concepts of teaching aids and resources
5.2 Purpose of using teaching learning aids and resources in Social Studies
5.3 Types of teaching aids and resources:
- 5.3.1 Primary and secondary sources
- 5.3.2 Computer, internet and library
- 5.3.3 Textbooks and educational documents
- 5.3.4 Graphics materials
- 5.3.5 Improvised materials
- 5.3.6 Maps and charts
- 5.3.7 LCD Projectors and audio-visual materials; and

5.4 Challenges of using teaching aids and resources in Social Studies

Unit VI: Teaching Assessment and Evaluation in Social Studies

6.1 Meaning and definitions of assessment and evaluation
6.2 Purpose of assessment and evaluation in Social Studies
6.3 Types of assessments:
- 6.3.1 CFA (Continuous Formative Assessment)
- 6.3.2 SA (Summative Assessment)
- 6.3.3 NRA (Norm-Referenced Assessment)

6.4 Challenges of using assessment and evaluation in Social Studies:
- 6.4.1 Teachers' competencies
- 6.4.2 Teacher-pupil ratio
- 6.4.3 Lack of materials

6.4.4 Poor feedback mechanism

Reading List

Essential Readings:

Beyer, B. K. (2010). *How to teach thinking skills in social studies and history. Journal of social studies,* 99(5), 196-201. DOI. 10.3200/TSSS.99.5.196-201.

Kidd, W. & Teagle, A. (2012). *Culture and identity* (2nd ed.). Macmillan International Higher Education.

REC. (2019). *Social studies frame work: Class IV to VI*. Paro: Royal Education Council, Royal Government of Bhutan.

Savage, T. V. (2003). *Assessment and quality social studies*. California, USA: Department of Education.

Trucco, D. & Ullmann, H. (2016). *Youth: Realities and challenges for achieving development with equality.* New York: United Nations Publication. ECLAC Books, No.137

Additional Readings:

Aggarwal, J. C. (2007). *Teaching of social studies: A practical approach*. New Delhi: Vikas Publishing House.

Beyer, B. K. (2010). *How to teach thinking skills in social studies and history*. Journal of social studies, 99 (5). 196-201.DOI.10.3200/TSSS.99.5.196-201.

Drake, F. D. & Brown, S. D. (2003). *A systematic approach to improve students' historical thinking: The history teacher*, 36 (4), 465-489.

DYS. (2010). *National youth policy.* Thimphu: Department of Youth and Sports. Ministry of Education, Bhutan.

Edinyang, S. D. (2018). *Social studies teaching resources in the 21st century*. University of Calabar, Nigeria. ISSN-3086-4105.

Grimson, A. (2010). *Culture and identity: two different notions*. Journal for the Study of Race, Nation and Culture, 16 (1), 61-77.

Ignou (2017). *Pedagogies of social sciences*. New Delhi: Indra Gandhi National Open University, School of Education.

Thornton, S. J. (2005). *Teaching social studies that matters: Curriculum for active learning.* New York: Teachers College Press, Columbia University.

Date: December 2020

2.22 ENA303 Reading and Writing in Upper Primary

Module Code and Title : ENA303 Reading and Writing in Upper Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dechen Wangmo, Sangay Biddha, Karma Dorji, Dorji Wangchuk
Module Coordinator : Sangay Biddha

General objective

The aim of the module is to develop students' competency in the teaching of reading and writing in upper primary (Class IV-VI). Students will explore literature and international best practices related to reading and writing skill development which not only develop their own skills but will be able to teach the skills effectively.

Learning outcomes

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

1. discuss the components of reading and writing development for children of pre-primary to grade VI;
2. apply comprehension strategies, including critical reading strategies, to make implicit and explicit meanings of a variety of texts;
3. apply the knowledge of reader factors and text factors to enhance their reading skills;
4. employ critical viewing skills to interpret a given text, audio and/or visual materials;
5. use the knowledge of various strategies and approaches to plan reading and writing lessons effectively;
6. apply the principles of reading process to teach a variety of literature texts;
7. employ the writing process to write effectively;
8. employ the elements of good writing (6+1 traits of writing) and conferencing to write effectively;
9. use various assessment tools to assess students' reading and writing skills;
10. plan use a lesson to teach reading and writing skills effectively using the English curriculum teachers' guide to plan; and
11. use reading and writing as powerful means to expression.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	0.5	60
	Demonstration	0.5	
	Reading & Writing Workshop	1.5	
	Presentation	0.5	
	Discussion	1.0	
Independent study	Independent Reading	1.5	60
	Writing Tasks	1.0	
	VLE discussion	0.5	
	Home assignments	1.0	
Total			120

Assessment Approach

A. A Teaching Plan (15%)

Students will demonstrate their skill of using the reading process to teach reading skills to grade four, five or six. In this assessment task, each student will select a text (a story, an essay or a short story) and use it to take the children through the process of reading. This is not a lesson plan for one session but a plan for a whole week.

A format for the teaching plan is suggested below:

Class: IV
Title of Text:
Genre:

Learning Objectives:	(Objectives should cover some aspects of listening and speaking, reading fluency, comprehension skills and writing skills)
Pre-reading:	(Design an activity. Name of the activity and its steps must be clearly written.)
Reading:	(Steps on how you will carry out the reading must be clearly written.)
Responding:	(Design an activity. Name of the activity and its steps must be clearly written.)
Exploring:	(Design an activity. Name of the activity and its steps must be clearly written.)
Applying:	(Design an activity. Name of the activity and its steps must be clearly written.)

A rubric will be used to assess the students' teaching plan. The rubric should be descriptive of the following quality:

4% Quality of Objectives (SMART format; Focused on language skills)
8% Quality of Activities (Aligned to the objectives; Meaningful, skill oriented and creatively designed; Steps are clearly written)
3% Quality of Language (Written in simple and error free language)

B. Writing a Piece (15%)

Students will demonstrate the application of the writing process and the elements of effective writing. A 'Writing Workshop' model suggested by Gail. E. Tompkins (2017, p. 359) will be used for this individual writing task.

The Workshop Model

The Writing Workshop fosters the use of writing process and the traits of effective writing. The classroom becomes a community of writers who will write and share their writing, and there's a spirit of pride and acceptance. The tutor is the facilitator and guide for the students, who will choose the topics and assume ownership of their writing and learning. In the pre-writing stage, the tutor helps students choose a topic, narrow it down, identify the main message and develop ideas for their writing. The tutor continues to play the role of a facilitator and guide during the writing of their first draft and the subsequent drafts. The tutor also provides mini-lessons on how to revise their composition using the 6+1 traits of writing. During the course of their writing, students share with each other their writing problems and seek for ways to solve them. The tutor facilitates a 'Writing Conference' in one of the drafting stages wherein students use the Write-trait rubrics to provide each other some feedback on their writing. Students then incorporate the changes into their writing and write their final copies for submission. The tutor then assesses their work (Final copy with drafts attached) and then suggests some changes for improvement. Finally, students and the tutor gather as 'a community of writers' for the 'Author's Chair.' Each student reads aloud his/her piece and the others say what they liked about the writing. The authors may also be allowed to share about their experience of writing the piece.

The assessment task, using the Workshop Model, for each student is to write a narrative essay, a descriptive essay or a 'Thank you' letter. Two aspects of student's writing will be assessed: the process and the final product. A rubric will be used for assessing the two aspects, as follows:

5% Process (Evidence of pre-writing and drafts [at least five] clearly evidencing the process of writing)

10% Final Piece (Based on the 6+1 Write Trait Rubric)

C. Reflection (10%)

Following the activities on the writing process following "The Workshop Model," each student will write a reflection paper of about 500 words on how the process benefitted them and how they can use it to improve their students' writing.

The reflection will be evaluated using the following criteria:

6% critical thinking (analytical, insightful, reasoning, synthesis)

4% organization (logical and coherent)

2% language (concise and precise language; appropriate vocabulary; spelling, punctuation & grammar)

D. Presentation (20%)

Students demonstrate their knowledge and skills in using a variety of instructional Strategies for teaching reading skills. In small groups of five, students will select an instructional strategy for teaching reading skills from the international best practices (Gail. E. Tompkins' 'Literacy for 21st Century,' pages 435 – 484), and demonstrate how to use it in the classroom. A structure for the presentation is suggested below:

1. Introduce the instructional strategy
2. Demonstrate how to use the strategy
3. Which comprehension skill is supported?
4. Conclude the presentation

The presentation will be assessed using the following criteria:

5% Organization (Is the presentation organized logically, and coherently? Does it have a good lead and a closure? Was time managed well?

7% Engaging (Does the group make effective use of materials? Does the group actively involve the participants?)

5% Understanding of the topic (Does the group have a good understanding of the topic?

3% Participation (Is the presentation equally distributed among the presenters?)

E. Semester end Examination (40%)

The students will write 3 hours semester end examination for 100 marks and it will be converted to 40%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Reading Process	1	15%
B. Writing Process	1	15%
C. Reflection Paper	1	10%
D. Presentation	1	20%
E. Semester end Examination	1	40%
Total		100%

Pre-requisites: ENA202 Teaching Literacy Skills in Lower Primary

Subject matter

Unit I: Reading

1.1 Importance of reading skill
1.2 Reader factors and text factors for comprehension
1.3 Language systems
    1.3.1 The syntactic system
    1.3.2 The semantic system
    1.3.3 The pragmatic system
1.4 Strategies and approaches to build strong language systems

Unit II: Using the Reading Process with Literature texts

2.1 The Five Stages
    2.1.1 Pre-reading
    2.1.2 Reading
    2.1.3 Responding
    2.1.4 Exploring
    2.1.5 Applying
2.2 Discussion on the purposes of each stage
2.3 Lesson planning using the process of reading

Unit III: Using Comprehension strategies to make meaning with texts

3.1 Using the comprehension strategies in reading
    3.1.1 Activating background knowledge
    3.1.2 Connecting
    3.1.3 Determining Importance
    3.1.4 Drawing Inferences
    3.1.5 Evaluating
    3.1.6 Monitoring
    3.1.7 Predicting
    3.1.8 Questioning
    3.1.9 Repairing
    3.1.10 Setting a purpose
    3.1.11 Summarizing
    3.1.12 Visualizing
3.2 Applying critical reading strategies in reading
    3.2.1 Previewing
    3.2.2 Contextualizing
    3.2.3 Questioning to understand and remember
    3.2.4 Reflecting on challenges to beliefs and Values
    3.2.5 Outlining and summarizing
    3.2.6 Evaluating an argument
    3.2.7 Comparing and contrasting related readings
3.3 Applying critical viewing skills on a text, audio and visual materials
    3.3.1 Interpreting
    3.3.2 Reflecting
    3.3.3 Determining the message
    3.3.4 Denotation and connotation

Unit IV: Useful Instructional Strategies to Teach Reading Skills

4.1 Open mind portrait
4.2 Double entry journal
4.3 Sketch to stretch
4.4 Quilting
4.5 Paragraph shrinking
4.6 Story mapping
4.7 Sum it up
4.8 Cubing
4.9 Questioning the author
4.10 Inference chart
4.11 Prediction chart etc.

Unit V: Reading Assessment in Upper Primary

5.1 Mode of assessment in reading for classes IV-VI
5.2 Types of tools: Rubrics, checklists, conferences, observations, anecdotal records, portfolios etc.
5.3 Identify assessment areas in reading based on learning objectives
5.4 Identify assessment tools for the assessment areas
5.5 Design appropriate tasks and tools e.g. rubrics or checklists
5.6 Maintaining and assessing reading portfolios
5.7 Recording and reporting students' progress in reading

Unit VI: Important Aspects about Writing

6.1 Relationship between reading and writing
6.2 Purposes of writing
6.3 Types of writing: Expressive, transactional and poetic
6.4 Social media (Facebook, Instagram, Twitter, blogs etc.) as transactional writing
6.5 Forms of essay writing
- 6.5.1 Features of narrative writing
- 6.5.2 Features of descriptive writing
- 6.5.3 Features of expository writing
- 6.5.4 Features of persuasive writing
- 6.5.5 Features of argumentative writing

6.6 Elements of effective writing (6+1 Traits of Writing)
- 6.6.1 Ideas
- 6.6.2 Organization
- 6.6.3 Word choice
- 6.6.4 Sentence fluency
- 6.6.5 Voice
- 6.6.6 Conventions
- 6.6.7 Presentation

6.7 Using the writing process in writing
- 6.7.1 Prewriting
- 6.7.2 Drafting
- 6.7.3 Responding
- 6.7.4 Revising
- 6.7.5 Editing
- 6.7.6 Publishing

Unit VII: Practising Writing

7.1 Begin a writing workshop
- 7.1.1 Choose a form of writing and a topic

7.1.2 Begin prewriting: Identify a topic, narrow down the topic, identify the main message and develop ideas
7.1.3 Write the first draft
7.1.4 Revise using the elements of good writing
7.1.5 Redraft and revise
7.1.6 Conduct a writing conference
7.1.7 Re-draft using incorporating the feedback
7.1.8 Edit
7.1.9 Write the final copy
7.1.10 Share the piece (The Author's Chair)
7.1.11 Reflect on their writing experience

Unit VIII: Assessing Writing

8.1 Checklist
8.2 Writing conferences
8.3 Process-oriented assessment
8.4 Benchmark marking
8.5 Using a rubric to assess children's writing samples

Reading List

Essential Readings:

Royal Education Council. (2019*). English curriculum teacher's guide (IV-VI)*. Paro: Author.
Tompkins, G. E. (2017). *Literacy for the 21st century: A balanced approach* (7th ed.). New Jersey: Pearson Education Inc.

Additional Readings:

Bainbridge, J. & Malicky, G. N. (2004). *Constructing meaning: Balancing elementary language arts.* Canada: Nelson.
Christie, F. (2005*). Language education in primary years*. Sydney: UNSW Press.
Cooper. J. D. (2003). *Literacy: Helping children construct meaning*. USA: Houghton Mifflin.
Culham, R. (2005). *6+1 traits of writing: The complete guide for the primary grades*. USA: Scholastic Inc.
Cunningham, P. M. et.al (2000). *Reading and writing in elementary classrooms: Strategies and observations*. Canada: Longman
Fountas, I. & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. New Hampshire: Heinemann.
Hedge, T. (2000). *Teaching and learning in language classroom*. Oxford: Oxford University Press.
Herrel, A. & Jordan, M (2004*). Fifty strategies for teaching English language*. New Jersey: Pearson Education Ltd.
Kasten, W., Kristo, J., McClure, A. & Garthwait, A. (2005). *Living literature: Using children's literature to support reading and language arts*. New Jersey: Merrill Education/Prentice Hall.
Scott, W. H. & Ytreberg, L. H. (1990). *Teaching English to children*. London: Longman.
Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach*, New Jersey: Pearson.

Date: December 2020

2.23 CAA303 Creative Arts for Upper Primary

Module Code and Title : CAA303 Creative Arts for Upper Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Ugyen Namdel, Ngawang Phuntsho, Dechen Tshomo
Module Coordinator : Ngawang Phuntsho

General objective
Students will develop skills of teaching 'through arts' and 'with arts' at the primary level. This module is built on the basic skills and competencies students have acquired from the pre-requisite module 'Creative Arts in Lower Primary.' This module will further provide opportunities for students to innovate and integrate various art forms into their teaching to make learning inclusive, fun and effective.

Learning outcomes
On completion of the module, students will be able to:
1. state the benefits of integrating art forms in teaching and learning, considering the multiple intelligences;
2. plan innovative lesson activities integrating main elements of various art forms and demonstrate how these can be practically applied in the primary classroom;
3. investigate various visual art media, techniques and tools in relation to different subject matters;
4. organize ideas into simple musical and movement structures and form their own compositions;
5. design a short play and perform it by considering the important components of drama;
6. apply ICT skills in designing props, stage, background scores and sound effects to perform various art forms; and
7. create e-portfolio of work to show the understanding of main elements and forms in various art forms.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation	2	
Independent study	Exploring and Reading	1	60
	VLE discussion	1	
	Written assignment	2	
Total			120

Assessment Approach

A. Lesson Planning and Demonstration (25%)
This major task will provide students an opportunity to acquire skills required for integrating the art forms into their innovative approaches to teaching. In groups of three, students will choose a topic from the upper primary curriculum. Based on the topic, students will plan a 30-minute

lesson that consists of two activities that demonstrate the integration of an art form. Finally, each group will demonstrate the lesson in the classroom.

A1. Lesson planning (10%)

Marking Criteria:

3% Objectives (SMART)
3% Innovative ideas
2% Clear instructions for the activities
2% Relevancy

A2. Demonstration (10%)

Marking Criteria:

2% Transition (1 activity to another)
5% Demonstration
2% Participation
1% Time

A3. Reflection paper (5%)

Write a critical analysis of the lesson plan and the demonstration in about 300-400 words after the presentation.

Assessment criteria:

1% Language
- Spellings and grammar
2% Content
- Insightful analysis
2% Criticality
- Ideas/thoughts

B. Class Test (10%)

The class test will assess the students' the theoretical perspectives that underpins the importance of arts in education and the competencies in the acquired various art skills. For the test, the tutor will provide a set of four to five short-answer questions which might take about 30 minutes to complete. The test should be conducted towards the end of semester.

C. Drama (20%)

This assessment task will provide students some experiences of drama-making which includes exploring the imaginary worlds through social interaction. They will also learn to communicate using their emotions, body language, vocal expression, symbols and gestures. In the process of writing the script, preparing for the performance and finally performing, students will be able to integrate the ICT skills.

In groups of five or six, students will be required to carry out the following tasks for the assessment:

1. Writing a script for a drama (15-30 minutes)
2. Preparing for the performance
3. Performing the drama

Assessment criteria:

3% Script: central idea, process of writing
5% Acting: Body gesture, facial expression, intonation, emotions
2% Setting: Background score, sound, music, scene, stage design using ICT skills
5% Costumes, props and makeup:
5% Reflection: Write a reflection of the activity carried out in 200-250 words
    1% Language (Spellings and Grammatical error)
    2% Content (Insightful analysis)
    2% Criticality (Ideas/thoughts)

D. Dance (15%)

This assessment task focuses on developing the physical, social, interpersonal, creative and aesthetic skills through dance. In this task of creating a dance for upper primary children, students will learn how to design props and costumes for the dance using ICT skills.
In small groups of five or six, students will carry out the following tasks:
1. Choose a topic from the upper primary curriculum.
2. Compose a song of 3-4 stanzas to teach the topic.
3. Choreograph a dance sequence.

Assessment criteria:
2% Lyrics: originality, choice of words, message
1% Music: Appropriate music accompaniments using ICT skill
3% Choreography: body movement, energy, facial expression
2% Unity and harmony: music and movements
2% Costumes and props
5% Reflection: Write a reflection of the activity carried out in 200-250 words
- 1% Language (Spellings and Grammar)
- 2% Content (Insightful analysis)
- 2% Criticality (Ideas/thoughts)

E. Music (15%)

This assessment task will enhance students' skill of playing musical instruments, composing, organising sounds, singing and using music as a way of expressing themselves.
In groups of three or four, students will compose music for the song written for assessment D. The music composition should include 3 different types of musical instruments. After a series of practice, students will perform for a small audience.
Assessment criteria:
4% Composition: Originality
2% Inclusion of 3 instruments
2% Synchronization
2% Presentation
5% Reflection: Write a reflection of the activity carried out in 200-250 words
- 1% Language (Spellings and Grammar)
- 2% Content (Insightful analysis)
- 2% Criticality (Ideas/thoughts)

F. Visual Arts (15%)

This assessment task will provide an opportunity to explore their artistic skills, imagination and self-expression through various forms of visual arts. In groups of three, students will choose a topic from upper primary curriculum and create three types of visual arts to help teach the topic. Some forms of visual arts which students can make are collages, mosaics, models or paintings. Students will present their work at a class-level exhibition, during which assessment will also take place.
Assessment criteria:
5% Creativity
2% Technical skills
1% Relevancy
2% Presentation (display of materials & oral)
5% Reflection: Write a reflection of the activity carried out in 200-250 words
- 1% Language (Spellings and Grammar)
- 2% Content (Insightful analysis)
- 2% Criticality (Ideas/thoughts)

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting

A. Class presentation	1	25%
B. Class test	1	10%
C. Drama	1	20%
D. Dance	1	15%
E. Music	1	15%
F. Visual Arts	1	15%
Total		100%

Pre-requisites: CAA101 Creative Arts for Lower Primary

Subject matter

Unit I: Introduction

1.1 Module introduction
- 1.1.1 Arts education and its importance
- 1.1.2 Arts integration in curriculum

1.2 The role of arts in learning
- 1.2.1 A: academic achievement
- 1.2.2 R: Respect for self and others
- 1.2.3 T: Training for life
- 1.2.4 S: Self expression

1.3 Multiple intelligences (MI theory)
- 1.3.1 Introduction to MI Theory
- 1.3.2 VARK (Visual, Audio, Reading/writing and kinesthetic)
- 1.3.3 Multiple Intelligences and the Arts

Unit II: Leading with Visual arts

2.1 The values of visual arts in learning
- 2.1.1 Cognitive development
- 2.1.2 Motor skills
- 2.1.3 Social skills
- 2.1.4 self-expression

2.2 The quality visual arts lesson
- 2.2.1 Exploring
- 2.2.2 Experimenting
- 2.2.3 Developing/making
- 2.2.4 Reflecting/appreciating

2.3 Art language and vocabulary
- 2.3.1 Elements
- 2.3.2 Principles of art

2.4 Art activities
- 2.4.1 Pictures
- 2.4.2 Models
- 2.4.3 Digital art

Unit III: Leading with music

3.1 The values of music in learning
- 3.1.1 Create a positive learning environment
- 3.1.2 Enhance memory recall
- 3.1.3 Solidify a foundation of concepts
- 3.1.4 Boost engagement and motivation

3.2 Integrating music into curriculum

3.2.1 Music-Integrated curriculum
3.2.1.1 Mathematics: counting songs, measuring, counting, fractions, time and pattern
3.2.1.2 Literacy: Poetry, rhythm of words
3.2.1.3 Science: Sound and vibration
3.3 Language and vocabulary
3.3.1 Musical terminology
3.3.2 Music equipment
3.3.3 Musical genre
3.3.4 Musicians
3.4 Music activities
3.4.1 Composition of song/rhymes
3.4.2 Music composition
3.4.2.1 Traditional/western

Unit IV: Leading with Dance

4.1 Purpose of Dance in education
Creative and imaginative
Expressive
Self-motivated
Nonverbal reasoning and communication
Improving academic achievement
4.2 Dance and the curriculum
Dance and mathematics
Dance and writing
Literature and dance
4.3 Dance language and vocabulary
Body words
Movement words
Dance words
Stage words
4.4 Dance activities
Choreographing
Staging

Unit V: Leading with Drama

5.1 Importance of Drama in education
5.1.1 Models for Dramatic Action
5.1.1.1 Exploratory
5.1.1.2 Illustrative
5.1.1.3 Expressive
5.1.1.4 Using drama as method and meaning
5.2 Integrating drama into teaching
5.2.1 Exploring poetry through drama
5.2.2 Creative drama lessons
5.3 Drama language and vocabulary
5.3.1 Drama genres
5.3.2 Elements
5.3.3 Technical theatre terms
5.4 Drama Activities
5.4.1 Drama games and strategies
5.4.1.1 Embodiment
5.4.1.2 Sculpture

        5.4.1.3 Depiction
        5.4.1.4 Hot-seating
        5.4.1.5 Conscience alley
    5.4.2 Stage, craft and design of classroom

Unit VI: Leading with ICT

6.1 The value of ICT in art education
6.2 ICT and art classroom
    6.2.1 Integrating ICT into teaching
6.3 Practical considerations
    6.3.1 use of ICT in designing props
    6.3.2 use of ICT in creating music scores for drama
    6.3.3 use of ICT in editing video clips
    6.3.4 use of ICT in maintaining e-portfolio

Reading List

Essential Readings:

Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts.* Elizabeth Vella: Claremont Street, South Yarra.

Goldberg, M. (2012). *Arts integration: Teaching subject matter through the arts in multicultural settings* (4th ed.). United States of America. Pearson.

Insberg, J. P. & Jalongo, M. R. (2001). *Creative thinking and arts-based learning: Preschool through fourth grade* (4th ed.). Merrill Prentice Hall. Pearson.

Additional Readings:

ཀུན་བཟང་གྲིས།(2001) ཉེར་མཁོའི་རྣམ་བཤད་ སྣང་བ་གསར་པ། ཐིམ་ཕུ། ཀེ་ཨེམ་ཀྲི།

Anderson, B. P. (2008). *Drama: Learning connections in primary schools art*. Australia: Peppinot Press.

Gyeltshen, Y. & Pazienza, J. (n.d.). *Understanding Bhutanese children and their art.*

Horsburgh, N. (2003). *Art and Craft* (Series). London: Oxford University Press.

Isbell, T. R. & Raines, S. C. (2007). *Creativity and the arts with young children* (2nd ed.). Delmar Cengage Learning:USA.

Kolbe, U. (2007). *Rapunzel's Supermarket: All about young children and their* art (2nd ed.). Byron Bay, Australia: Peppinot Press.

Kolbe, U. (2009). *It's not a bird yet: The drama of drawing.* Australia: Peppinot Press.

Pelo, A. (2007). *The language of arts: Inquiry-based studio practices in early childhood setting.* Readleaf Press: 10 Yorkton.

Russell-Bowie, D. (2009). *MMADD-about the artist!: An introduction to primary arts education* (2nd ed.). Frenchs Forest NSW: Pearson Education.

Wright, S. (2012). *Children, meaning-making and the art* (2nd ed.). NSW: Pearson Education.

Royal Education Council. (2017). *Arts Education Teacher's Guide (class PP to 4).* Paro. REC

Royal Education Council. (2017). *Arts Education Student's Workbook (class PP to 4).* Paro. REC

Date: December 2020

2.24 RES301 Introduction to Action Research

Module Code and Title : RES301 Introduction to Action Research
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dr. Kinley Dorji, Dr. Tshering Wangmo, Dr. Kezang Sherab
Module coordinator : Dr. Kinley Dorji

General objective

This module introduces students to the concepts, processes, and procedures of action research. The module covers the whole process of action research from identifying an appropriate educational issue to research and writing a research problem statement and research objectives, framing clear and specific action research question(s), writing a critical review of literature; and research methodology including developing data collection tools, data analysis procedures, and finally writing a complete action research proposal. Students shall also be introduced to the importance of ethics in research, particularly in the context of educational research. There is a probability that the final AR proposal students come up may be used as a proposal for the AR project in the following semester. The scope of the module is limited to the conduct of educational action research.

Learning outcomes

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

1. explain the features and importance of action research;
2. explain the general steps and procedures in conducting action research;
3. identify action research topics and develop appropriate research questions;
4. develop action research tools relevant to the topic;
5. carry out a relevant literature review on a given researchable topic;
6. express and appreciate literature as a product of intellectual perseverance;
7. collect data using specific research tools;
8. analyze both qualitative and quantitative data;
9. incorporate research ethics in the research proposal;
10. prepare an action research project proposal.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation	1	
	Tutorial	1	
Independent study	Readings	2	60
	VLE Discussions	2	
Total			120

Assessment Approach:

A. Writing the Introduction of the research proposal (20%)

In collaborative groups of two to three members, students will identify an educational issue (or topic) and write the introduction (or the Research Intent) to the issue. This assignment must very explicitly elaborate the intent of the AR proposal (1000 – 1200 words).

Marking criteria:

10% Clarity and focus of the research issue and research questions
5% Critical analysis of the research problem
5% Language, citation and reference

B. Writing the Literature Review of the AR proposal (30%)

Based on the AR issue/topic identified in assignment A, the students will write a review of literature by exploring relevant literature resources to deepen their understanding of the current knowledge on the chosen research topic, possible intervention strategies to address the issue under consideration, and provide a summary of the current gaps in the existing literature to put the proposed action research in context (2000-2500 words).

Marking criteria:

15% The scope, relevance, depth, and the quality of synthesis of the literature
8% Language, citation and referencing
7% Coherence and structure

C. Writing the methodology of the AR proposal (30%)

Based on assignment A and B, the students will write the methodological plans and procedures of the AR proposal. This assignment should present and discuss all the important aspects of action plan such as, research design, research participants, research site, data collection tools, data analysis, and research ethics that will be adopted for the proposed action research (2000 – 2500 words).

Marking criteria:

5% Completeness of the different aspects of the methodology
10% Selection and justification of the data collection tools
10% Clarity of the data analysis procedures
5% Language, citation and referencing

D. AR proposal presentation and defense (20%)

The students will do a 15-20 minute AR proposal presentation to the class. The students will present the key aspects of their AR proposal in 15 minutes. The class, including the tutor with ask questions and clarifications pertaining to the different aspects of the AR proposal.

Marking criteria:

10% Comprehensiveness of the AR proposal presentation
4% Language and presentation skill
6% Defense skill

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Writing the Introduction of the research proposal	1	20%
B. Writing the Literature Review of the AR proposal	1	30%
C. Writing the methodology of the AR proposal	1	30%
D. AR proposal presentation and defense	1	20%
Total		100%

Pre-requisites: None

Subject matter

Unit I: The fundamentals of research

1.1 Definition and Importance of Research
1.2 Features of research
1.3 The Steps in the Process of Research

1.3.1 Identifying a Research Problem
1.3.2 Reviewing the Literature
1.3.3 Specifying a Purpose for Research
1.3.4 Collecting Data
1.3.5 Analyzing and Interpreting the Data
1.3.6 Reporting and Evaluating Research

Unit II: Introduction to Action Research

2.1 Definition of Action Research
2.2 The purposes of action research
2.3 Distinguishing features of action research
2.4 Stages of action research
2.5 Action, Research and Participation
2.6 Pragmatic Philosophy and Action Research
2.7 The Importance of being a reflective practitioner
2.8 The Importance of engaging in the scholarship of teaching and learning

Unit III: Reviewing the Literature

3.1 Definition and Importance of Literature Review
3.2 The Steps in Conducting a Literature Review
3.2.1 Identify Key Terms
3.2.2 Locate Literature
3.2.3 Critically Evaluate and Select the Literature
3.2.4 Organize the Literature
3.2.5 Write a Literature Review
3.2.6 Concept mapping in Literature Review
3.2.7 APA Referencing and Citation

Unit IV: Data collection Methods

4.1 Interview (Definition, Types of interviews, and categories of good questions
4.2 Observation (Definition, Types and Characteristics)
4.3 Document analysis (Definition and Process)
4.4 The research diary (Definition and Kinds of diary entries)
4.5 Survey (Definition, Types of survey, General principles, Steps in developing questionnaires and types of questions)
4.6 Designing a Survey Questionnaire

Unit V: Research Sampling

5.1 Qualitative sample: purposive sampling
5.2 Quantitative sampling: Probability and Non-probability sampling

Unit VI: Action Research Proposal

6.1 Definition of Research Proposal
6.2 Components of an AR Proposal
6.3 AR Proposal Sample and format
6.4 Developing individual Action Research proposal
6.5 Plan of action (Action Research Matrix)

Unit VII: Validity and Reliability

7.1 Defining validity and reliability
7.2 Ensuring validity and reliability

Unit VIII: Ethics in Research

8.1 Definition of ethics
8.2 Importance of ethics in research

Unit IX: Data Analysis

9.1 Survey Data Analysis
9.1.1 Procedures used to prepare the survey data for analysis

9.1.2 Score the data
9.1.3 Determine the types of scores to analyse
9.1.4 Input data
9.1.5 Data Analysis Procedures
9.1.6 Conduct descriptive analysis

9.2 Qualitative Data Analysis
9.2.1 The Six Steps in Analysing and Interpreting Qualitative Data
9.2.2 Preparing and Organizing the Data for Analysis
9.2.3 Organize Data
9.2.4 Transcribe Data
9.2.5 Analyse by Hand or Computer
9.2.6 Coding the Data
9.2.7 Explore the General Sense of the Data
9.2.8 Code the Data
9.2.9 Think-Aloud About Coding a Transcript
9.2.10 Using Codes to Build Description and Themes
9.2.11 Description
9.2.12 Themes
9.2.13 Layering and Interrelating Themes
9.2.14 Representing and Reporting the Findings

Unit X: Research report writing and publishing

10.1 Title page
10.2 Abstract
10.3 Reconnaissance (Situational analysis, competence and literature review)
10.4 Plan of Action (Baseline data collection, intervention strategy and post-intervention data gathering)
10.5 Reflection
10.6 Conclusion
10.7 Reference list
10.8 Next Cycle
10.9 Preparing a journal article for publishing (Non-refereed journals, publishing in Blind Refereed journals, publishing in Peer reviewed journals both in local and international).

Reading List

Essential Readings:

Cohen, L., Manion, L. & Morrison, K. (2019). *Action research*. In L. Cohen et al. (2000) Research Methods in Education (8th ed.). (pp. 440-456). London: Routledge Falmer.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). United States of America: Pearson Publication Ltd.

Greenwood, D. J. (2007). *Introduction to action research: Social research for social change* (Second). United Kingdom: Sage Publications Ltd.

McNiff, J. & Whitehead, J. (2006). *All you need to know about action research: An introduction.* London: Sage Publications Inc.

Norton, L. S. (2009). *Action Research in Teaching and Learning: A practical guide to conducting pedagogical research in universities*. New York: Routledge Publication Ltd.

Additional Readings:

Alreck, P. L. & Settle, R. B. (2003*). The survey research handbook* (4th ed.). Irwin USA: McGraw-Hill.

Altrichter, H., Posch, P. & Somekh, B. (1993*). Teachers investigate their work: An introduction to the methods of action research.* London: Routledge.

Best, J. W. & Kahn, J. V. (2003). *Research in education* (9th ed.). Singapore: Pearson Education, Pte. Ltd.
Biklen, B. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Singapore: Allyn & Bacon.
Burns, R. B. (1990*). Introduction to research methods* (3rd ed.). Malaysia: Longman.
Cohen, L. & Manion, L. (1997). *Research methods in education* (4th ed.). London: Routledge.
Cohen, L., Manion, L. & Morrison, K. (2001). *Research methods in education* (5th ed.), New York: Routledge Falmer.
Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches.* London: Sage Publications.
Denzin, N. K., & Lincoln, Y. S. (eds.). (2007). *The sage handbook of qualitative research* (3rd ed). New Delhi: Sage Publications.
Elliott, J. (2001). *Action research for educational change*. Philadelphia: Milton Keynes.
Greenwood, D. J. & Levin, M. (1998). *Introduction to action research: Social research for social change.* New Delhi: Sage Publications.
Hammersley, M. (ed.) (1993). *Controversies in classroom research* (2nd ed.). Philadelphia: Open University Press.
Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners* (2nd ed.). New Delhi: Pearson Education.
Leary, M. R. (2001*). Introduction to behavioral research methods* (3rd ed.). Singapore: Allyn & Bacon.
Leedy, P. D. (1993). *Practical research: Planning and design*. New York: Macmillan.
Lenburg, J. (2007). *Guide to research.* New Delhi: Viva Books Pvt. Ltd.
Marzano, R. J. (2003). *What works in schools: Translating research into action*. USA: Association for Supervision and curriculum Development.
Mckernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner* (2nd ed.). London: Biddles Ltd.
McNiff, J. (1995). *Action research for professional development*. Dorset, UK: Hyde Publications.
Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative & qualitative approaches*. Thousand Oaks, California: Sage Publication.
Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. New Delhi: Prentice Hall.
Polonsky, M. J. & Waller, D. S. (2005). *Designing and managing a research project: A business student's guide.* New Delhi: Sage Publication.
Punch, K. F. (1998). *Introduction to social research: Quantitative & qualitative approaches.* New Delhi: Sage Publications.
Robertson, J. (2000). *The three Rs of action research methodology: Reciprocity, reflexivity and reflection-on-reality.* In Educational Action Research, 8(2).
Sapsford, R. & Jupp, V. (ed.) (1996). *Data collection and analysis*. New Delhi: Sage Publications.
Stringer, E. T. (1999). *Action research* (2nd ed.). California, Thousand Oaks: Sage Publication.
Tan, W. (2002). *Practical research methods*. Singapore: Prentice Hall.
Wiersma, W. (1991). *Research methods in education* (5th ed.). Boston: Allyn and Bacon.
Wiersma, W. (1995). *Research methods in education* (6th ed.). Singapore: Allyn and Bacon.

Date: December 2020

2.25 CUR301 Curriculum Studies

Module Code and Title : CUR301 Curriculum Studies
Programme **:** Bachelor of Education (Primary)
Credit **:** 12
Module Tutors **:** Karma Nidup, Thinley Dorji, Phuntsho Dorji
Module Coordinator **:** Phuntsho Dorji

General objective

The module will equip students with theoretical background on school curriculum and help them teach in the school with better understanding of different curriculum documents. Students will be given opportunities to develop understanding of the processes related to design and analysis of a curriculum so that they can bring improvement of the curriculum. Further, the module will enhance their professional growth as teachers and equip them with knowledge and skills necessary for providing quality education.

Learning outcomes

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

1. explain the four foundations (philosophical, psychological, Social, and technological) of curriculum planning and teaching;
2. discuss different curriculum designs in order to bring change if required;
3. use aims, goals and objectives in designing curriculum;
4. use different criteria of content selection while planning curriculum;
5. explain the principles of curriculum organization;
6. explain curriculum implementation in the schools;
7. analyze the existing primary school curriculum documents;
8. deliberate the procedures of product evaluation of curriculum;
9. construct curriculum frameworks for primary curriculum.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation	2	
Independent study	Readings	1	60
	VLE discussion	1	
	Written assignment	2	
Total			120

Assessment Approach

A. Curriculum Design (25%)

This is an individual task. Students will develop a sample of curriculum framework on one of the primary subjects for classes pp to 3 or 4 to 6. The purpose of this assignment is to equip students with knowledge of designing curricula across different grades in light of curriculum strands used in curricula in Bhutan.

Students are expected to write the framework by covering all the four English curriculum strands used by the Royal Education Council (REC). Students will write four learning outcomes for each strand based on the key stage outcomes (pp-3 or 4-6) provided. The curriculum framework designing will be informed by different theories and principles learned in the module.

Marking Criteria:

6 % Depth of Work
6 % Breadth
5 % Appropriateness
3 % Presentation
3 % Language
2 % Clarity

B. Curriculum Analysis (35%)

This is an individual task. The purpose of this assignment is to make students develop analytical skills by applying the theories learned in the classroom on a school curriculum.

Students are required to analyze a given curriculum by considering the four elements of a curriculum (e.g. objectives, content, organization and evaluation). The scope of the work will be limited to a curriculum strand or an area of a given subject which will be identified by the tutor. Students will give necessary recommendations/suggestions on the given curriculum where relevant. The assignment should be written within a word limit of 2000-2500 words. The following criteria will be used to assess your assignment:

5 % Depth of analysis
5% Breadth of analysis
5% Clarity in Analysis
6 % Use of Theories in Analysis
4 % Relevance
4% Originality of Work
3 % Language
3 % Referencing

C. Semester end examination (40%)

Students will write 3 hours semester end examination for 100 marks and it will be converted to 40%.The key focus of this mode of assessment will be to gauge their mastery of the materials as well as the application of the theories learned in the classroom.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Curriculum Design	1	25%
B. Curriculum Analysis	1	35%
C. Semester end Examination	1	40%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Philosophical Foundation

1.1 Meaning of Curriculum
1.2 Four Educational Philosophies
1.3 Influence of Four Educational Philosophies on Curriculum and Teaching
1.4 Influence of Four Educational Philosophies on the Bhutanese Education System
1.5 Identifying student's Eclectic Philosophy

Unit II: Social Foundation

2.1 Futures Planning: Trends & Issues
2.2 Impact of Social Change on Education

Unit III: Technological Foundation

3.1 A Global Age for Curriculum

3.2 Trends in Digital Curriculum & Instruction
3.3 Influence of Technology on the Bhutanese Curriculum and Teaching

Unit IV: Psychological Foundation

4.1 Application of Behavioral Learning Theories on Curriculum Construction
4.2 Application of Cognitive Learning Theories on Curriculum Construction
4.3 Developing Developmentally Appropriate Curriculum

Unit V: Different Models of Curriculum

5.1 Tyler's model
5.2 Backward Design
5.3 Integrated Curriculum
5.4 Place-based Design
5.5 Discussion on use of these design ideas as part of major reforms toward achieving education quality

Unit VI: Aims, Goals and Objectives and Content selection

6.1 Meaning and Derivation of Aims, Goals, Objectives
    6.1.1 Aims, Goals and Objectives in the context of Bhutanese School Curriculum
6.2 Selecting Content or Learning Experiences
    6.2.1 Criteria of Selecting Content
    6.2.2 Application of these Criteria on the Bhutanese Curriculum Contents

Unit VII: Organizing Content or Learning experiences

7.1 Vertical Organization and Horizontal Organization
7.2 Use of these Organizing Principles in Curriculum Construction
7.3 Development of Curriculum Framework Based on these Organizational Principles for different Curricula
    7.3.1 Application of these Organizing Principles on the Bhutanese Curriculum
    7.3.2 Constructing Developmentally Appropriate or Differentiated Curriculum

Unit VIII: Evaluation of Curriculum

8.1 Evaluation of instruction (formative, summative, and authentic assessment
8.2 Evaluation of Curriculum
    8.2.1 Meaning of Product Evaluation
    8.2.2 Procedures of conducting Product Evaluation

Unit IX: Curriculum Implementation

9.1 Meaning of Curriculum Implementation
9.2 Concerns-Based Adoption Model as one of the approaches of Curriculum implementation
9.3 Curriculum implementation in Bhutanese schools

Reading List

Essential Readings:

Marsh, C. J. & Willis, G. (2003). *Curriculum: Alternative approaches, ongoing issues* (3rd ed.). Upper Saddle River, N.J.: Merril Prentice Hall.

Ornstein, A. C. & Hunkins, F. P. (2018). *Curriculum foundations, principles & issues* (7th ed). Needham Heights, MA: A Viacom Company.

Parkay, F. W., Anctil, E. J. & Hass, G. (2006). *Curriculum planning: A contemporary approach* (8th ed.). Boston: Allyn and Bacon.

Sowell, E. J. (2005). *Curriculum: An integrative introduction*. Upper Saddle River, N.J.: Pearson

Wiles, J. & Bondi, J. (2015). *Curriculum development: A guide to practice* (9th ed.). New Jersey: Pearson Education, Inc.

Additional Readings:

Demarest, A. B. (2015). *Place-based curriculum design: Exceeding standards through local investigations.* New York, N Y: Taylor and Francis.
Drake, S. M. & Burns, R. C. (2004). *Meeting Standards through integrated curriculum*. Alexandria, V. A.: ASCD.
Gordon, I., W. R., Taylor, R. T. & Oliva, P. F. (2019). *Developing the curriculum: Improved outcomes through systems approaches* (9th ed.). Hudson Street, NY: Pearson.
Henson, K. T. (1995). *Curriculum development for educational reform*. New York: Longman.
McTighe, J. & Wiggins, G. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, Virginia: ASCD.
Oliva, P. F. (2005). *Developing the curriculum* (6th ed.). Boston, M. A.: Pearson Education, Inc.
Ornstein, A. C., Pajak, E. F. & Ornstein, S. B. (2015). *Contemporary issues in curriculum* (6th ed.). Upper Saddle River, New Jersey: Pearson Education.
Parkay, F. W. & Hass, G. (2000). *Curriculum planning: A contemporary approach* (7th ed.). Boston: Allyn and Bacon.
Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Date: December 2020

2.26 PRT302 Professional Experience

Module Code and Title : PRT302 Professional Experience
Programme : Bachelor of Education (Primary)
Credit : 60
Module Tutor(s) : PCE faculty
Module Coordinator (s) : Dr. Rinchen Tshewang

General objective

The professional experience aims to provide students with a platform to practice the skills and strategies, assessment tools and techniques, and apply principles of teaching and learning in real classroom settings. It provides them an insight into the school systems and culture for a semester long to build their professional practice from dependence through interdependence to independence. In addition, it provides students an opportunity to carry out an action research project on an issue related to classroom teaching and learning to inform and enhance their professional practices.

Learning outcomes

On completion of the professional experience, students will be able to:

1. identify the school as a social and cultural institution addressing local educational needs;
2. explain the process of formulating school's vision, goals, and policies;
3. identify the role of teachers in fostering students' positive learning;
4. engage professionally with colleagues, teachers, mentors, supervising lecturers and school community;
5. differentiate various learning styles, interests, intelligences and ways to accommodate diverse learners;
6. apply pedagogical theories and approaches learnt in a real classroom environment;
7. prepare lessons incorporating various teaching skills, strategies, teaching-learning materials and educational technology;
8. create safe and conducive learning environments for learners;
9. apply various formative and summative assessment approaches on students' learning to inform teaching processes;
10. participate in various school activities to enhance academic leadership skills;
11. write reflective reports on school immersion and teaching practices;
12. carry out an action research project

Overall Teaching and Learning approaches

<table>
<tr><th colspan="2">Phases</th><th>Approach</th><th>Total credit hours</th></tr>
<tr><td rowspan="2">School Shadowing
(3 weeks)</td><td>Contact</td><td>- Consultation
- Discussion
- Evaluation</td><td rowspan="2">90</td></tr>
<tr><td>Independent</td><td>- Observation
- Familiarization
- Reflection
- Developing an action research proposal
- Baseline data collection</td></tr>
<tr><td>Guided Teaching Practice
(6 weeks)</td><td>Contact</td><td>- Lesson planning
- Pre-conference
- Classroom teaching</td><td>210</td></tr>
</table>

		- Post conference	
	Independent	- Self-analysis - Written reflection - Action research intervention	
Independent Teaching Practice (6 weeks)	Contact	- Lesson planning - Preconference - Classroom teaching - Post-conference	210
	Independent	- Written reflection - Self-analysis - Action research report writing	
Consolidation Stage	Independent	- Summative Assessment - Seminar/conference - Professional Experience journal Assessment - Submission of AR project	90
Total			600

Assessment Framework

This module is of 60 credits and students will be evaluated out of 500 marks. From that, 48 credits are for professional experience and 12 credits for the action research project. Thus, the professional experience and the action research project will be assessed out of 400 and 100 marks respectively.

Professional Experience Assessment Framework

The students will be assessed out of 400 marks and the phase-wise percentage weighting is as outlined in the table below.

Phase-wise assessment weightings (%)

Stages/Phases	Total weighting in percentage
A. School Shadowing	15%
B. Guided Teaching Practice	35%
C. Independent Teaching Practice	35%
D. Consolidation Stage	15%
Total	100%

In all three phases of the school experience stage and consolidation stage, students' performance will be evaluated by the mentors and supervising lecturers in the approximate ratio of 50:50. The details of the ratio in the percentage of each assessment component for both mentors and supervising lecturers are outlined in the Table 3: Professional Experience Assessment Modality of Professional Experience Handbook.

Action Research Project

Since the action research project forms a part of professional experience, its activities will also be carried out through three Professional Experience phases. It is intended to inform student's teaching experiences and enhance their professional growth.

Students will need to select a relevant, doable, and specific topic for their action research project. They should be able to complete a cycle of action research following its four stages of planning, acting, observing and reflecting within the professional experience period.
The office of Dean of Academic or respective programme leaders will appoint supervisors/ tutors, who taught the module Introduction to Action Research for supervising the Action Research project. The supervisors or tutors will monitor, guide and supervise students' AR projects online constantly through each milestone.

A. School Shadowing (15%)

Teaching Practice Approaches

Key Areas	Practice approaches	Duration
Participation	1. Observe and record day to day management of the school 2. Engage in reflective practices 3. Participate in school activities 4. School immersion	3 weeks
Lesson Planning	1. Observe lesson planning by the mentor, and support the mentor in preparation of TLMs.	
Teaching and assessment	1. Involve in emotional, intellectual, and perceptual experiences while observing a mentor's teaching 2. Support the mentor in the assessment of students' work.	
Reflection	1. Write a reflective report on school immersion. 2. Write a reflective report on teaching and learning	
Action research project	1. Develop an action research proposal 2. Collect baseline data 3. Analyse baseline data	

Assessment (15%)

a. School Immersion (5%)

Students should engage and observe planning and classroom teachings of mentor, assessment and various school activities. Students will be assessed by the mentor through observation for three weeks.'

Assessment Criteria:

5 Immersion on School Environment and Culture
5 Acquaintance of Curriculum and Instruction
5 Observation of Mentor's professional practice
5 Student's professional Integrity

Remark: Refer Appendix A, rubric 1 attested in the Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. Students will be assessed out of 20 marks and will be converted to 5%.

b. Reflective Report on School Immersion (5%)

Students will write a reflective report based on school immersion. While writing a reflective journal, student teachers should reflect on the school policies, administration, subject curriculum, time table, resources, co-curricular activities, and some of the roles that the teacher

played as the mentor and counselor in the school. The report should be written within the word limit of 850 to 1000 words.

Assessment Criteria:

5 Understanding of subject matter
5 Components of School Immersion (coverage of all above components)
5 Organization of content and ideas
7 Critical Reflection
3 Language usage

Remark: Refer Appendix A, rubric 2 of the Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. Students' will be assessed out of 25 and will be converted to 5%.

c. Reflective Report on Teaching and Learning (5%)

Students will write a reflective journal based on observation of mentors' planning and teaching. While writing the report students should reflect on planning, teaching, assessing, and managing the lesson and class. In addition, the students should also reflect on his/her role as a teacher assistant. The report should be written within the word limit of 850 to 1000 words.

Assessment Criteria:

5 Understanding of subject matter
5 Presence of Components
5 Organization of content and ideas
7 Critical Reflection
3 Language usage

Remark: Refer Appendix A, rubric 2 of Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. Students' will be assessed out of 25 and will be converted to 5%.

B. Guided Teaching Practice (35%)

Teaching practicum approaches

Key Areas	Practice approaches	Duration
Participation	1. Observe and support the school management 2. Observe, support, and participate in the organization and execution of school activities 3. School immersion	6 weeks
Lesson Planning	1. Observe and plan lessons along with the preparation of TLMs under the guidance of a mentor 2. Attend pre-teaching and post-teaching conferences of the lessons.	
Teaching and assessment	1. Observe some of the mentor's classes 2. Plan and teach lessons under the guidance of mentors 3. Assess a few of students' works	
Reflection	1. Write analysis reports of the observed lessons 2. Write a reflective report on teaching experiences	
Action research	1. Carry out action research intervention using	

project	various strategies 2. Collect post-intervention data	

Assessment (35%)

a. Teaching and Planning (30%)

Student teachers will plan and teach 20 lessons under the guidance and supervision of mentor teachers after attending the pre-conference. Based on the post-conference, the student teachers need to write an analysis report of the lesson. Key areas of Phase II PRE assessment are as follows.

10% Lesson planning
10% Lesson Teaching
5% Analysis report
5% Teaching Learning Materials

Note: The lesson plan, teaching, analysis report, and teaching-learning materials will be assessed using the rubrics used in the Skills for Effective Teaching (PED107) and the final scores of 20 lessons will be converted to weightings mentioned.

b. Reflective Report (5%)

Student teachers will write a reflective report based on school immersion and teaching. While writing the reflective journal, student teachers should reflect on the school administration, co-curricular activities and some of the roles that the teacher played as the mentor and counselor in the school. They should also reflect on their practice of planning, teaching, assessing and managing the lesson and the report should be within the limit of 2000-2500 words.

Assessment Criteria

5 Understanding of subject matter
5 Presence of Components
5 Organization of content and ideas
7 Critical Reflection
3 Language usage

Remark: Refer Appendix A, rubric 2 of the Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. Students' will be assessed out of 25 and will be converted to 5%.

C. Independent Teaching Practice (35%)

Teaching Practice Approaches

Key Areas	Practice approaches/Activities	Duration
Participation	1. Observe and support the school management 2. Observe, support and participate in the organization and execution of school activities 3. School Immersion	6 weeks
Lesson Planning	1. Observe and plan lessons along with the preparation of TLMs for the class under the guidance of a mentor 2. Attend pre-teaching and post-teaching conferences	
Teaching and	1. Plan and teach lessons independently	

assessment	2. Prepare test papers and evaluate students' answer scripts	
Reflection and Self-evaluation	1. Write analysis reports of the observed lessons. 2. Present a seminar/conference on PRT 3. Compile PRT Journal for assessment	
Action research project	1. Analyze post-intervention data 2. Write and submit Action Research project report.	

Assessment (35%)

a. Teaching and Planning (30%)

Student teachers will plan and teach 20 lessons under the supervision of mentor teachers after attending the pre-conference. Based on the post-conference, the student teachers need to write analysis reports of the lesson.

10% Lesson planning
10% Lesson Teaching
5% Analysis reports
5% Teaching Learning Materials

Note: The lesson plans, teaching and analysis reports will be assessed using the rubrics which are used in the module PED107- Skills for Effective Teaching and the final scores of 20 lessons will be converted to weightings mentioned above.

b. Reflective Report (5%)

Student teachers will write a reflective report based on school immersion and teaching. While writing the reflective journal, student teachers should reflect on the school administration, co-curricular activities and some of the roles that the teacher played as the mentor and counselor in the school. They should also reflect on their practice of planning, teaching, assessing and managing the lesson and the report should be within the limits of 2000-2500 words.

Assessment Criteria:

5 Understanding of subject matter
5 Presence of Components
5 Organization of content and ideas
7 Critical Reflection
3 Language usage

Remark: Refer Appendix A, rubric 2 of Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. Students' will be assessed out of 25 and will be converted to 5%.

D. Consolidation Stage (15%)

Assessment (15%)

a. Summative Assessment Practice (5%)

Student teachers will be assessed on the practice of summative assessment towards the end of half yearly or annual school session. In summative assessment practice, student teachers will be assessed on preparation and administration of tests using Rubric 8 (see Appendix A of Professional Experience Handbook).

Assessment Criteria:

6 Design of Test Blueprint
6 Setting of Test Paper

4 Model Answer and Marking Scheme
4 Completing exam formalities

Note: Refer Appendix A, rubric 7 of Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. The total of 20 marks should be converted to 5%.

b. Professional Experience Seminar/Conference (5%)

Towards the end of the Professional Experience, students will present a seminar or conference as a part of the school-based in-service programme (SBIP) on the entire teaching experiences. The conference is intended to provide students with an opportunity to share their practicum learning experiences and professional growth among the teachers. Each student will present for 40 minutes including a question-answer session. Students submit a short video clip of their presentation as a part of a professional experience journal.

Assessment Criteria:

5 Novelty of Learning
4 Content
5 Observation and Insight
4 Delivery
2 Time Management

Note: Refer Appendix A, rubric 8 of Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students. The total of 20 marks should be converted to 5%.

c. Professional Experience Journal Assessment (5%)

Students will be required to compile and organize their PRT journal as a whole, which will include 40 lesson plans, 40 lesson analysis reports, 3 reflective reports, some selected TLMs used, 40 observation forms, and other related documents. Both the quantity and quality of the journal presentation will be considered. The journal will be assessed twice by the supervising lecturers in two different phases.

Assessment Criteria:

15 Lesson Plans
10 Analysis Reports
5 Reflective Reports
10 Prepared and Used TLM
5 Organization & Presentation of Journal

Note: Each supervising lecturer will assess the journal out of 45 marks. In total, the journal will be assessed out of 90 marks, which should be converted to 5%. Refer Appendix A, rubric 9 and 10 of Professional Experience Handbook for the detail of the mentioned criteria, while assessing the students.

Overview of Assessment and Weightings

Stages/Phases	Assessment Areas	Quantity	Weighting (%)
A. School Shadowing (15%)	School immersion	1	5
	Reflective report on the mentor's lessons observed	1	5

	Reflective report on school shadowing	1	5
B. Guided Teaching Practice (35%)	Lesson Planning	20	10
	Lesson Teaching	20	10
	Preparation and Use of TLM		5
	Analysis Report	20	5
	PRT Reflective Report	1	5
C. Independent Teaching Practice (35%)	Lesson Planning	20	10
	Lesson Teaching	20	10
	Preparation and Use of TLM		5
	Analysis Report	20	5
	PRT Reflective Report	1	5
D. Consolidation Stage (15%)	Summative Assessment Practice	1	5
	PRT Seminar/Conference	1	5
	PRT Journal Assessment	2	5
Total			100%

Action Research Project Assessment

Assessments will be carried out on a continuous basis starting from the discussions through final report writing. The following are the areas of assessment with criteria and weighting.

A. Introduction to the AR Project (Reconnaissance) (20%)

7% Genuineness of the AR problem statement
5% Clarity of the research questions and objectives
3% Overall clarity of the introduction to the AR project
5% Personal Competence

B. Literature Review (15%)

5% Extent of literature reviewed
3% Relevance of literature to the study
5% Critical Analysis of the literature
2% APA citation and referencing

C. Methodology (25%)

3% Description of the research site and participants
7% Data collection tool development
9% Data collection and analysis procedures
3% Clarity of the intervention strategies
3% Suitability of the intervention strategies

D. Presentation of AR Findings (25%)

6% Presentation of data
7% Quality of data analysis
6% Interpretation of the data
6% Reflection and Conclusion

E. Relevance and practicality of research findings (10%)

4% Applicability: Appropriateness of the action for the situation

3% Practicality: Ease of use of the actions in terms of simplicity & clarity
3% Flexibility: Adaptability of the action to the current practice

F. Language and Format (5%)

1% Use of academic language (vocabulary and syntax)
1% Accuracy of grammar
1% Accuracy of spelling
1% Accuracy of punctuations
1% APA Page format is followed

Overview of the assessment approaches and weighting

Areas of assessment	Quantity	Weighting
A. Introduction to the AR Project	1	20%
B. Literature Review	1	15%
C. Methodology	1	25%
D. Presentation of Research Findings	1	25%
E. Relevance and practicality of research findings	1	10%
F. Language and Format	1	5%
Total		100%

Pre-requisites: PED101Skills for Effective Teaching & RES301 Introduction to Action Research

Reading List

Essential Readings:

Hansen, A. (2012). *Reflective learning and teaching in primary schools*. Los Angeles: Sage

Hoyt, M. (2016). *Teaching with mindfulness: The pedagogy of being-with/ for and without being-with/for*. Journal of Curriculum Theorizing. Vol. 31, Number 1, 2016. Retrieved from http://journal.jctonline.org/index.php/jct/article/view/542.

Pollard, A. (2006). *Reflective teaching: Evidence-informed professional practice* (2nd ed.). New York: Continuum.

Sergiovanni, T. J. & Starratt, R. J. (2002). *Supervision: A redefinition*. New York: Mc Graw-Hill.

Additional Readings:

Barry, K. & King, L. (2000). *Beginning teaching and beyond* (3rd ed.). Australia: Social Science Press.

Bush, T. & Coleman, M. (2000). *Leadership and strategic management in education*. Paul Chapman Publishing Ltd.

Burden, P. R. (2000). *Powerful classroom management strategies*. London: Corwin.

Davis, B. G. (2009). *Tools for teaching*. (2nd ed.). USA: Jossey-Bass.

Department of curriculum, research and development, Ministry of Education. (2015). *Manuals (PP-III)*. Paro: Author.

Department of curriculum, research and development, Ministry of Education. (2015). *English curriculum teacher's guide (Pre-primary - VI).* Paro: Author.

Department of curriculum, research and development, Ministry of Education. (2015). *Readers (PP-3).* Paro: Author.

Department of curriculum, research and development, Ministry of Education. (2015). *Workbook (PP-II).* Paro: Author.

Department of curriculum research and development, Ministry of Education. (2015). *Anthology of songs and rhymes (PP-III).* Paro: Author.

Department of curriculum research and development. (2012). *Science Curriculum framework PP-XII:* Thimphu: Author.
Good, T. L. & Lavigne, A. L. (2018). *Looking in classrooms* (11th ed.). New York: Routledge.
Muijs, D. N. & Reynolds, D. (2002). *Effective teaching: Evidence and practice*. London: Paul Chapman Publishing.
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Date: December 2020

2.27 CUR403 Bhutanese Education System

Module Code and Title : CUR403 Bhutanese Education System
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Kinzang Lhendup, Phuntsho Dorji, Thinley Dorji
Module Coordinator : Kinzang Lhendup

General objective

The aim of this module is to foster an understanding of how secular education in Bhutan evolved with the introduction of the first modern school in Haa in 1914. This module takes through the journey of Bhutan's education system beginning with the establishment of few private and public schools and how over the years expanded both horizontally and vertically. Few of the educational initiatives are discussed to familiarize with the growth and development of education in Bhutan. Further, this module also orients students to the organizational structure of the education ministry and the functions of each of the departments, divisions and units under the ministry.

Learning outcomes

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

1. present in chronological order the establishment and development of monastic education in Bhutan;
2. narrate the journey of the development of modern education in Bhutan;
3. trace how assessment system evolved and strengthened in the education system;
4. illustrate the levels of schooling system in the country;
5. trace the development of tertiary education in the country;
6. rationalize the introduction of non-formal education and continuing education alongside the mainstream education in the country;
7. critically analyze the reform efforts initiated by the government in the last three decades to make education more meaningful to Bhutanese children;
8. analyse how GNH has been infused in the school curriculum to promote core Bhutanese values.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	3	60
	Presentation & Discussion	1	
Independent study	Written assignment	1	60
	VLE discussion	1	
	Independent reading	2	
Total			120

Assessment

A. Document Review (30%)

This task requires students to individually read the three policy documents, namely, Bhutan Education Blueprint 2014-2024: Rethinking Education; The purpose of School Education in Bhutan and Education Sector Strategy: Realizing Vision 2020 Policy and Strategy. In the next phase students need to write their understanding of how Bhutanese education system has evolved in the past six decades with special reference to curriculum, pedagogy and

assessment. The quality of the review will be judged based on completeness of information, coherence and clarity of presentation of ideas. The word limit for this paper is expected to be between 1500 and 2000.

15% Depth and Breadth of the response
5% Ability to analyse and synthesize
5% Language and style of writing
5% Reference

B. Oral Exam (10%)

An oral examination in which each student will be asked a single question that is picked from a container through a lucky dip. Two weeks prior to the exam, a total number of questions equivalent to the class strength will be provided to guide their preparation. Each student will get one turn to be "the Examinee" as well as "the Questioner", with the order determined by drawing names from the bowl. The exam performance assessment will be carried out simultaneously but the grade along with written feedback will be provided on the following class meeting. The detail of the conduct of Oral Exam will be explained at the time when questions are provided for preparation. Each student will be assessed using the following criteria:

6% Depth and Breadth of the information
2% Language and delivery
2% Audibility and Confidence

C. Case Study (30%)

Since this task will be carried out as pair work students will be instructed to find a partner before visiting the school. In the meantime the module tutor will negotiate with some schools in the vicinity and make logistic arrangements for students travel to these schools. The visit will be scheduled for a minimum of two rounds during which students will interact with the principal, vice principal, teachers and identify some of the initiatives the school has taken up to embed GNH values in the school. After gathering adequate information students will discuss with their partner and jointly write a critical review of how the initiatives are intended to promote core Bhutanese values such as Tha-Dam-tse, Ley Judrey, happiness, compassion, kindness, empathy, etc.

5% Ability to identify good initiatives
16% Ability to critique an initiative/activity/programme
6% Language and style of writing
3% Presentation of work

D. Semester end Examination (30%)

Students will write three hours semester end examination for 100 marks and it will be converted to 30%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Document Review	1	30%
B. Oral Exam	1	10%
C. Case Study	1	30%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: History and Development of Monastic Education in Bhutan

1.1 Introduction of Monastic Education in Bhutan (Guru Rimpoche's visit, Denmatsemang the translator, Dupthob Thangtong Gyalpo and his contributions, Kuenkhen Longchen Rabjam and his role in establishing Buddhism in the country)
1.2 Establishment of Formal Monastic Education in the country
1.3 Major Reforms in Monastic Education with the Establishment of Dratshang Lhentshog
    1.3.1 Restructuring the system along the line of modern education
    1.3.2 Each Dzongkhag with a Dratshang or Rabdey
    1.3.3 Shedras for nuns
1.4 Curriculum and Pedagogy in Monastic Education

Unit II: Secular Education

2.1 Introduction of Secular/Modern Education in Bhutan
2.2 The first Western Model of Education in 1914 in Haa
2.3 Establishment of schools
2.4 Adoption of English as a medium of instruction
2.5 Evolution of an Indigenous Bhutanese Education System

Unit III: Reform Initiatives in Assessment: Formative and Summative

3.1 Introduction of Assessment System
3.2 All Bhutan Common Examinations
    3.2.1 Common exam for Classes III, VI, VIII, X and XII
3.3 Affiliation to the Council for the Indian School Certificate Examinations, New Delhi
3.4 Establishment of Bhutan Board of Examinations (BBE)
    3.4.1 School Level Paper Pencil Assessment
3.5 In-country Public Assessment for Class X (BCSE) and Class XII (BHSEC)
3.6 School Level Assessment: Continuous Formative and Continuous Summative
3.7 School Level Assessment
    3.7.1 Continuous Formative Assessment
    3.7.2 Continuous Assessment Examination

Unit IV: Major Curriculum Reforms

4.1 Establishment of schools by Jesuit missionaries from India
4.2 Adoption of part of the British Colonial system
    4.2.1 Rote learning and preparation for clerical jobs
4.3 Language of Instruction
    4.3.1 Hindi to English Medium
    4.3.2 Chokyed to Dzongkha
4.4 Establishment of TTI and TTC in Samtse and Paro
    4.4.1 Introduction of B.Ed Course
    4.4.2 Introduction of M.Ed Course
4.5 Evolution of Indigenous Bhutanese Education system
    4.5.1 Bhutanization of Heads of Schools
    4.5.2 Bhutanization of Curriculum
4.6 A shift from Teacher centred to Child centred approach
    4.6.1 National Approach to Primary Education
    4.6.2 Child Friendly School
4.7 Enhancing Access to school
    4.7.1 Multi-grade teaching
    4.7.2 Extended Classrooms
    4.7.3 Inclusive Education (Culture, Policy and Practice)
    4.7.4 SEN Programme
4.8 The Silken Knot: Standards for English for schools in Bhutan
4.9 Holistic Reform Initiative: Bhutan Education Blue-print 2014-2024
4.10 Bhutan Professional Standards for Teachers (BPST)

4.11 ICT Flagship Programme

Unit V: GNH in Education

5.1 History of GNH Education in Bhutan
- 5.1.1 Promulgation of the concept of GNH in 1970s
- 5.1.2 The legal code of 1729

5.2 Happiness: An alternative measure of a country's development
- 5.2.1 Educating for GNH: Happiness values in school curriculum

5.3 Preservation and Promotion of Culture
- 5.3.1 Tangible Culture, Example: Dress, Language, Community vitality, Volunteerism, etc.
- 5.3.2 Intangible Culture, Example: Historical values, Driglam Namzha, Buddhist values, Tha-damste, Ley-Judrey, Za-Cha-Dro sum, etc.

5.4 Environmental Conservation
- 5.4.1 Water and Energy, Plantation, Reserves & Sanctuaries, Community forests, Responsible Mining, Waste Management, Adopting Streams, Rivers & Lakes.
- 5.4.2 School Greenery

5.5 Sustainable Socioeconomic Development
- 5.5.1 The policy of Self-Reliance
- 5.5.2 Social and economic contributions of households and families

5.6 Good Governance
- 5.6.1 Democracy: A gift from the Golden Throne
- 5.6.2 Service Delivery and Turn-Around-Time (TAT)
- 5.6.3 Transparency
- 5.6.4 Bhutanese Media

Unit VI: Understanding Public School System

6.1 Department of School Education
- 6.1.1 School Health and Nutrition Division
- 6.1.2 Education Monitoring Division

6.2 Early Childhood Care and Development
- 6.2.1 Technical and Policy Documents
- 6.2.2 Guidelines for Private ECCD Centres

6.3 Seven Years of Primary Education
- 6.3.1 Admission Policy and Governance

6.4 Six Years of Secondary Education
- 6.4.1 Lower, Middle and Higher Secondary education

Unit VII: Tertiary Education in Bhutan

7.1 History of tertiary Education in Bhutan

7.2 Establishment of RUB with the Nine Constituent Colleges in 2003
- 7.2.1 Role of Teacher Education Colleges - SCE & PCE

7.3 Establishment of Khesar Gyalpo University of Medical Sciences

Unit VIII: Non-Formal Education (NFE) in Bhutan

8.1 Origin and Evolution
- 8.1.1 History and Rationale for Introduction of NFE in Bhutan

8.2 Development and Impact of Non-Formal Education
- 8.2.1 NFE Courses: Basic and Advanced
- 8.2.2 NFE enhances Bhutan's literacy rate
- 8.2.3 NFE Centres and coverage

8.3 Continuing Education
- 8.3.1 Rationale and Scope
- 8.3.2 Challenges and Opportunities

Unit IX: Technical and Vocational Education

9.1 History and Development
9.2 Challenges and Opportunities
9.2.1 Vocational Institutes to TVET
9.3 Institutional Strengthening for Skills Development

Unit X: Departments and Divisions

10.1 Department of School Education
10.1.1 Teacher Professional Support Division
10.1.2 Early Childhood Care and Development & Special Education Needs
10.1.3 School Health and Nutrition Division
10.1.4 School Planning and Coordination Division
10.1.5 Education Monitoring Division
10.2 Department of Adult and Higher Education
10.2.1 Higher Education Planning Division, Quality Assurance and Accreditation Division, Scholarship and Student Support Division, Non-Formal and Continuing Education Division
10.3 Department of Youth
10.3.1 Career Education & Counseling Division, Scouts and Culture Education Division, Games and Sports Division, YCD
10.4 Directorate of Services
10.4.1 Human Resource Division, Finance Division, School Planning and Building Division, ICT Division, Legal Services

Reading List

Essential Readings:

Drukpa, Z. (2016). *The history and development of monastic education in Bhutan*. In Shuelka, M. J. & Maxwell (Eds), Education in Bhutan: Culture, schooling, and gross national happiness (pp. 39-55). Singapore: Springer Nature

Namgyel, S. & Rinchen, P. (2016). *History and transition of secular education in Bhutan from the twentieth into the twenty-first century.* In Shuelka, M. J. & Maxwell (Eds), Education in Bhutan: Culture, schooling, and gross national happiness (pp. 57-72). Singapore: Springer Nature

Powdyel, T. S. (2016). *Non-formal education in Bhutan: Origin, Evolution, and impact*. In Shuelka, M. J. & Maxwell (Eds), Education in Bhutan: Culture, schooling, and gross national happiness (pp. 169-180). Singapore: Springer Nature

Schofield, J. W. (2016). *Higher education in Bhutan: Progress and challenges*. In Shuelka, M. J. & Maxwell (Eds), Education in Bhutan: Culture, schooling, and gross national happiness (pp. 73-90). Singapore: Springer Nature

Thinley, P. (2016). *Overview and heart essence of the Bhutanese education system.* In Shuelka, M. J. & Maxwell (Eds), Education in Bhutan: Culture, schooling, and gross national happiness (pp. 19-37). Singapore: Springer Nature

Additional Readings:

CAPSSD (2003). *The Purpose of school education in Bhutan*. Paro: Curriculum and Professional Support Division.

Centre for Educational Research and Development (2002). *The call: Stories of yesteryears.* Thimphu: Kuensel Corporation

Collister, P. (1989). *New approach to primary education*. Thimphu.

Collister, P. & Etherton, M. (1991). *Children actively learning: New approach to primary education in Bhutan*. Thimphu.

Curriculum and Professional Support Division. (1996). *The purpose of school education in Bhutan*. Thimphu: Department of Education

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Dorji, J. (2005). *Quality of education in Bhutan.* Phuentsholing, Bhutan: KMT Press.
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Ministry of Education. (2005). *Bhutanese school management guidelines and instructions*. Thimphu: Royal Government of Bhutan.
Ministry of Education (2014). *Bhutan education blueprint 2014-2024: Rethinking education*
Namgyel, S. (2003). *The language web of Bhutan*. Thimphu: KMT Publisher.
National Institute of Education. (2003). *Professional and personal development studies handbook*. Samtse: National Institute of Education.
Planning Commission Secretariat. (1999). *Bhutan 2020.* Thailand: Keen Publishing.
Policy and Planning Division. (2005). *24th Education Policy Guidelines & Instructions.* Thimphu: Ministry of Education.
Sharma, R.N. (2002). *Educational administration, management and organization.* New Delhi: Longman.
Voelkl, J. E. & McGuire, F. (2007). *Learning to articulate one's professional philosophy: Use of the Warrior Exam.* Boulder, Colorado: Naropa University.

Date: December 2020

2.28 **PER102** སྤྱིག་ལམ།

སྡུར་ཚན་གྱི་ཨང་དངམིད།	PER102 སྤྱིག་ལམ།
སློབ་སྡུར་ལས་རིམ།	རྩོང་ཁ་གཙུག་ལག་གཞི་རིམ་གཞི་འཛུགས་ཤེས་ཡོན།
སྡུར་འཐུས།	༡༢
སྡུར་ཚན་སྤྱི་སྡོམ་པ།	ཚེ་དབང་བཀྲིས། དཔལ་འབྱོར། ཚེ་རིང་རྡོ།
སྡུར་ཚན་འགོ་འཛིན་པ།	ཚེ་རིང་རྡོ།

སྤྱིར་བཤད་ལས་དོན།

སློབ་ཕྲུག་ཚུ་གིས་ སྤྱིག་ལམ་རྣམ་གཞག་གི་དགོས་པ་དང་ དམིགས་ཡུལ་ཚུ་ ཤེས་ཚུགས་པའི་ཁང་ དུས་རྒྱུན་དུ་ ལག་ལེན་འཐབ་དགོ་པའི་བཟའ་བཅའ་འགྲོ་གསུམ་སོགས་ ཕྱིའི་ལུས་ཀྱི་སྤྱིག་ལམ། ཁ་སྨྲ་ཟེར་གསུམ་སོགས་ ནང་དག་གི་སྤྱིག་ལམ། ཐ་དམ་ཚིག་བསྟེན་ཐངས་ དང་ལས་རྒྱུ་འབྲས་ཀྱི་ཤུང་བྱང་སོགས་ གསང་བ་ཡིད་ཀྱི་སྤྱིག་ལམ་ཚུ་གོམས་སྤྱད་འབད་དེ་ ཡུལ་ དུས་གནས་སྐབས་སོ་སོ་དང་བསྟུན་ཏེ་ རང་གིས་དང་ལེན་འབད་ཚུགས་ནི་དང་ གཞན་ལུ་ཡང་དེ་པ་སྟོན་དང་ སློབ་སྟོན་ཚུལ་མཐུན་ འབད་ཚུགས།

སློབ་སྡུར་གྲུབ་འཐས།

སྡུར་ཚན་འདི་ མཇུག་བསྡུཔ་དུ་ སློབ་ཕྲུག་ཚུ་གིས་

༡ སྤྱིག་ལམ་རྣམ་གཞག་གི་ འབྱུང་ཁུངས་དང་དགོས་པ་ཚུ་ ཁ་གསལ་འབད་ ཨཱཁད་པ་རྒྱབ་ཚུགས།

༢ རྒྱལ་ཁབ་ནང་ཞེ་བདེའི་རྩ་བ་ སྤྱིག་ལམ་ཤེན་པའི་སྐོར་ ལུང་དང་རིགས་པའི་ཐོག་ལས་རྒྱབ་ཁུངས་བཀལ་ཚུགས།

༣ ལུས་ངག་ཡིད་གསུམ་ལས་ ནང་སེམས་ཀྱི་སྤྱིག་ལམ་འདི་ མེད་ཐབས་མེད་པ་ཅིག་ཤེན་པའི་ ཁུངས་བཀལ་ཚུགས།

༤ ལུས་ངག་གི་སྤྱིག་ལམ་ལུ་ གོམས་སྤྱད་འབད་དེ་ ཡུལ་དུས་གནས་སྐབས་དང་བསྟུན་ ཚུལ་མཐུན་འབད་ལག་ལེན་འཐབ་ཚུགས།

༥ ཐུན་ཚས་ཀྱི་དབྱེ་བ་དང་དེའི་འཐོབ་ལམ་རིམ་པ་ཚུ་རྒྱབ་ཁུངས་སྤྲག་ཚུགས།

༦ ཡུལ་དང་བསྟུན་པའི་ཕྱག་དབང་གཅར་ཞུ་ཚུ་ཚུལ་མཐུན་འབད་ལག་ལེན་འཐབ་ཚུགས།

༧ ཕྱག་འཚལ་ཐངས་དང་བསྟོད་པ་ཞུ་ཐངས་ཚུ་དང་སྟོན་འབད་ཚུགས།

༨ རྟེན་འབྲེལ་རྩིས་ལུགས་ཀྱི་རིམ་པ་དང་འཁྲིལ་ཏེ་དྲང་གཞག་རྒྱབ་ཚུགས།

༩ མཆོད་པ་དང་མཐོ་སྐལ་བསྒྲིག་ཐངས་ལག་ལེན་དོན་འཐབ་འབད་ཚུགས།

ལྷབ་སྟོན་ཐབས་ལམ།

ལྷབ་སྟོན་གྱི་དབྱེ་བ།	ཐབས་ལམ།	བདུན་ཕྲག་རེ་ལུ་ཆུ་ཚོད།	སྡུར་འཐུས་ཆུ་ཚོད་བསྟོམས།
དོན་འབྲེལ།	གསལ་བཤད།	༢	༤༥
	དཔེ་སྟོན།	༡	
	སྤྱང་བ།	༡	
རང་སྡུད།	ལས་འགུལ་བྱེ་ནི།	༢	

	གསར་འཚོལ/ལྷག་ནི།	།	༨༠
ཚུ་ཚོར་ཡོངས་བསྡོམས།			༡།༠

དབྱེ་ཞིབ་ཐབས་ལམ།

༡ དུས་རྒྱུན་དབྱེ་ཞིབ། ༡༠༠%

ཀ། དཔྱད་རྩོད་འཛི་རྩོམ། ༢༠%

སློབ་ཕྲུག་ཚུ་ རང་རྒྱུད་གཞི་ སྤྱིག་ལམ་དང་འབྲེལ་བའི་ དོན་ཚན་ཅིག་གི་ཐོག་ལུ་ རྒྱལ་བའི་གསུང་རབ་དང་ཡམ་བཟང་ཡོའི་མཛོད་ཤུལ་ མི་སྣེའི་མཐོང་སྣང་ཚུ་ལུ་དཔྱད་ཞིབ་འབད་དེ་ ལེགས་ཉེས་ཀྱི་དཔྱད་རྩོད་འཛི་རྩོམ་ཆོག་འབྲུ་༡༠༠༠ ལས་མ་ཉུངམ་ཅིག་ཐི་དགོ།

དབྱེ་ཞིབ་སྐུགས་ཀྱི་ཚད་གཞི།

- དོན་ཚན་འོས་འབབ། ༩%
- དཔྱད་རྩོད་ ༧%
- སྐད་ཡིག་ ༥%
- ཁྱད་གཏུགས་ ༣%
- རྒྱབ་རྟེན་བཀོད་བཙས། ༣%

ཁ། སྤྱན་ཁུ། ༢༠%

ངོ་རྒྱུད་གིས་ སྤྱིག་ལམ་རྣམ་གཞག་དང་འབྲེལ་བའི་ དོན་ཚན་གཅིག་གི་ཐོག་ལུ་ བསམ་ཞིབ་འབད་དེ་ རང་གི་སྙོད་བ་དང་ འཁྲིལ་བའི་ གནད་དོན་འདི་ སྤྱན་ཁུ་ འབད་དགོཔ་ཨིན། སྤྱན་ཁུ་དེ་ཡང་ སྐར་མ་༥ གི་གསལ་བཤད་དང་། སྐར་མ་༥ ཐོས་སྟོང་ འབད་བཙུགས་ནི།

དབྱེ་ཞིབ་སྐུགས་ཀྱི་ཚད་གཞི།

- མཐོང་ཐོས་ཀྱི་སྙོང་བཤད་ཁ་གསལ། ༥%
- རྒྱུ་མཚན་འོས་འབབ། ༥%
- དོན་ཚན་འོས་འབབ། ༣%
- འདྲི་ལན་གྱི་འོས་འབབ། ༩%
- རྩོད་སྤྲོ་/རྣམ་འགྱུར་/ཞེང་ཚབ། ༣%

ག། ཐབས་ལམ་གསར་གཏོད་ཀྱི་གསལ་སྟོན(visual presentation) ༡༠%

སྟེ་ཚན་ནང་ ལུས་དག་ཡིད་གསུམ་གྱི་སྤྱིག་ལམ་ཚུ་ལས་ དོན་ཚན་གཅིག་གདམ་འཐུ་འབད་དེ་ ལམ་སྟོལ་ཁྲབ་སྤྱིལ་གཏོང་ཐབས་ལུ་ དེང་རབས་ཀྱི་ཐབས་ལམ་སྤྱི་ཚོགས་ལག་ལེན་འཐབ་ཐོག་ལས་ སྐར་མ་༡༥ རེ་འབད་མིའི་ རིག་པ་གསར་གཏོད་ཀྱི་ཐབས་ལམ་ཐོག་ལས་ གསལ་སྟོན་འབད་བཙུགས་ནི།

དབྱེ་ཞིབ་སྣུགས་ཀྱི་ཚད་གཞི།

- རིག་པ་གསར་གཏོད། ༤%
- གནས་ཚད་འོས་འབབ། ༩%
- ཐབས་ལམ་དུས་མཐུན། ༤%
- དཔྱེ་སྟོན་འོས་འབབ། ༩%

༢། འགྲེམ་སྟོན། ༡༠%

སྡེ་ཚན་ནང་ ལུས་ཀྱི་སྒྲིག་ལམ་ གང་རུང་གི་ཐོག་ ལག་ལེན་འཐབ་ནི་ཡོད་པའི་ ཅ་ཆས་རེ་རེ་བཞིན་དུའི་ངོས་འཛིན། བརྡ་རྟགས་ཀྱི་བཤད་པ། རིམ་པ་སྒྲིག་ཐངས་ཀྱི་སྐོར་ གློག་རིག་ ཡང་ན་ པར་རིས་ཀྱི་ཐོག་ལས་ འགྲེམ་སྟོན་འབད་བཙུག་ནི།

དབྱེ་ཞིབ་སྣུགས་ཀྱི་ཚད་གཞི།

- ཅ་ཆས་རེ་རེའི་བཞིན་དུའི་ངོས་འཛིན། ༤%
- བརྡ་རྟགས་ཀྱི་བཤད་པ། ༧%
- གནས་སྐྱངས་དང་བསྟུན་ཏེ་རིམ་པ་སྒྲིག་ཐངས། ༩%
- འགྲེམ་སྟོན་སྤུས་ཚད། ༣%

༣། དཔེ་སྟོན། ༡༠%

སློབ་ཕྲུག་ཚུ་ སྡེ་ཚན་ནང་འབད་ ལུས་ཀྱི་སྒྲིག་ལམ་ གནད་དོན་གང་ཅུང་ཅིག་གི་ཐོག་ལུ་ དཔེ་སྟོན་འབད་དགོཔ་ཨིན།

དབྱེ་ཞིབ་སྣུགས་ཀྱི་ཚད་གཞི།

- དཔེ་སྟོན་འོས་འབབ། ༤%
- བྱ་རིམ་ཚུལ་མཐུན། ༤%
- མཉེན་ཁུག་མཇོས་ཆོས། ༩%
- སྡེ་ཚན་མཉམ་འབྲེལ་/གཅིག་མཐུན། ༩%

དབྱེ་ཞིབ་ཐབས་ལམ་དང་སྒྲིད་ཚད་ཀྱི་བཀོད་རིས།

དབྱེ་ཞིབ་ཀྱི་ དབྱེ་བ།	**དབྱེ་ཞིབ་ཀྱི་གཞི་དོན།**	**གྲངས་ཁ།**	**སྣུགས་ཀྱི་སྒྲིད་ཚད།**
དུས་རྒྱུན་དབྱེ་ཞིབ། ༡༠༠%	ཀ དཔྱད་རྩོད་འབྱེ་རྩོམ།	༡	༢༠%
	ཁ སྤྱན་ཞུ།	༡	༢༠%
	ག ཐབས་ལམ་གསར་གཏོད་ཀྱི་གསལ་སྟོན	༡	༢༠%
	ང འགྲེམ་སྟོན།	༡	༢༠%
	ཅ དཔེ་སྟོན།	༡	༢༠%
	ཡོངས་བསྡོམས་	༥	༡༠༠%

སྒོང་ཚན་སྟོན་ཚད། མེད།

ཚེས་གྲངས། ২০/৬/২০২১

2.29 ISA401 Teaching Children with Special Needs

Module Code and Title : ISA401 Teaching Children with Special Needs
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Khandu Dorji, Karma Lhamo, Pema Yangzom, Tenzin Choden Lekphell
Module Coordinator : Khandu Dorji

General objective

This module aims to provide an understanding of the historical and theoretical background of special/inclusive education in Bhutan. Further it aims to equip students to critically analyse the contemporary issues of special needs and inclusive education within the national and international context. It also aims to have students develop skills, knowledge, and ability to identify and respond to the educational needs of children with special needs.

Learning outcomes

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

1. discuss the importance of diversity in inclusive education;
2. explain the historical background of inclusive and special education, its key theoretical concepts and their implications for practice;
3. analyze issues related to inclusive education;
4. compare and contrast inclusive education and special education;
5. identify traits of children who are marginalized, disadvantage;
6. respond to the education of children with special needs;
7. develop individual education plans, based on given case studies and recording documents;
8. identify differentiated assessment and evaluation techniques for learner progress;
9. evaluate differentiation and Universal Design for Learning as models of inclusive practice.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Presentation and discussion	1	
	Guest lecture and field visits	1	
Independent study	Written assignment	2	60
	VLE discussion	1	
	Readings	1	
Total			120

Assessment Approach

Developing an IEP based on a Case (30%)

In this assessment, individual students will develop an Individualized Education Plan for a student with special needs according to cases that will be given/assigned by the tutors.

Criteria for IEP:

2% Description of Student

5% Description of the Present Level of Performance are in line with the disability identified and the case, cues for IEP goals are logical
4% Annual and Short Term goals relevant and written accurately and in relevance to the case
4% Special Education and related services to achieve goals have been appropriately identified
3% Description of the extent to which students will not participate in the general curriculum
3% Student's participation in and state and district assessments
3% Measures of progress to achieve goals have been identified
3% Parents notification on the progress has been described
3% Language, Originality, Relevance

A. Resource material Development (20%)

In groups of four, research and develop three sets of resource materials to support diverse learning needs in an inclusive classroom. The resource materials should be developed keeping in mind the diverse learning needs of the children, and also the kind of modification, adaptations, differentiation required by learners with high incidence and low incidence disabilities, such as' learning disability, speech and language impairment, emotional and behavioural disabilities, ADHD, hearing impairment, visual impairment, Autism Spectrum and learners with gifts and talents.

7% Creativity/innovation and improvisation
5% Relevancy
3% Procedures/instructor's note
5% Standard and benchmark

B. Critical analysis of the literature (20%)

Each student must write a critical analysis of the literature documenting the historical development of inclusive education and special education of an international country with reference to key political and legislative events. In this assignment, students need to critically analyse relevant educational policies and/or practices and literature related to the development of inclusive education and special education. Students are also required to make connections between the research literature and current policy and practice in the student's own context (Bhutan).

Length: 1500 to 2000 words (Plus or Minus 10%- tolerance)

4% Introduction
7% subject knowledge/content issues
5% thinking inquiry
4% readability, convention and referencing

C. Semester end examination (30%)

A written exam of 3 hours will be administered at the end of the semester. It will be evaluated out of 100% and eventually converted into 30% as outlined in the assessment approach.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Developing IEP	1	30%
B. Resource Material Development	1	20%
C. Critical analysis of the literature	1	20%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction to Inclusive/Special Education/Evolution of IE

1.1 Evolution of current understanding of inclusive education
1.2 Characteristics of inclusive education
1.3 Inclusive language
1.4 Principles underlying inclusion (Social Justice and Human Rights, All Children can Learn, Normalization, The Least Restrictive Environment and Age appropriate Behaviour)
1.5 Barriers of inclusive education
1.6 Special and Inclusive education: Key differences
1.7 Policy and Legislation (international law, Human Rights Conventions, Legislation and National Policies such as constitution, education policy, standards for inclusive education, child rights/protection, education blue print, KAP etc.)
1.8 Education for persons with disabilities in Bhutan (History, Current Scenario for Persons with disabilities, Way forward)

Unit II: Models of Disability

2.1 Introduction to various models of disability
2.2 Charity model
2.3 Medical model
2.4 Social model
2.5 the impact of models on the way person with disabilities are seen
2.6 the impact of models of disability on the education for children with disabilities)
2.7 Religion/culture and disability (Different religion/cultures' perspective on disability and how it influences society's perception as well as treatment of people with disability)

Unit III: Types of Disability

3.1 Meaning of disability, impairment and handicap
3.2 Meaning and key characteristics of each disability
3.3 Possible causes
3.4 Instructional strategies (Adaptation, modification and accommodation) for each disability type
3.5 Physical disability
3.6 Sensory disability
3.7 Autism spectrum disorder(ASD)
3.8 Intellectual/cognitive disability
3.9 Learning disability
3.10 Emotional and Behaviour Disorder
3.11 Gifted and Talented
3.12 Challenges of teaching children with disability

Unit IV: Inclusive Teaching Principles 1: UDL

4.1 Principles of UDL (Multiple Means of Representation, Multiple Means of Action and Expression, Multiple Means of Engagement)
4.2 Strategies for engagement/input/output/ assessment
4.3 Response to Intervention (RTI)
4.4 Importance of early intervention
4.5 Overview of response to intervention (The importance of RTI in schools, the process of RTI)
4.6 Universal screening to identify students at risk
4.7 RTI's three tiers of intervention and support
4.8 Specific instructional strategies across three tiers of RTI

4.9 Scaffolding and Tiering lessons

Unit V: Inclusive Teaching Principles 2: Making adjustments

5.1 Differentiated practice
5.2 Principles of Differentiation
5.3 Differentiating instruction during the three phases of learning
5.4 Differentiating the content, process and product
5.5 Providing choice during instruction
5.6 Flexible groupings
5.7 Tiering lesson
5.8 Explicit instruction

Unit VI: Inclusive Teaching Principles 3: assessing learning

6.1 Adaptation, modification and accommodation
6.2 Types of accommodation and modification
6.3 relevant and meaningful assessment
6.4 adjustment to assessment tasks
6.5 Assistive Device/Technology
6.6 Development of IEP
6.7 Task analysis
6.8 Prepare IEP for needs identified
6.9 Transition

Unit VII: Partnership with Parents and stakeholders/collaboration and consultation

7.1 Partnering with parents and stakeholders (collaboration and consultation)
7.2 Collaboration in the identification and prereferral stages
7.3 Collaboration in referral and assessment
7.4 Collaboration in designing the individual education plan
7.5 Roles and responsibilities of teachers, SEN coordinators, school leadership and other stake holders.
7.6 Advocacy and awareness

Reading List

Essential Readings:

Foreman, P. (2005). *Disability and inclusion: Concepts and principles* in P. Foreman (ed.) Inclusion in Action, Science, Spain. (1994). The Salamanca statement and framework for action on special needs education. Spain.

Gargiulo, R. M. & Metcalf, D. (2015). *Teaching in today's Inclusive classrooms: A universal design for learning approach;* USA: Cenagage learning.

Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom.* USA: ASCD.

Westwood, P. (2009). *What teachers need to know about students with disabilities.* Victoria, Australia: ACER Press. p. 47- 66.

Additional Readings:

Carrington, S. & Robinson, R. (2004). *A case study of inclusive school development: A journey of learning.* The International Journal of Inclusive Education 8(2): 131-153.

Dorji, R. & Schuelka, M. J. (2016). *Children with disabilities in Bhutan: Transitioning from special educational needs to inclusive education.* In: Schuelka, M. J & Maswell, T. W. (eds). Education in Bhutan: culture, schooling and Gross national Happiness, Singapore: Springer Science+Business media Singapore Pvt. Ltd. pp. 181-198.

Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C. & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). New Jersey Pearson Education, Inc.

Taylor, R. L. (2009). *Assessment of exceptional students: Educational and psychological procedures.* New Jersey: Pearson Education, Inc.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. USA: ASCD, Alexandria.

Mackay, A. W. (2007). *Inclusion: What is inclusion anyway? questions and answers about Mackay Report on inclusion:* New Brunswick, Canada.

Ministry of Education. (2017). *Standards for inclusive education*. Thimphu, Bhutan: ECCD & SEN Division.

Ministry of Education (2019). *Final draft on national policy on special educational needs.* Thimphu, Bhutan.

Ministry of Education & UNICEF Bhutan. (2017). *Knowledge, Attitudes and Practices (KAP) Study on children with disabilities.* Thimphu, Bhutan.

Taylor, R. L. (2008). *Assessment of exceptional students. Educational and psychological procedures* (8th ed.). New Jersey: Pearson Education, Inc.

Date: December 2020

2.30 MTA403 Mathematics in Upper Primary I

Module code and Title : MTA403 Mathematics in Upper Primary I
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Tandin Khorlo Wangchuk, Dr Phuntsho Dolma
Module Coordinator : Tandin Khorlo Wangchuk

General objective

This module will focus on the conceptual knowledge of mathematics and approaches to learning and teaching of mathematics for upper primary. It will further consolidate the current theories of teaching and learning of mathematics and set new directions for teaching and learning of mathematics in the upper primary.

Learning outcomes

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

1. develop and demonstrate mastery of number, patterns, data in the upper primary;
2. apply appropriate teaching methods for the delivery of mathematical concepts at the upper primary level;
3. recommend strategies to address challenges experienced in the teaching and learning of primary mathematics during the professional practice;
4. design a lesson integrating technology to teach a selected mathematical concept at the upper primary level;
5. develop appropriate assessment tools to apply in the upper primary level;
6. design a lesson integrating technology to teach a selected mathematical concept at the upper primary level;
7. design a mode of instruction to teach concept of fraction.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and demonstration	1	60
	Group work and hands on activities	2	
	Exploring/Inquiry	1	
	VLE discussion	2	
	Written assignment	2	
Total			120

Students are exposed to various mathematical activities to build a natural relationships between learning and in their daily activities, interests, and questions. Students will be involved intensely in play, problem solving, and identifying patterns, generalize or make their own deduction by coming up with different approaches or explore on their own or in groups.

Assessment Approach

A. Designing activities to teach concepts in integer or fraction (20%)

Each student will design an activity to teach the concept of integer or fraction using any available manipulative. Students will identify and select manipulative of their choice and choose appropriate level. Activity or activities will focus that would guide and explore the pattern and generalize/derive a formula. Further, the students will explain about the interests in exploring this case or the importance of the case. The purpose of this exercise is to help students explore

and learn about the concepts in integer or fraction. Each student will be required to choose either integer or fraction. The topic chosen will be agreed between the tutor and the student. Then the students will be required to discuss with their friends and write a reflection on the activities effectiveness of 500 to 700 words.

Rubric (Marks to be adjusted out of 20%)

Focus	Poor (1)	Good (2)	Very good (3)
Processes (5)	• Activities do not focus related to pattern and generalizing. • Activities do not show the pattern and focus to be generalized	• Activities somehow focus related to pattern and generalizing. • Activities show vague pattern and focus to be generalized	• Activities seek specific focus related to pattern and generalizing • Activities clearly show the pattern and focus to be generalized
Manipulatives (5)	• Few presentation manipulatives are relevant and appropriate. • Diagrams and illustrations are neither neat nor entirely accurate and they don't add much to the content.	• Some presentation manipulatives are irrelevant and inappropriate. • Diagrams and illustrations are somewhat accurate	• Presentation manipulatives are relevant and appropriate. • Diagrams and illustrations are neat, accurate and provide additional insight to the content.
Content (10)	• Demonstrates little knowledge by answering all questions with explanations and elaboration. • Presents information in illogical, rambling sequence which audience cannot follow. • Presentation has lots of misspellings or grammatical errors.	• Demonstrates some knowledge by answering all questions with explanations and elaboration. • Presents information in some logical, interesting sequence which audience can follow. • Presentation has some misspellings or grammatical errors.	• Demonstrates full knowledge by answering all questions with explanations and elaboration. • Presents information in logical, interesting sequence which audience can follow. • Presentation has no misspellings or grammatical errors

Ability to synthesize (10)	• Fails to synthesize ideas from different sources into coherent arguments related to the concept.	• Somewhat synthesizes ideas from different sources into coherent arguments related to the concept.	• Synthesizes ideas from different sources into coherent arguments related to the concept.
Coherence and structure (5)	• Does not attempt to present critically and analytically, logically, and convincingly.	• Attempts to present ideas critically and analytically, logically, and convincingly.	• Presents ideas critically and analytically, logically, and convincingly.
Accuracy (5)	• Provides inaccurate information about the case and the whole proposal.	• Provides somewhat accurate information about the case and the whole proposal	• Provides accurate information about the case and the whole proposal.
Overall presentation (10)	• Does not show a logical presentation of ideas in generalizing. • The pattern is not clear to generalize	• Shows some logical presentation of ideas in generalizing. • The pattern is somewhat clear to generalize	• Shows a logical presentation of ideas in generalizing. • The pattern is clear to generalize.

Rubric 2: Assessment of Reflective Report

Criteria & Marks	Very Good (4-5)	Good (2-3)	Satisfactory (0-1)
Depth of Reflection (7 Marks)	• Demonstrates a thorough and conscious understanding of the subject matter.	• Demonstrate a basic understanding of the subject matter.	• Demonstrate a limited understanding of the subject matter. This reflection needs revision
Presence of Components (5 Marks)	• All component areas of the subject matter are presented • Uses specific and convincing examples from experience to support claims made.	• Presents some component areas of the subject matter. • Uses somewhat relevant examples from experience to support claims made.	• Limited components of the subject matter are evidenced. • Uses some vaguely developed examples to support claims.

Clarity and Logical Sequence (7 Marks)	• Content is well organized, using heading and bullet list. • Most of the ideas and information are clearly presented	• Content is somewhat organized but lacks proper structure. • Ideas and information are somewhat clearly presented	• There is no logical organization of the subject matter or ideas, but just lot of facts. • of the ideas and information presented are unclear
Critical Reflection (7 Marks)	• Students' successes and failures critically discussed and details provided. Relates how this successes and failures have affected their practices.	• Students' successes and failures somewhat discussed and detail provided. Relates how this successes and failures have affected their practices.	• Students' successes or failures are mentioned but not critically discussed; no details are provided
Language (4 Marks)	• Use language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	• Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure	• Use language that is value or imprecise for the audience or purpose, with little sense of voice, and limited awareness of how to vary sentence structure

B. Class Test: Unit I, II, III & IV (20%)

Test will test the mastery of upper primary content in Whole number, Integer, fractions and decimal; the appropriate use of technology and manipulative in Whole number, Integer, fractions and decimal; the efficiency and accuracy of representations and interpretations in communication in Whole number, Integer, fractions and decimal. Time – 2 hours

C. Preparing a lesson plan (30%)

A group of 3 to 4 students will design a 120 minutes lesson using 5E as teaching model to meet the needs of students facing problems that give all individuals equal opportunities to learn. They will include how 5E helps to provide rich learning environment that is designed around the needs of students, not just with identified needs through multiple means of representation, engagement, and expression. Students will demonstrate a complete mastery in 'Engage' activities through questioning strategies (5%). To build on the children's prior knowledge, children will be made to explore on the given topic individually and in groups, and come up with their findings/assumptions or hypothesis (15%). The students will then be asked to explain their findings/assumptions or hypothesis to their groups and to the whole class (5%). Learners will then be given an advanced tasks or activities to demonstrate their understanding and mastery of the subject matter under that particular topic. Students can present their group work to the whole class (15%).The teacher/group is expected to assess them formatively throughout the

lesson and keep anecdotal records. They will also assess and provide feedback at the end of 'Engage', 'Explore', 'Explain', 'Elaborate', and 'Evaluate' stages respectively (10%).
The rubric score will be converted to 30%

5% Engage
15% Explore
5% Explain
15% Expansion/Elaborate
10% Evaluate/Assessment

5E Lesson plan rubric

	Does not meet standard (0)	**Meets standard (1)**	**Exceeds standard (2)**
Lesson plan and components	The lesson plan is missing many of the required lesson plan components	The lesson plan includes all the required lesson plan components	Especially thoughtful and detailed information is included for all the required lesson plan components.
Developmental Level (Described, Appropriateness of Lesson)	The developmental level of the students is not described and/or the lesson is entirely inappropriate for the target audience.	The developmental level of the students is described and the lesson is generally appropriate for the target audience.	The statement of the developmental level of the students is detailed and specific, noting both the physical and conceptual skills expected and how these relate to the activity. The lesson is an excellent match for the students for whom it was designed.
Engagement is creative and arouses interests of diverse students	Creativity not evident or it is very weak. Lacks ability to arouse interest or generate excitement for a class with a diversity of students.	Some creativity is evident. May arouse interest of diverse and special needs students.	Exceptional creativity. Will arouse interest and generate excitement in a diverse variety of students.
Engagement provides reason for Exploration and transitions seamlessly to the Exploration.	Engagement is disconnected from Exploration. No obvious transition, or transition is awkward.	Engagement leads to acceptable transition into Exploration phase.	Engagement leads to an obvious and purposeful connection to exploration in a seamless manner.
Exploration provides opportunities for students to engage in inquiry through active, hands-on exploration.	Exploration provides minimal and/or inappropriate opportunities for students to engage in inquiry through active, hands-on exploration.	Exploration provides adequate and appropriately constructed opportunities for students to engage in inquiry through active, hands-on	Exploration provides varied and carefully constructed opportunities for students to engage in inquiry through active, hands-on exploration.

		exploration.	
Exploration requires student use of a variety of Process Skills.	Student use of Process Skills is minimal or not evident in the Exploration section of the lesson plan.	The Exploration section of the lesson plan requires students to use several different Process Skills.	Numerous and varied Process Skills are woven throughout the Explanation phase of the lesson.
Exploration requires students to gather data (qualitative and/or quantitative).	Little or no opportunity is provided for students to gather qualitative and/or quantitative data during the Exploration phase.	Students are provided with adequate opportunities to gather qualitative and/or quantitative data during the Exploration phase.	Special consideration has been given as to how qualitative and/or quantitative data collected can be used to maximize student learning during the Exploration phase. The data collected stimulates students to make discoveries or generalize
Throughout Exploration students are encouraged to generate questions.	Little or no specific opportunities for student generated questions are evident as students explore.	The lesson plan provides adequate opportunities for students to generate their own questions as they explore.	The lesson plan purposefully addresses opportunities for student generated questions as they explore. This is accomplished by intentionally providing time and the means by which students will develop and pursue answers to their own questions.
Explanation-through interaction students are given opportunities to share their discoveries.	Little to no opportunity is provided in the lesson plan for students to share their discoveries.	Some opportunity provided in the lesson plan for students to share their discoveries.	Multiple opportunities provided in the lesson plan for students to share their discoveries using a variety of formats including verbal discussion.
Higher-level questioning leads to the construction of concepts and meanings sensible to students.	A minimal number of lower order thinking questions are used to stimulate student understandings.	Some questions from several levels of Bloom's taxonomy are incorporated in the lesson.	Well-formulated questions from several levels of Bloom's taxonomy, including higher order, are incorporated throughout the lesson. These questions facilitate construction of students' understandings of

			concepts.
Teacher encourages under represented groups to participate.	Lesson plan does not note how teacher can encourage under represented groups and students with special needs to participate.	Lesson plan notes how teacher can encourage participation of all students.	Lesson plan notes how teacher can use multiple means to encourage participation of all students. These strategies include making content relevant to students' lives and other developmentally appropriate strategies for addressing the needs of all students.
Teachers associate meaningful vocabulary to students' conceptual understandings (terms associated with specific concepts]	No specific attention is paid to the relationship of vocabulary and concepts in this lesson plan.	The lesson plan integrates meaningful vocabulary, and this terminology is connected appropriately to the development of science concepts.	Appropriate and meaningful vocabulary is integrated throughout the lesson. Conceptual understanding and terminology are connected to one another in every step of the way. It is clear when, how and why new terms will be introduced, connected to one another, and reinforced.
Expansion continues to expand student understanding by applying learning to new, but RELATED exploration.	The Expansion phase is missing, is a repeat of the initial Exploration, or is unrelated to the rest of the lesson.	The Expansion phase provides an opportunity for students to build on what they have learned earlier in the learning cycle. The Expansion activity is related to the initial Exploration.	The Expansion phases provides an excellent opportunity for students to apply and expand their understanding by exploring a new but related phenomenon. The connection between the initial Exploration activity and the Expansion activity is explicit and the sense of flow is evident.
Expansion requires students to use a variety of Process Skills.	Student use of Process Skills is minimal or not evident in the Expansion section of the lesson plan.	The Expansion section of the lesson plan requires students to use several different Science Process Skills.	Numerous and varied Process Skills are woven throughout the Expansion phase of the lesson.
A variety of formative assessments are evident	Formative assessments are vague and provide minimal evidence of	Formative assessments are clear and provide adequate	Formative assessments are varied and carefully planned to provide extensive evidence of

throughout the lesson.	an appropriate assessment process to monitor student understanding of concepts and skills.	evidence of an appropriate assessment process to monitor student understanding of concepts and skills.	an appropriate assessment process to monitor student understanding of concepts and skills.
Lesson ends with an appropriate summative assessment.	The summative assessment is vague and provides minimal evidence of an appropriate assessment process to measure student understanding of concepts and skills.	The summative assessment is clear and provides adequate evidence of an appropriate assessment process to measure student understanding of concepts and skills.	The summative assessment is carefully planned and provides extensive evidence of an appropriate assessment process to measure student understanding of concepts and skills.
Format, Spelling and Mechanics	The document contains numerous spelling, grammar and format errors and/or it is otherwise unprofessional.	Minor spelling, grammar or format errors appear in the document, but it is reasonably professional.	The document is error-free, in the correct format, and exceptionally professional.

D. Semester end Examination (30%)

Students will write 3 hours semester end examination for 100 marks and it will be converted to 30%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Designing activities to teach concepts in integer or fraction	1	20%
B. Class Test	1	20%
C. Lesson Plan	1	30%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Number

1.1 Whole number – concept, four operations
1.2 Pedagogy – Inquiry approach using Base Ten blocks
1.3 Concepts of Addition, subtraction, multiplication and Division
1.4 Algorithm of Addition, subtraction, multiplication and Division
1.5 Word problems on Addition, subtraction, multiplication and Division

1.6 Formative Assessment in the math classroom

Unit II: Integer

2.1 Integers – concept, four operations and applications
2.2 Pedagogy – Inquiry approach using integer counters
2.3 Concepts of Addition, subtraction, multiplication and Division
2.4 Algorithm of Addition, subtraction, multiplication and Division
2.5 Word problems on Addition, subtraction, multiplication and Division
2.6 Formative Assessment in the math classroom

Unit III: Fractions

3.1 Fraction – concept, four operations
3.2 Pedagogy – Inquiry approach using Cuisenaire rods, grid, pattern blocks and BLM
3.3 Concepts of Addition, subtraction, multiplication and Division
3.4 Word problems on Addition, subtraction, multiplication and Division
3.5 Formative Assessment in the math classroom

Unit IV: Decimals

4.1 Concept of decimals – extension of Place value system and fractions with denominators as powers of ten
4.2 Metric conversions
4.3 Pedagogy – Inquiry approach using grid
4.4 Making connections between fractions and decimals
4.5 Word problems on Addition, subtraction, multiplication and Division
4.6 Formative Assessment in the math classroom

Unit V: Real Number

5.1 Concept of irrational and real numbers
5.2 Word problems on Addition, subtraction, multiplication and Division
5.3 Formative Assessment in the math classroom
5.4 Pedagogy – Inquiry approach using guided exploration

Unit VI: Number pattern

6.1 Pattern in Even number
6.2 Pattern in Odd number
6.3 Pattern in multiples
6.4 Pattern in fraction
6.5 Pattern in decimals
6.6 Quadratic pattern
6.7 Cubic pattern
6.8 Iterative patterns
6.9 Figure patterns
6.10 Formative Assessment in the math classroom
6.11 Pedagogy – Inquiry approach using guided exploration

Unit VII: Data Handling

7.1 Tally sheets, histograms
7.2 Double bar graph
7.3 Reading and plotting points
7.4 Line graphs
7.5 Interpreting the data/graphs
7.6 Mean of data
7.7 Formative Assessment in the math classroom
7.8 Pedagogy – Inquiry approach using guided exploration

Reading List

Essential Readings:

Cathcart, W. G. (2011). *Learning mathematics in elementary and middle schools* (5th ed.), London: Pearson.

Royal Education Council. (2019). *Teacher's guide to understanding mathematics: class IV.* Paro: Author.

Royal Education Council. (2019). *Understanding mathematics: Textbook for class IV*. Paro: Author.

Royal Education Council. (2019). *Teacher's guide to understanding mathematics: class V*. Paro: Author.

Royal Education Council. (2019). *Understanding mathematics: Textbook for class VI.* Paro: Author.

Royal Education Council. (2019*). Teacher's guide to understanding mathematics: class V*. Paro: Author.

Royal Education Council. (2019). *Understanding mathematics: Textbook for class V.* Paro: Author.

Turner, S. (2013). *Teaching primary mathematics*. Los Angeles: Sage.

Van de Walle, J. (2007*). Elementary and middle school mathematics: Teaching developmentally* (10th ed.). New York: Pearson.

Additional Readings:

Cruikshank, D. (2005). *Teaching and learning mathematics pre-kindergarten through middle school* (5th ed.). USA: Wiley.

Hatfield, M. M. (2003). *Mathematics methods for elementary and middle school teachers* (4th ed.): *With field experience resources*. New York: John Wiley and sons.

Haylock, D. (2010). *Mathematics explained for primary teachers* (4th ed.), Washington: Sage.

Mooney, C. (2007). *Primary mathematics: Teaching theory and practice* (3rd ed.). Exeter: Learning matters.

Date: December 2020

2.31 SCA402 Teaching Primary Science II

Module Code and Title : SCA402 Teaching Primary Science II
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Wangchuk, Hari Maya Gurung, Lhaden, Dr Som Gurung, Jambay Lhamo
Module Coordinator : Hari Maya Gurung

General objective

In this module students will develop a deep understanding of scientific concepts and skills required in teaching primary science. This module includes basic scientific principles which are applicable in day to day life, strategies, laboratory experiences, assessment and its role in teaching and learning. This module aims at developing scientific concepts, skills and attitudes through inquiry based learning. It also aims at enhancement of students' critical, analytical & innovative thinking and integration of Information Technology in teaching science. Additionally, the module aims to facilitate the translation of the student's theoretical knowledge into practical application in their respective role as a primary science teacher.

Learning outcomes

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

1. elucidate the anatomy and function of leaf through laboratory investigation;
2. use concept maps to discuss the different types of reproduction in plants and animals;
3. investigate the properties and uses of magnets in their day to day life;
4. use diagrams and simulations to learn about human body systems;
5. discuss the types and functions of simple machines using real machines;
6. construct series and parallel electric circuit to explain their uses, power, voltage and current relationship;
7. use animations to learn about solar system, solar eclipse and lunar eclipse;
8. use games and puzzles in teaching periodic properties, arrangement and classification of elements;
9. carry out project to explore the natural resources, their types, uses and environmental hazards;
10. prepare acid-base indicators using flower petals or turmeric to identify acids and bases;
11. design and maintain science journals to develop scientific knowledge, skills, values and language; and
12. develop appropriate assessment tools to assess science experiment, project, practical record and journal.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Interactive Lecture	2	60
	Laboratory work and field learning	2	
Independent study	Project work	1	60
	Written assignment	1	
	Field Trip	1	
	VLE discussion	1	
Total			120

Assessment Approach:

A. Inquiry based Project work: 25%

This is a group assignment. Students in group of 5 will choose topic from Primary Science curriculum (natural resources- types, their uses and environmental hazards). This assignment is an inquiry based project in which students will follow all the processes involved in project approach. It is process oriented. The process includes collection of information, carry out investigation or experiment and carry out close observation and make good conclusion of the phenomenon and writing project report. The duration for the project will depend on the nature of their study, which may last for two to six weeks. The word limit for the project report must be about 1200-1500 words. The criteria for evaluation of this assignment will include.

5% Proper process and recording (proper format-aim/objective, problem statement, Hypothesis)
5% Relevancy and adequacy of Information
5% Analysis and interpretation

Report writing (10%)

2% Objectives
2% Introduction
3% Content
1% Conclusion,
2% Language & referencing

B. Laboratory experience and learning: 25%

This is an individual assignment. Each student will carry out content related practical works and need to record and submit any three practical each from life processes, materials and their properties and physical processes. In total there must be nine practical.

The practical record must include the procedures of the experiment, observations, conclusion of the practical and write some of the important laboratory safety measures. The reflection must include how the activity/experiment can potentially benefit the learners pertaining to the conduct of the practical, some drawbacks, challenges, improvisation or modification needs for the experiment. The reflection must be written in about 700 words

This assignment will be assessed based on the five dimensions under there strands as given below.

Sl. No	Strand	Procedure	Observations & results	Conclusion	Lab Safety measures	Reflection	Weighting
1	Life science	5	5	5	5	5	25%
2	Material and their properties	5	5	5	5	5	25%
3	Physical process	5	5	5	5	5	25%
Total =(1+2+3)/3							25%

C. Science Journal: 10%

Students in pair will maintain a science journal in which every week the students will journal their learning experiences based on different topics in relation to the knowledge gained or the use of strategies to teach certain science concept. Besides this the students can also write down any interesting scientific observations witnessed by the students in and around the college

in the natural setting. The students can write thoughtful reflection and explore further to develop scientific knowledge, skills and values which will foster their habits of record keeping and improve scientific language.
The journal will be assessed based on the following criteria:
2% Design (Creativeness, uniqueness and originality)
3% Format (Date, title, name, critical reflection, source)
3% Entries (Relevance and varieties of the entries)
2% Presentation (organization & sequence of the entries)

D. Semester End Examination: 40%
A written examination will be administered at the end of the semester. Some of the contents which are not mentioned in the learning outcomes will be achieved by including them in the test items during the examination through competency based questions. It will be a three-hour paper and evaluated out of 100% eventually converted into 40% as outlined in the assessment approach.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Inquiry based Project work	1	25%
B. Laboratory experience and learning	9	25%
C. Science Journal	1	10%
D. Semester end Examination	1	40%
Total		100%

Pre-requisites: SCA201 Teaching Primary Science I

Subject matter

Unit I: Life processes
1.1 Basic life process of plants
- 1.1.1 Study the function and anatomy of leaf, concept of photosynthesis and factors effecting photosynthesis through laboratory investigation
- 1.1.2 Apply inquiry learning to explore the concept of respiration, its equation and the types of respiration (aerobic and anaerobic/ respiration) relationship between photosynthesis and respiration through inquiry based learning
- 1.1.3 Use field learning and investigative approach to study the life cycle of flowering plants
  - 1.1.3.1 Germination and condition required
  - 1.1.3.2 Vegetative propagation
- 1.1.4 Use exploratory approach to find out the Significance of plant life processes in human life

1.2 Basic study of Human Body System
- 1.2.1 Use simulation to study about
  - 1.2.1.1 Digestive system - function of digestive system, organs associated with digestive system, digestive enzymes and absorption of food
  - 1.2.1.2 Circulatory system - functions of circulatory system and organs associated with circulatory system
  - 1.2.1.3 Respiratory system- functions of circulatory system and organs associated with respiratory system
  - 1.2.1.4 Skeletal and Muscular system- functions of skeletal and muscular system and their relationship

1.2.1.5 Reproductive system - basic concept of reproductive system (associated organs and their function), reproduction in human

1.2.2 Explore common health issues related to the human body system by using library resources and internet

Unit II: Physical Process

2.1 Conduct laboratory experiments to study about Electricity and magnetism
- 2.1.1 Concept, Sources and types of electricity - static and current electricity, generation of electricity, hydropower, batteries and generators
- 2.1.2 Relationship between power, voltage and current
- 2.1.3 Electric circuit (series and parallel) and its uses
- 2.1.4 Ways to save electricity - use of inverters, solar cells
- 2.1.5 Properties, strength & uses of magnets
- 2.1.6 Magnetic substances, poles and lines of force of a magnet

2.2 Learn Forces and motion through inquiry based learning
- 2.2.1 Concepts of Physical Quantities and its Units- concept of length, mass, time, weight, volume, density, speed, velocity, gravity, temperature and pressure
- 2.2.2 Force and its type (contact &distance force- push, pull, gravity, weight)
- 2.2.3 The effect of forces in everyday life
- 2.2.4 Concept of friction and its uses in everyday life
- 2.2.5 Gravitational force and altitude, equilibrium
- 2.2.6 Study Simple machines through field learning and exploratory approach

Unit III: Heavenly Bodies

3.1 Practice collaborative learning and role play and use animations to study about Solar system
- 3.1.1 The Earth, the Moon and the Sun
- 3.1.2 Poles and Equator of the earth
- 3.1.3 Latitudes and longitudes
- 3.1.4 Rotation and revolution

3.2 Solar eclipse and lunar eclipse

Unit IV: Materials and their properties

4.1 Use games & cross word puzzles and collaborative learning to teach and learn Chemical communication
- 4.1.1 Basic concepts of elements- names and symbols, valency and radicals
- 4.1.2 Basic concept of compound and its formation - Chemical formula, reaction & equation and balancing chemical equation

4.2 Design and use long form of periodic table to study about
- 4.2.1 the periodic laws or periodic properties and the arrangement of elements
- 4.2.2 classification of elements into metal, non-metals, metalloids and their properties and uses

4.3 Use exploratory approach to study about Atoms and their structure - subatomic particles, electronic configuration and dot or cross diagrams

4.4 Laboratory investigations to study about Acids, bases, salts and their properties
- 4.4.1 Acid-base indicators and universal indicators
- 4.4.2 Neutralization reaction and the basic concept of types of salts
- 4.4.3 Uses of acids, bases and salts

4.5 Learn Natural resources - Renewable, non-renewable resources, their uses and environmental hazards through Place Based Education or filed learning

Unit V: Laboratory experiences and learning

5.1 Use collaborative approach and practice
- 5.1.1 Basic laboratory design
- 5.1.2 Basic laboratory management skills
- 5.1.3 Safety and proper storage of chemicals and laboratory equipment
- 5.1.4 Maintenance and proper storage of chemicals and laboratory equipment

Unit VI: Assessment in Primary Science

6.1 Domains of Assessment in Primary Science
- 6.1.1 Scientific Knowledge - Life process, Materials & their properties and Physical processes
- 6.1.2 Working scientifically - Working of Science, Investigation and experiments
- 6.1.3 Scientific values and attitudes - Responsible citizen, integrity & humility, creative and critical, curiosity and intellectual driven

6.2 Develop assessment tools using various techniques to assess science projects, journals, books, experiments and practical records through collaborative learning

Unit VII: Developing learners' science process skills.

7.1 Introduction to science process skills through experimental projects
- 7.1.1 Observing
- 7.1.2 Questioning and Question-raising
- 7.1.3 Predicting and making hypothesis
- 7.1.4 Equipment selection and use
- 7.1.5 Investigating & experimenting (testing hypothesis)
- 7.1.6 Checking observation and data
- 7.1.7 Recognizing patterns and data interpretation
- 7.1.8 Recording and communicating

Practical works

1. Identify the parts of the flower
2. Identify the different types of germination in seed
3. Removal of hardness of water using distillation
4. Identify acid and base using acid-base indicator
5. Investigate the properties and strength of magnets
6. Design and construct different types of electric circuits
7. Prepare acid-base indicator using flower petals and turmeric
8. Investigate the conditions required for the germination of seed
9. Investigate the strength of acid and base using pH/universal indicator
10. Investigate the preparation of food by green plants during photosynthesis.

Reading List

Essential Readings:

Abruscato, J. (2004). *Teaching children science: A discovery approach* (6th ed.). New Jersey: Pearson Prentice Hall.

Department of curriculum research and development. (2012). *Science curriculum framework PP-XII:* Thimphu: Author.

Harlen, W. & Qualter, A. (2014). *The teaching of science in primary schools* (6th ed.). Londen: Routledge.

Lind, K. L. (2005). *Exploring science in early childhood education: A developmental approach* (4th ed.). Singapore: Cengage Learning.

Milner, B., Martin, J. & Evans, P. (1999). *Core Science1*. London: Cambridge University Press.

Royal Education Council, Ministry of Education. (2019). *Science Class IV*. Paro: Author.
Royal Education Council, Ministry of Education. (2019*). Science Class V*. Paro: Author.
Royal Education Council, Ministry of Education. (2019). *Science Class VI*. Paro: Author.
Royal Education Council, Ministry of Education. (2018). *Science Teacher's Manual Class IV* (Rev. ed.). Paro: Author.

Additional Readings:

Berntein, L., Schachter, M., Winker, A. & Wolfe, S. (1998). *Concepts and challenges in life science* (3rd ed.). New Jersey: Globe Fearson.
Braitain, L. & Chaille, C. (2003). *The young child as scientist: A constructivist approach to early childhood science education.* (3rd ed.). New York: Pearson Education Inc.
Chee, T. S. & Wong, A. F. L. (2003). *Teaching and learning with technology: An Asian-Pacific perspective.* Singapore: Pearson Prentice Hall.
Chin,Y. K., Khang, G. N., Aun, T. K. & Kin, B. H. (2004). *Teaching primary science.* Singapore: Pearson.
Cross, A., & Peet, G. (1997). *Teaching of science in the primary school: A practical source book of teaching strategies.* London: Northcote house publishers Ltd.
Dawson, V. & Venville, G. (2008). *The art of teaching primary science*. Australia: Allen and Unwin.
Devereux, J. (2000). *Primary science.* New Delhi: Sage publications Ltd. (2nd ed.). London: Cambridge University Press.
Hartman, H. J. & Glasgow, N. A. (2002). *Tips for the science teacher: Research based strategies to help students learn.* London: Sage publications Ltd.
Jones, M., Jones, G., Marchington, P. & Acaster, D. (1994). *Balanced science 1*. London: Cambridge University Press.
Jones, M., Jones, G., Marchington, P. & Acaster, D. (1994). *Balanced science 2*. London: Cambridge University Press.
Jones, M., Jones, G. & Marchington, P. (1993). *Cambridge coordinated science*: Physics London: Cambridge University Press.
VanCleave, J. P. (1990). *Biology for every kid: 101 Easy experiments that really work*. New York: John Wiley & Sons, Inc.
Watts, M. (1991). *The science of problem solving: A practical guide for science teachers*. London: Cassell Education Limited.
Wolfinger, D. M. (1984). *Teaching Science in the Elementary School,* Boston: Little, Brown and Company.

Date: December 2020

2.32 EAS409 Play in Early Childhood

Module Code and Title : EAS409 Play in Early Childhood
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Karma Chimi Wangchuk, Karma Jurme, Chimi Dema
Module Coordinator : Karma Chimi Wangchuk

General objective

This module aims to build students' understanding of the importance of play in primary school (5 to 8 years) settings and their ability to teach using play-based approach in lower primary grades (PP-III). To fulfill this, the module will provide students varied theoretical perspectives on importance of play, knowledge of play development, skills to set up playful learning environment and appropriate strategies to teach children using play-based approach.

The module also intends to develop understanding of current issues and trends in implementing play-based approach both at the national and international level.

Learning outcomes

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

1. explain the importance of play for young children from varied theoretical perspectives;
2. explain the development of play from five to eight years;
3. explain the influences of gender, personality, race and ethnicity on children's play;
4. elaborate the relationship between play and various aspects of development (physical, cognitive, social, emotional and cultural);
5. discuss the importance of play in inclusive educational settings;
6. document children's development and learning using appropriate observational tools;
7. analyze the importance of learning environments that promote play-based learning;
8. plan, implement and evaluate play activities with children;
9. organize and support play using different teaching strategies;
10. evaluate the learning potential of play materials and advocate these to parents.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Group discussion	1	
	Presentation	1	
Independent study	Written assignment	2	60
	VLE discussion	1	
	Practical tasks	1	
Total			120

Assessment Approach

A. Presentation (20%)

This assessment task will test students' mastery of the subject knowledge as well as their ability to analyze and relate the subject knowledge in our context. The students will work in small group of 3-4 members and prepare an oral presentation on a given topic. The presentation should be between 15-20 minutes long. The evaluation of this task will happen at two levels; at

a group level (overall quality of the presentation) and at an individual level (individual contribution to the group task). The evaluation at group level will be done by the tutor whereas the individual level will be amongst the peers. They will be assessed using the following criteria:

Group Level

5% Content
- Demonstrates mastery of the subject matter
- Critical and analytical presentation of ideas
- Ideas and opinions supported with facts and evidence
- Contextual and relevant discussion provoked by questions

5% Organization and Clarity of presentation
- Well-organized presentation
- Logical presentation of ideas and thoughts
- Clear and audible presentation
- Correct acknowledgement and citations

4% Language
- Fluency
- Accurate use of language
- Grammatical Accuracy

Individual Level

3% Contribution
- The peer contributed greatly to the final presentation
- The peer contributed adequately to the final presentation
- The peer contributed very little to the final presentation
- The peer did not contribute to the final presentation

3% Participation
- The peer participated fully in every discussion and decision
- The peer participate in almost every discussion and decision
- The peer participated in few discussion and decision
- The peer did bit participate in any discussion and decision

B. Organizing play activity (30%)

This assessment task will require students to demonstrate his/her ability to teach the selected topic from school curriculum through a play-based approach. Students will work in a small groups of 4-5 to plan, implement and reflect on a play activity with children of lower primary grades. They can choose a topic from any subject for grades PP-III and deliver the lesson through a play-based approach. They must plan the lesson using the standard lesson planning format, prepare relevant learning materials and document the implementation of the activity with children either with video recording or photographs. The students will have to submit a written report explaining the planning and implementation process of the activity, critical evaluation of the lesson, and identification of possible remedies to improve the delivery of the lesson along with the lesson plan, teaching–learning materials and video recording or photographs. The report should be between 1000-1500 words. Each student in a group is expected to take a specific role of contributing to the overall planning and implementation of the activity and submit a short write-up describing the role taken and the learning experience of performing that role. The students will be assessed in groups (assessed through the overall standard and quality of your group assignment) as well as individuals based on your individual contributions (assessed through your personal write-up and the presentation).

This task will be assessed using the following criteria:

Group Assessment

8% Description of the planning and implementation process
- Detailed explanation of the planning and implementation process

- Relevant photographs attached to support the explanation
- Teaching and learning materials developed

8% Evaluation Report
- Critical analysis of the activity to demonstrate potential learning during the activity
- Weaknesses/strengths in the design of the activity identified and remedies planned

4% Language
- Accurate use of academic language
- Grammatical accuracy

Individual Contribution

4% Explanation of the role in the activity

6% Critical reflection on the learning experience

C. Play Material Development (25%)

This assessment task will require students to demonstrate his/her ability to consolidate understanding of characteristics and types of play materials in designing play materials to meet the developmental and educational needs of children in grades PP-III. Each student will have to select age of a child or a particular grade and develop two play materials suitable for the development of one of the developmental domains (physical, cognitive, social, emotional, language and literacy, and cultural) or meeting an educational purpose. Students must use the characteristics of play materials and types of play materials as a guide when developing play materials. The materials should be accompanied with an instruction card and a justification (450-500 words) of how it supports the development of that particular domain and serve the educational purpose. This is an individual task.

The following criteria will be used to assess this task:

10% Play Materials Attributes
- Appropriateness of the play materials
- Innovation and creativity
- Safety and durability
- Characteristics and types play materials incorporated

10% Instruction Card and Justification
- Clear and usable instructions on the use of materials provided
- Explicit and convincing justification of the developmental domain provided

5% Language
- Appropriate use of language
- Grammatical accuracy

D. Class Test (25%)

Students will write a class test which will consist of test questions from the selected topics from all the units towards the end of the semester. The test will include items such as MCQs, SAQs and ERQs to evaluate wide range of learning outcomes. The duration of the test will be one hour.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Presentation	1	20%
B. Organizing Play activity	1	30%
C. Play material development	1	25%
D. Class Test	1	25%
Total		100%

Pre-requisites: PSY102 Child Development & EAS208 Introduction to Early Childhood Education

Subject matter

Unit I: Theories and Perspectives on Play

1.1 Conceptualizing Play
- 1.1.1 Multiple perspectives on play
- 1.1.2 Defining play
- 1.1.3 Current issues and trends in Play

1.2 Theories of Play
- 1.2.1 Classical Theories
- 1.2.2 Modern theories
- 1.2.3 Postmodern theories
- 1.2.4 Implications for teaching and learning

1.3 Play Development from five to eight years
- 1.3.1 Patterns of Play development
- 1.3.2 Play development from infancy to four year
- 1.3.3 Development of motor play
- 1.3.4 Development of object play
- 1.3.5 Development of symbolic play
- 1.3.6 Development of social play

Unit II: Developing a Play-based Approach

2.1 Play's Role in Development
- 2.1.1 Play and development
- 2.1.2 Brain development and play
- 2.1.3 Cultural learning and play
- 2.1.4 Cognitive dimension
- 2.1.5 Language and literacy dimension
- 2.1.6 Social and emotional dimension
- 2.1.7 Implications for teaching and learning

2.2 Setting up Play-based Learning Environment
- 2.2.1 Principles of effective indoor environment
- 2.2.2 Setting up learning areas
- 2.2.3 Evaluating indoor environment
- 2.2.4 Principles of effective outdoor environment
- 2.2.5 Managing risks in outdoor environment

2.3 Enriching Classroom Play: Play Materials
- 2.3.1 Relationship between play materials and development
- 2.3.2 Characteristics of play materials
- 2.3.3 Types of play materials
- 2.3.4 Selecting play materials

2.4 Enriching Classroom Play: Teaching Strategies and Facilitation Techniques
- 2.4.1 Providing adequate time for play
- 2.4.2 Teacher involvement in play
- 2.4.3 Linking Play and Instruction

Unit III: Curriculum and Play

3.1 Educational Play
- 3.1.1 The value of educational play
- 3.1.2 Types of educational play
- 3.1.3 Barriers to educational play

3.2 Play Assessment and Documentation

3.2.1 Defining play assessment
3.2.2 Importance of play assessment
3.2.3 Types of play assessment
3.2.4 Portfolio

Unit IV: Emerging Issues in Play

4.1 Diversity and Individual Difference in Play
4.1.1 Gender differences and play
4.1.2 Environmental influences
4.1.3 Personality and play
4.1.4 Implications for teacher

4.2 Play for Children with Special Needs and Circumstances
4.2.1 Value of Play children with disabilities
4.2.2 Methods to include children with disabilities in play

Reading list

Essential Readings:

Dockett, S. & Fleer, M. (2002). *Play and pedagogy in early childhood: Bending the rules*. Australia: Thomson.

Fleer, M. (2013). *Play in the early years*. Australia: Cambridge University Press.

Johnson, J., Christie, J. & Wardle, F. (2004). *Play development and early education*. USA: Allyn and Bacon.

Additional Readings:

Crook, S. & Farmer, B. (1996). *Just Imagine: Creative play experiences for children under six.* Australia: Brown Prior Anderson Pty Ltd.

Hunter, L. & Sonter, L. J. (2012). *Progressing play: Practicalities, intentions and possibilities in emerging co-constructed curriculum*. Australia: Consultants at play.

Robinson, C., Treasure, T., O'Connor, D., Neylon, G., Harrison, C. & Wynne, S. (2018). *Learning through play: Creating a play-based approach within early childhood contexts*. Australia: Oxford University Press.

Date: December 2020

2.33 ENA404 Children's Literature

Module Code and Title : ENA404 Children's Literature
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Tsering Y. Nidup, Dr. Dorji Wangchuk, Sangay Biddha, Ugyen Tshomo, Karma Dorji, Dechen Wangmo
Module Coordinator : Sangay Biddha

General objective

This module will develop the students' knowledge, skills and competencies in teaching literature from Pre-primary to class VI. As students explore a range of children's literature and engage in rigorous meaning making exercises, they will progressively build their own knowledge of literature, reading skills. Students will be able to teach poetry, essays and short stories effectively. Overall, students will be inspired to love and appreciate literature.

Learning outcomes

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

1. discuss the characteristics of children's literature;
2. discuss the benefits of teaching literature to children;
3. identify a variety of children's literature to develop children's language skills and emotional intelligence and creativity;
4. identify the poetic forms and figures of speech to understand, enjoy and appreciate poetry;
5. identify forms and the five elements of a short story;
6. apply the knowledge of text structures of essays (e.g. sequence, description, cause and effect, problem and solution) to make implicit and explicit meaning;
7. apply reading strategies, including critical reading strategies, to make implicit and explicit meanings from poetry, short stories and other forms of literature;
8. apply a variety of strategies to strengthen children's vocabulary and improve upon their use of expressions and vocabulary;
9. express felt responses to texts, both fiction and non-fiction, including audio and visual texts;
10. employ the reading process in reading of any literature texts;
11. design a variety of tools to assess children's reading level and interest; and
12. plan a literature lesson by using the English Curriculum Guide for classes IV to VI.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	60
	Reading Workshop (Literature Discussions)	2	
Independent study	Reading (Children's Literature)	2	60
	Written assignment	1	
	VLE Discussions	1	
Total			120

Assessment Approach

A. Reading Journal (25%)

The purpose of this assignment is to provide students with a sound grounding in children's literature so that they can teach 'Reading and Literature' effectively at the primary levels. This is an opportunity for students to immerse themselves fully in a variety of children's literature and learn the fundamentals as well as pedagogical value of books.

Each student will read a variety of children's literature (The minimal number of texts to be read is reflected below in the table) over the semester, starting from the second week. After reading each book, the student will make an entry into their reading journal and will continue this practice till the last week of semester. The tutor will provide students with two things: i) A guide to identifying the genre of a book; ii) Some written guidelines on how to choose books and how to maintain the reading journal. A format for the reading journal is suggested below:

Journal No.	1
Genre	Fable
Title of the book	The Lion and the Hare
Author	
Summary of the book (About 50-100 words)	
Pedagogical Value (Write at least five Instructional points)	The text is appropriate for class I – III (Reading Level). The text can be used for teaching: 1. the features of a fable. 2. the elements of a story (Story Mapping). 3. comprehension skills. 4. Reading fluency. 5. grammar items, such as verbs, nouns, quotation marks etc. 6. vocabulary building skills. E.g. synonyms, word families

Categories and number of literature to be read is detailed below:

Level of Books	**Literature Categories**	**No. of books to read**
PP – class III	Fables/Fairy Tales/Picture books Informational texts	At least 20
Class IV – VI	Fantasy (children's novels)	At least 5
	Bhutanese folktales	At least 10
	Realistic Fiction (children's novels)	At least 5
	Non-fiction for children (Including diaries, autobiographies, and other informational texts	At least 5
Note: In order to become familiar with children's literature, students must become familiar with as many books as possible. Thus, volume matters in this assignment.		

The students' performance will be assessed using a rubric that describes the following criteria:

4% Accuracy of information (Genre, Title, Author)
7% Summary of the book (A well-written summary)
10% Pedagogical Value (At least five valid teaching points written with examples for each book)

4% Quantity of literature (Required number of books read)

B. Literature Analysis (15%)

This assessment task will provide the students opportunities to develop and demonstrate their critical reading skills so that they are better prepared to teach children's literature in class IV, V or VI. In this literature analysis, students will carry out a comparative analysis of two short stories, which will require them to demonstrate their understanding and use of critical reading skills.

Each student will read two short stories from children's literature (It is alright if the student chooses to use two short stories already read from Assessment A). Critically analyze the two stories in terms of the five elements of short story, and write a comparative analysis in about 1000 words.

A rubric that describes the following standards will be used for assessment:

10% Critical Analysis skills (All five elements are identified in the two stories and critically analyzed)

5% Language (Written clearly with effective use of vocabulary and grammar)

C. Workshop (30%)

Students will demonstrate their knowledge and skills in pedagogy through these workshops. While the major task is carrying out a workshop (20%) in small groups, there is a minor task, which is writing a reflection paper (10%) individually, following it. For the workshop task, students will get into small groups of four- five, and conduct a 30-40 minute workshop to demonstrate how to teach one of the following areas. Further, it should be noted that the areas suggested will have to narrowed down to a specific topic, and an appropriate text suitable to the topic and class level (IV, V or VI) be selected for the workshop.

1. Elements of short story
2. Narrative Devices
3. Facts and Opinions
4. Poetic Devices
5. Word-study Strategies
6. Assessing Reading

Post-workshop, each student will write a reflection paper of about 350 words on the Workshop. The reflection should cover essential points related to the effectiveness of the strategy, and how it can be used in the primary school to teach reading and literature.

The workshop will be assessed using a rubric that describes the following standards:

5% Organization (The presentation is organized logically and coherently. It has an introduction and closure. Work is distributed equally among the presenters. The presentation has a smooth flow.)

10% Content (The group has a good understanding of the topic; pedagogy was clearly demonstrated with creative use of instructional strategies.)

5% Participation (The group has actively involved all the participants; effectively used materials for demonstration and practice.)

The reflection paper will be assessed using the criteria given below:

6 % depth of reflection:	analytical, insightful, depth of understanding
2 % organization:	written in logical and coherent manner
2% language:	concise and precise; appropriate vocabulary; spelling, punctuation & grammar

D. Semester end Examination (30%)

The students will write 3 hours semester end examination for 100 marks and the total marks scored it will be converted to 30%.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Reading Journal	1	25%
B. Literature analysis	1	15%
C. Workshop	1	30%
D. Semester end Examination	1	30%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Introduction to Children's Literature

1.1 Benefits of children's literature

1.2 Familiarizing and identifying types of children's literature

- 1.2.1 Fiction
- 1.2.2 Historical fiction
- 1.2.3 Fantasy
- 1.2.4 Non-fiction

Unit II: Facilitating Students' Comprehension

2.1 Comprehension factors

- 2.1.1 Text factors: Genres, text structures & text features
- 2.1.2 Readers factors: Background knowledge, vocabulary, fluency, comprehension
- 2.1.3 Strategies, comprehension skills & motivation

2.2 Comprehension strategies

2.3 Critical reading strategies (Refer Curriculum Guides for classes IV-VI)

Unit III: Teaching Short stories

3.1 Using a story from the school curriculum to teach the following:

- 3.1.1 Elements of story structure: Plot, characters, setting, point of view & theme
- 3.1.2 Narrative devices: Dialogue, flashback, foreshadowing, imagery, suspense, Symbolism, tone
- 3.1.3 Looking at text factors in a story
- 3.1.4 Making implicit and explicit meanings

Unit IV: Teaching Informational texts

4.1 Using a non-fiction text from the curriculum to teach the following:

- 4.1.1 Expository text structures: Description, sequence, comparison, cause and effect, problem and solution, chronological
- 4.1.2 Using graphic organizers to understand texts
- 4.1.3 Using text factors to understand non-fiction text
- 4.1.4 Non-fiction Features: Headings, sub-headings, photographs, figures, highlighted words, glossary, index etc.
- 4.1.5 Distinguish between facts and opinion in newspapers

Unit V: Teaching Poetry

5.1 Using a poem from the curriculum guide to teach the following:

- 5.1.1 Poetic forms for children (rhymed verse, narrative poems, haiku, free verse, odes, concrete poems etc.)

5.1.2 Poetic devices: assonance, consonance, imagery, metaphor, onomatopoeia, repetition, rhyme, rhythm, simile
5.1.3 Reading poetry aloud
5.1.4 Looking at text factors in poetry
5.1.5 Making implicit and explicit meaning

Unit VI: Organizing Literature Instruction in Primary Levels

6.1 Reading workshop
6.2 Literature circles
6.3 Literature focus units
6.4 Using the reading process
6.5 Teacher-directed interactive reading
6.6 Guided Reading
6.7 Structured independent reading
6.8 Reciprocal teaching etc.

Unit VII: How to Unlock Word Meanings

7.1 Learning strategies: Unlock word meanings
- 7.1.1 Using context clues
- 7.1.2 Analyzing word parts
- 7.1.3 Checking the dictionary

7.2 Word study concepts:
- 7.2.1 Multiple meanings of words
- 7.2.2 Synonyms
- 7.2.3 Antonyms
- 7.2.4 Homonyms
- 7.2.5 Etymologies
- 7.2.6 Figurative meanings

7.3 Instructional strategies for word study
- 7.3.1 Spotlighting words on word walls
- 7.3.2 Semantic feature analysis
- 7.3.3 Word posters
- 7.3.4 Word chain Dramatizing words etc.

7.4 Teach dictionary skills (Choosing correct meanings)

Unit VIII: Assessment in Reading

8.1 Areas for diagnostic reading assessments
8.2 Fluency
8.3 Comprehension
8.4 Vocabulary

Reading List

Essential Readings:

Kasten, W., Kristo, J., McClure, A. & Garthwait, A. (2005). *Living literature: Using children's literature to support reading and language arts.* New Jersey: Merrill Education/Prentice Hall.

Royal Education Council. (2019). *English Curriculum Teacher's Guide (IV - VI).* Paro: Author.

Royal Education Council. (2019). *Reading & Literature (IV - VI).* Paro: Author.

Royal Education Council. (2019). *Readers (Pre-primary - III).* Paro: Author.

Tompkins, G. E. (2017). *Literacy for the 21st century: A Balanced approach* (7th ed.). New Jersey: Pearson Education Inc.

Additional Readings:

Bainbridge, J. & Malicky, G. (2004). *Constructing Meaning: Balancing elementary language arts.* Canada: Nelson.
Cooper. J. D. (2003). *Literacy: Helping children construct meaning*. USA: Houghton Mifflin.
Cunningham, P. M, et.al (2000) *Reading and Writing in elementary classrooms: Strategies and observations*. Canada: Longman.
Littlewood, W. (2008). *Communicative language teaching*. UK: Cambridge University Press.

Date: December 2020

2.34 EDT403 Teaching IT in Upper Primary

Module Code and Title : EDT403 Teaching IT in Upper Primary
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Thinley Wangchuk, Thinley Phuntsho, Ugyen Wangchuk
Module Coordinator : Ugyen Wangchuk

General objective

This module encourages students to develop computational thinking as an essential mindset in resolving ever complex problems in the digital age. The module provides a platform for horning their fundamental understanding of block based programming concept and skill through project based task and assignments. Further, this module also orients students to the primary ICT School Curriculum framework, its implementation and assessment strategies.

Learning outcomes

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

1. explain the benefits of learning to code with Scratch;
2. identify key programming concepts within a scratch programming environment;
3. create a short animated story with sprites, sounds and logical blocks in Scratch;
4. design an interactive educational game using different Scratch programming blocks;
5. share Scratch projects with others in the online Scratch community;
6. develop Scratch based activities that are in alignment with primary school curriculum;
7. apply problem-solving skills in designing and developing scratch project;
8. design a rubric to assess computational concepts.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	2	60
	Presentation & Demonstration	2	
Independent study	Lab-work	1	60
	Readings/VLE discussion	1	
	Assignment	2	
Total			120

Assessment Approach:

A. Animated Story (25%)

This is an individual task, through which student will have the opportunity to apply and deepen their fundamental understanding of block based programming concepts. Each student will design a 5 minute long animated story in a Scratch online editor. The student will be assigned a topic on any one of the subjects from primary school curriculum. The story will be assessed based on the following criteria:

7% Storyboarding – (the storyboard describes with simple but clear sketches, all the story elements, action and timing to be communicated in the final animation. Each scene/event in the animation is presented in detail and timed to the second)

9% Character and Design (Characters appearance is designed to create visual interest, Models contain a level of detail consistent with the story and setting)

9% Animation (The final product illustrates a clear, strong, connection to sound clip provided, utilizes story elements such as character to tell the story in an interesting and entertaining way)

Note: Assessment rubrics will be used based on these criteria.

B. Interactive educational game (25%)

This is a group project work and intended to help student share, collaborate and integrate creativity in game development besides horning their programming skill. Students in groups of 3 - 4 will design and develop a simple interactive educational game using Scratch; along with a short write up of how they might use the game that they have developed in their lesson. The group will be given the freedom to select the topic of their interest from the primary school curriculum. They are expected to document their entire development plan including objective of the game, design plan, storyboard and algorithm. The write-up should be about 500 to 700 words. The project will be assessed based on the following criteria:

4% Project plan and process (detailed plan and storyboard, use of the design principle, project completion)

4% Collaboration (contribution beyond class structure)

5% Game Design (Functionality, Sprite customization, Clear Instructions, Game originality, creativity)

7% Code organization within games (organized, logical, tested and debugged, meaningful variable & Sprite names)

5% write-up (clarity, relevancy and focus)

Note: Assessment rubrics will be used based on these criteria.

C. Designing Rubrics (10%)

For this assessment each student will design a simple rubric to assess the animated story that they have developed earlier as a part of their assignment. The focus of the rubrics should be on the knowledge of computational concepts such as loops, events, conditionals, data, operator and parallelism. A rubric should list the criteria or characteristics that his/her work should exhibit and describes specific quality levels for each of those criteria.

3% - clarity of criteria
2% - distinction between levels
2% - reliability of scoring
3% - clarity of expectations/guidance

D. Semester end Practical Examination (40%)

Students will write 3 hours semester end practical exam in the computer lab. The questions will be set out of 100 marks which will be eventually converted to 40%. The key focus of this practical assessment is to gauge their mastery of fundamental block based programming concepts and skill learned in the classroom. The exam question will include items such as debugging a snippet of code block, manipulating data within a code block, rearranging block of code and writing a short working program.

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Animated story	1	25%
B. Interactive Educational games	1	25%
C. Designing Rubric	1	10%
D. Semester end Practical Examination	1	40%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Familiarizing ICT School Curriculum framework and assessment

1.1 ICT Curriculum framework for Class IV to VI
1.2 Introduction, rationale, goals, guiding principles
1.3 Strands, key stages and assessment
1.4 Orientation of ICT Textbook for class IV to VI
1.5 Relevant assessment tools and techniques for the ICT school curriculum

Unit II: The Basics of Scratch

2.1 History of Scratch programming language
2.2 Why teach children to code?
2.3 Scratch versions - online and offline scratch editor
2.4 Installing offline scratch editor
2.5 Scratch interface - stage, sprites list, blocks palette, paint editor etc.
2.6 Difference between sprites and images.
2.7 Using Scratch's built-in sprites
2.8 Cloning your sprite
2.9 Creating your own sprites

Unit III: Costumes and Background in Scratch

3.1 Adding and changing costumes and backgrounds
3.2 Changing the colors of a sprite
3.3 Adding special effects
3.4 Changing the size of a sprite
3.5 Drawing Costumes
3.6 Working with multiple sprites
3.7 Scratch's block categories

Unit IV: Adding motion and sound to a sprite

4.1 Moving a sprite vertically and horizontally
4.2 Rotating and turning a sprite in anti and clock-wise direction
4.3 Translating and sliding a sprite
4.4 Linking sounds to a sprite
4.5 Playing Scratch's sounds
4.6 Recording and playing your own sounds
4.7 Moving from the Background to the Foreground

Unit V: Variables and operations in a scratch

5.1 Creating and using variables and arrays
5.2 Using mathematical operators - +, -, *, /, %
5.3 Generating Random numbers
5.4 Comparing numbers using logical operators and arguments

Unit VI: Using Scratch's block categories

6.1 Working with blocks (the stop block, wait block, broadcast block)
6.2 Repeating actions with forever block
6.3 Conditional statements and control block
6.4 Nested control statements

Unit VII: Adding Interactivity to sprite

7.1 Using event blocks
7.2 Linking event blocks to keyboard
7.3 Adding buttons to generate action
7.4 Adding a game score
7.5 Changing game score to respond to an event

Unit VIII: Animating a Sprite

8.1 Using switch block
8.2 Animation delays with delay blocks
8.3 Repeating animation with repeat blocks
8.4 Adding narration to animation
8.5 Diagnostic assessment technique to debug the sprite

Unit IX: Managing Scratch Accounts

9.1 Managing teacher and student accounts
9.2 Sharing, remixing & collaborating online
9.3 Locating completed relevant projects online
9.4 Backing up files and standalone player

Reading List

Essential Readings:

Arts, T. (2015). *Teaching scratch at primary school*. Retrieved from https://www.kodboken.se/media/1078711/teachingscratch_151005.pdf

Breen, D. (2016). *Digital game design from scratch: Educator guide*. Retrieved from https://codeweek.eu/docs/DGD-Scratch-Teacher-Guide-Abrdgd.pdf

Marji, M. (2014). *Learn to program with scratch: A visual introduction to programming with Games, Art, Science and Math*. San Francisco CA: No Starch Press, Inc.

Melmoth, J., Dickins, R. et al. (2015). *Coding for beginners: Using scratch.* London UK: Usborne Publishing Ltd.

Royal Education Council. (2019). *Literacy with ICT: A textbook for Class IV*. Paro: Author.

Royal Education Council. (2019). Literacy with ICT: A textbook for Class V. Paro: Author.

Royal Education Council. (2019). Literacy with ICT: A textbook for Class VI. Paro: Author.

Teach your Kids code. (2018*). What is computational thinking? Why thinking like a computer builds skills for success*. Retrieved from https://teachyourkidscode.com/category/why-coding.

Additional Readings:

Monas, A. (2018). *How to teach kids to code with MIT scratch language*. Retrieved from https://www.hongkiat.com/blog/teaching-kids-coding-mit-scratch-languages/

wikiHow. (n.d.). *How to create a successful project (for school).* Retrieved from https://www.wikihow.com/Create-a-Successful-Project-(for-School).

Date: December 2020

2.35 MTA404 Mathematics in Upper Primary II

Module Code and Title : MTA404 Mathematics in Upper Primary II
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutors : Dr. Phuntsho Dolma, Tandin Khorlo Wangchuk
Module Coordinator : Dr. Phuntsho Dolma

General objective

This module aims to equip students with the clear concept, knowledge and effective teaching skills in dealing with mathematical strands such as mensuration, geometry, algebra, transformation, and probability for the upper primary classes (IV – VI).

Learning outcomes

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

1. demonstrate effective methods and skills associated with constructivist view of teaching and learning of mathematics;
2. explore and develop an effective learning activities, which is clear, realistic, context based and relevant to upper primary students;
3. exihibit a range of teaching methods required to handle learners' various learning styles required for upper primary level students;
4. design meaningful and engaging lesson plans comprising of effective learning activities, appropriate for upper primary students;
5. design some of the key formative assessment tools to assess learners for deeper understanding of mathematics;
6. identify and demonstrate various strategies to diagnose and remediate learning difficulties faced by learners in upper primary students;
7. represent mathematical concept in various forms such as: enactive, iconic, symbolically and in written words;
8. investigate, develop and compile a resource pack with relevant ideas, video clips and effective activities for teaching mathematics for upper primary students;
9. develop ideas for a new direction in educating school children mathematically.

Learning and Teaching approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and discussion	1	60
	Presentation	1	
	Hands on activities	2	
Independent study	Exploration of ideas, strategies & methods related to the content of the module	1	60
	VLE discussion	1	
	Written assignment	2	
Total			120

Assessment Approach

A. Development of enriching learning activities (10%)

In pair, design a learning activity to each of the three mathematical strands (i.e., mensuration, algebra and probability) included in the module associated with context/placed based ideas.

2% Originality of the activities
2% Relevancy of the activity related to age and class level
2% Connectivity of the activity to both vertically and horizontally
2% Use of language based on age and class level
2% Appropriate and clarity of illustration/s used

B. Presentation (10%)

In groups of four members, compose and present rhymes/songs/drama each on different components of transformation or preparation of isometric drawing models based on Bhutanese context and culture.

2% Layout
3% Content relevancy
3% Innovativeness in nature
2% Appropriateness in illustrated figures

C. Preparation of booklet (10%)

In pair, students will explore and develop a booklet comprising of at least five learning activities (e.g., worksheets/learning activities/strategies/games) on how to diagnose difficulties faced by upper primary students in understanding the concept of probability.

2% Clarity
2% coverage
3% content and age relevancy
3% realistic and innovativeness in nature

D. Written reflection (10%)

Individually submit written reflection with 1000 words (approx.) on how mathematics was learnt as a student in the school compared to how it is to be taught as a teacher when placed in the school addressing on each of the mathematical strands included in the module. Students are expected to reflect and include some of the ideas and knowledge gained from the module in bringing a new light in teaching and learning of mathematics in upper primary students.

2% Introduction and conclusion
3% Depth of understanding on issues relates to mathematics education
3% Critiques and its relevancy to Bhutanese mathematics education system
2% Clarity of language

E. Compilation of resource pack (10%)

In groups of three, compile a resource pack (such as video clips, enriching activities, rhymes/songs, games, math software, worksheets, etc) on educating students mathematically, comprising of latest ideas covering all the mathematical topics/concepts included in upper primary levels. This will be handed in at the end of the semester for evaluation.

3% Content relevancy
3% Connection to the real world (i.e., context/place based)
2% Variety in nature of resources
2% Coverage of the topics/concepts

F. Semester end Examination (50%)

Students will write 3 hours semester end examination for 100 marks and it will be converted to 50%).

Overview of the assessment approaches and weighting

Area of assessment	Quantity	Weighting
A. Development of enriching learning activities	1	10%

B. Presentation	1	10%
C. Preparation of booklet	1	10%
D. Written reflection	1	10%
E. Compilation of resource pack	1	10%
F. Semester end Examination	1	50%
Total		100%

Pre-requisites: None

Subject matter

Unit I: Mensuration

1.1 Basic concept of area and its association with 2D shapes (i.e. squares)
1.2 Concept of perimeter and its association with ID of the given shape, in related to changing areas with same perimeter and vice versa
1.3 Derivation on some of the basic rules and formulas in finding areas and perimeters of various 2D shapes
1.4 Word problems on areas and perimeters of various 2D shapes
1.5 Pedagogy: investigation and group discussion on area using grid, geo board and square shapes, on locally found surface of objects (e.g., table top, surface of a note book, leaf, palm print)
1.6 Concept of total surface area on 3D shapes
1.7 Basic concept of volume (regular and irregular 3D shapes) using cubes
1.8 Derivation on some of the basic rules and formulas in finding volumes of 3D shapes
1.9 Pedagogy: Investigation and group discussion using cubes and locally available concrete objects (e.g., chalk box, duster, pencil case, etc.)
1.10 Assessment: Use of formative assessment tools (i.e., conferencing and checklist)

Unit II: Geometry

2.1 Concept of points and lines
2.2 Practical examples and applications of all the possible types of lines
2.3 Concept of angles and their types formed through rotation from the centre
2.4 Concept of angles and their types based on its location/position
2.5 Finding of unknown angles of the given figures and its practical applications
2.6 Estimating, measuring, bisecting (e.g., line and angle) and construction of angles with and without protractor
2.7 Concept of triangles and their properties, types according to sides and angles
2.8 Constructions of triangles using concept of SSS, SAS, ASA and RHS
2.9 Concept of quadrilaterals and their properties associated with practical examples
2.10 Concept and its parts of a circle used in practical situations;
2.11 Pedagogy: group activities using worksheets on finding unknown angles; comparison of various geometrical shapes upon preparation using paper, geometry box and scissors; watch video clips to enhance further understanding of the concepts; use of worksheets
2.12 Assessment: use of formative assessment tools (i.e., conferencing, portfolio, checklist)

Unit III: Transformation

3.1 Meaningful development of the concepts on transformation and its components (i.e., translation, reflection, rotation and dilation)
3.2 Translating points, line segments and simple shapes
3.3 Reflecting on a point, line segment and simple shapes (e.g., any 2D shapes)
3.4 Rotation of simple shapes (e.g., any 2D shapes or figures)
3.5 Dilation of simple shapes based on the given scale factor/s found around learners' lives

3.6 Concept of isometric vs orthographic drawings and their practical examples
3.7 Creating and interpreting isometric and orthographic drawings on any simple 3D shapes into 2D shapes
3.8 Pedagogy: Question answers session on video clips containing real world examples and completion of worksheets on different components of transformation
3.9 Assessment: Use of formative assessment tools (i.e., anecdotal record checklist, conferencing and portfolio)

Unit IV: Algebra

4.1 Basic concept of algebra and its development through in and around daily activities
4.2 Concept of variables, terms, expressions, equations, substitution, related to practical examples
4.3 Four algebraic operations using tiles and algorithms
4.4 Factors and factoring using tiles and algorithm
4.5 Derivation of basic algebraic rules and its substitutions of variables in algebraic formulae
4.6 Concept of linear equation in terms of both 'one' and 'two' variables
4.7 Pedagogy: Question answer session on video clips related to algebra and its application in the real world followed by hands on activities on using tiles to represent algebraic expressions and operations
4.8 Assessment: Use of formative assessment tools (i.e., portfolio, conferencing, rubric)

Unit V: Probability

5.1 Concept of probability and its practical examples
5.2 Exploring, interpreting and making conjectures about everyday probability situations
5.3 Concept of sample space and probability events
5.4 Basic concept and its difference between theoretical and experimental probability
5.5 Theoretical probabilities using simple counting techniques
5.6 Events associated with theoretical probabilities
5.7 Problems on independent and dependent probability
5.8 Pedagogy: Group discussion, experimental activities using coins, counters, Die/s, spinners, cards and word problems based on real world activities
5.9 Assessment: Use of formative assessment tools (i.e., conferencing and checklist)

Reading List

Essential Readings:

Boaler, J. (2019). *Limitless mind: Learn, lead, and live without barriers*. USA: Harper One.

Boaler, J., Munson, J. & Williams, C. (2018). *Mindset mathematics: Visualizing and investigating big ideas, Grade 3* (eBook). USA: Wiley.

Boaler, J. (2015). *Mathematical mindsets: Unleashing students' potential through creative math, Inspiring messages and innovative teaching*. San Francisco, CA: Jossey-Bass.

Boaler, J. (2015). *What's math got to do with it? How teachers and parents can transform Mathematics learning and inspire success.* New York: Penguin.

Boaler, J. & Staples, M. (2008). *Creating mathematical futures through an equitable teaching approach: The case of Railside school*. Teachers' College Record. 110 (3), 608-645.

Boaler, J. (2006). *Opening their ideas: How a de-tracked math approach promoted respect, responsibility and high achievement. Theory into practice.* Winter 2006, Vol. 45, No. 1, 40-46.

Chettri, A., Dolma, P., Galey, K., Raika, N. B., Rohrbach, C. & Tshewang, R. (2007*). Activity Folder – Constructivist ways of teaching mathematics.* Thimphu: MoE & Helvetas.

Ghazali, M. & Sinnakaudan, S. (2014). *A Research on teachers' beliefs about mathematics teaching and learning between Sekolah Kebangsaan* (SK), Sekolah Jenis Kebangsaan

Cina (SJKC) and Sekolah Jenis Kebangsaan Tamil (SJKT). Journal of Education and Practice, 5(31), 1–20
National Council of Teachers of Mathematics. (2000*). Principles and standards for school mathematics.* Reston, VA: Author.
Royal Education Council (2019*). Understanding mathematics: Textbook for Class IV*. REC, Paro: Author.
Royal Education Council (2019). *Understanding mathematics: Textbook for Class V*. REC, Paro: Author.
Royal Education Council (2019). *Understanding mathematics: Textbook for Class VI*. REC, Paro: Author.
Van de Walle, J. (2013). *Elementary and middle school mathematics: Teaching developmentally* (6th ed.). New York: Pearson.

Additional Readings:

Board of studies NSW (2007). *Mathematics K-6 syllabus*. Australia: Board of studies Sydney: NSW. (www.boardofstudies.nsw.edu.au)www.nctm.org
Bobis, J., Mulligan, J. & Lowerie, T. (2004). *Mathematics for children: challenging children to think mathematically.* Australia: Pearson Education.
Heddens, J. W. & Speer, W. R. (2006). *Today's mathematics: Concepts, classroom methods and instructional activities.* USA: John Wiley & Sons.
Mooney, C., Briggs, M., Fletcher, M., Hansen A. & Mccullouch, J. (2007). *Primary mathematics: Teaching theory and practice.* Glasgow: Learning Matters Ltd.
Rider, B. & Fritzer, P. (2004). *Mathematics content for elementary and middle school teachers.* USA: Pearson Education, Inc.
Sembiring, R. K., Hadi, S. & Dolk, M. (2008). *Reforming mathematics learning in Indonesian classrooms through RME*. ZDM Mathematics Education, 40(6), 927–939. doi: 10.1007/s11858-008-0125-9
Sheffield, L. J. & Cruickshank, D. E. (2005). *Teaching and learning mathematics: Prekindergarten through middle schools.* USA: John Wiley & Sons.
Watson, G. (2003). *Ready-to-use activities that make math fun!* San Francisco: Jossey Bass.
Wittmann, E. C. (2005). *Realistic mathematics education, past and present*. NAW 5/6, 6(4).

Date: December 2020

2.36 EDC401 Guidance and Counselling

Module Code and Title **:** EDC401 Guidance & Counselling
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutor : Sangay Dorji, Pema Latsho, Karma Nidup
Module Coordinator : Sangay Dorji

General objective:
The aim of this module is to orient students to guidance and counselling at the school level; provide basic knowledge and skills of school guidance and counselling; and facilitate appropriate application of the knowledge and skills acquired to help their students. The students will be exposed to different theories of guidance and counselling integrated in relationship to their role as a school teacher. The students will also be provided with opportunities and learning experiences that will enable them to look within their deeper self and enhance the process of development of self. Additionally, the module will provide ways to integrate career development skills with personal and professional life of the student.
Finally, the module will serve as a complimentary subject for the students to enhance their basic professional teaching skills like active listening, relationship and trust building, creating emotionally safe classroom, respecting ethical code of conduct, growing empathy and emotional intelligence.

Learning outcomes:
On completion of the module, students will be able to:
1. discuss the history and development of guidance and counselling
2. explain the four components of comprehensive school guidance and counselling programme.
3. describe counselling and guidance within Bhutanese cultural context
4. explain the importance of counselling.
5. demonstrate the use of counselling skills appropriate to each phase of counselling.
6. describe theories of counselling and their applicability in the school setting.
7. explain the relevance of career counselling in Bhutanese context.
8. describe theories of career counselling and their applicability in the school setting.
9. Develop tools to carry simple career development activities at various levels of school.
10. describe strategies to address these special counselling issues pertaining to school

Learning and teaching approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lecture and Discussion	3	60
	Demonstration and Experiential Learning	1	
Independent study	Written Assignment	2	60
	Readings	1	
	VLE Discussion	1	
Total			120

Assessment Approach

A. Reflective Journal: 25 %

As the students participate in this unit, they will begin to experience personal growth and experience the development of guidance and counselling skills. The interaction of these experiences will develop an emerging awareness that is necessary for translating the unit contents into students' personal and professional life. After completion of the weekly session, a student should maintain personal reflection log. The reflection can communicate a student's journey of relating the content/discussion from the session to day-to-day experiences. In the reflection students will have to include reflections on the experiences from their personal and professional life that has direct/indirect connection with the contents, and discussions covered in the module. The student should substantiate their reflection with relevant literature.

Individual students will have to maintain self-reflection journal from the second week of regular class. Along with the written component of the journal, students should express the content of journal in the form of expressive art, picture, drawing, metaphor, cartoon sketch, or other forms of visual story telling.

Each journal entry should be of minimum 150 words and one expressive art. The students should maintain at least ten journal entries throughout the semester, and submit the five best narratives from their reflection for the assessment.

Assessment Criteria:

- 4% Written component of the reflection
- 4% Organization of reflection
- 4% Focus on module content
- 8% Personal Synthesis
- 5% Art Representation of the Journal

B. Career Development Activity: 20%

This assessment is an individual task. Overall the assignment will provide insight on the role of a teacher in promoting career awareness, career education and career planning of the students. In particular, the assessment will encourage students to understand the importance of promoting career counselling education at the various level (class room, school, community, home, and policy) of students' life, thus integrating the career counselling component of the unit with their future role as a teacher.

Students have to read the materials provided to them, and develop a career education activity. The reading materials will consist of book chapters, research paper, reviews, and reports. The materials will capture different themes derived from career counselling component of the unit. Students are also encouraged to explore other resources to supplement the readings provided. The students will have to develop school based career education activity based on the reading materials and other literatures. The activity can be in the form of school based career awareness activities such as: career exhibition, career club, career library, career journal, career corner etc. OR career development activities such as: vocational club, internship, exchange program, etc. OR career planning activities such as: career decision making skills, career road map development, career networking etc. While developing the activity students should consider the past, present and future pattern of career education in Bhutanese education system. The activity should be limited to 800 words capturing three main component of the activity: rational, planning, implementing and the follow up.

Assessment Criteria:

- 4% Rational of the activity
- 4% planning
- 4% implementing
- 4% follow up
- 4% organization, creativity and language

C. Group Presentation: 25%

Generally, learning subject matters in counselling is authenticated by level of experiential and hands on experiences each individual has undergo during the course of learning. This is achieved through element of practicum, internship, apprenticeship, role-play and group counselling. The focus of this assessment is to encourage students to demonstrate hands-on learning through role-play. In particular, students in group of four or five have to depict different phases of counselling (relationship/trust building, problem definition, goal setting, and termination) in their role play.

The role play can be circulated around a real-time or pseudo school based issue concerning the wellbeing of students. For instance, the group can script a role play about dealing with a student undergoing through the issue of substance misuse, academic stress, relationship problem, financial problem, family issue etc. and depict detail steps/procedure that they will adopt keeping in mind different phases of counselling. However, the group need not necessarily have to show case a positive counselling environment, the group also is encouraged to depict a scenario showing repercussion of not be sensitive to the clients and different phases in counselling. The group should develop a role play of 15 minutes. Towards the end of the role play the group should submit a process note of not less than 500 words for assessment. The process note should be generated through group discussion and reflection of group members and it should capture the highlight of the activity process, insightful learning and challenges.

Assessment Criteria:

- 2% Selection of the case
- 4% Relationship Building
- 3% Problem Definition
- 3% Goal Setting
- 3% Termination
- 5% Reflection and discussion (process note)

D. Class Test 20%

Towards the end of regular face-to-face session, an hour class test consisting of short answer questions, and multiple-choice questions will be conducted.

E. Class participation and VLE discussion: 10%

As the learning unfolds the tutor will initiate weekly thematic discussion in VLE platform. The virtual discussion will be informed by series of ongoing wellbeing challenges that the younger generation is undergoing through, both globally and locally. The individual students will have to provide their opinion and view on the weekly theme in form of discussion thread. For instance, the tutor will initiate a discussion on cause of substance misuse amongst the school students in Bhutan around the third week since the start of regular class. The student then has to provide their opinion on the weekly topic supported by relevant literature. Every student will have participant in at-least three discuss by the end of the semester. Also, students' effort depicted in classroom learning, and their contribution in enrichment of classroom activity will be recorded during every session and their performance will be graded towards the end of the semester. The students should participant in minimum one activity per session.

Assessment Criteria

- 2% number of entries in the discussion in VLE
- 3% relevancy of the discussion in VLE
- 2% evidence provided for the discussion in VLE
- 3% participation in classroom activity

Overview of the assessment approaches and weighting

Assessment Title	Quantity	Weighting (%)
A. Reflective Journal	1	25
B. Career Development Activity	1	20
C. Group Presentation	1	25
D. Class Test	1	20
E. Class participation and VLE discussion		10
		100

Pre-requisites: None

Subject matter:

Unit I Introduction to School guidance and counselling programme

Brief history of counselling and guidance programme.

1.2 Basic principles of school counselling programme

1.3 Understanding school guidance and counselling programme components: guidance curriculum, individual planning, responsive services, and system support.

Unit II Counselling

2.1 Definition and key concepts

2.2 Importance of counselling

2.3 Principles of counselling

2.4 Bhutanese worldview of counselling: cultural perceptive, & spiritual perceptive

Unit III Essential Counselling Skills and Processes

3.1 Counselling skills – listening, questioning, responding/reflecting & empathy

3.2 Phases of counselling Process - relationship building, assessment, goal setting, interventions, termination and follow-up.

3.3 Ethical issues in counselling

3.4 Counselling skills in Bhutanese context

Unit IV Counselling Theories

4.1 Introduction to theoretical orientations

4.2 Psychoanalytical Counselling (Sigmund Freud)

4.2 Person-Centered Counselling (Carl Rogers)

4.3 Cognitive Behavioral theory (Albert Ellis)

4.4 Narrative theory (Michael White and David Epston)

4.5 Solution Focused Brief Therapy (Steve de Shazer & Insoo Kim Berg)

Unit V The Qualities and Roles of a Counsellor

5.1 Emotional Intelligence

5.2 Mindfulness and awareness

5.3 Knowing the self and others

5.4 The four limitless ones: Buddhist Perspective of Counsellor Qualities

5.5 Role of a counsellor

5.6 Counselling role of a school teacher

Unit VI Career Development

6.1 Key concepts and definitions

6.2 Importance of career development

6.3 Bhutanese view of career development

Unit VII Theories of Career Development
7.1 Trait and Factor Theory
7.2 Ecological Model of Career Development
7.3 Social and Emotional Learning Theory
7.4 Life Span Theory – Donald Super

Unit VIII Career Education
8.1 Importance of Career Education
8.2 Understanding the world of work/labour market information
8.3 Career education activities at different levels of schools.

Unit IX Career Planning and Decision Making
9.1 Determinants of career choice
9.2 Career decision making
9.3 Employability skills

Unit X Some Special Issues in School Counselling
10.1 Counselling students with learning difficulties
10.2 Developmental solutions for students with severe behavioral problems
10.3 Time management skills
10.4 Helping students improve learning and study skills
10.5 Networking with stakeholders: peers, parents, local community, and national/international community

Reading list:
Essential Reading:

Brammer, L.M., & MacDonald,G.(2003). *The helping relationship: Process and skills* (8th ed.). Boston: Allyn & Bacon

Brown, D. (2003). *Career information, career counselling, and career development* (8th ed.). Boston: Allyn & Bacon.

Corey, G. (2001). *Theory and practice of counselling and psychotherapy* (6th ed.). Pacific Grove, CA: Brooks-Cole/ Wadsworth.

Ministry of Education (2010). *Guidance and Counselling Frame Works for Schools in Bhutan*. Thimphu, Bhutan.

Additional Reading:

Dollarhide, C.T. & Saginak, K.A. (2003). *School counseling in the secondary school: A comprehensive process and program.* Boston: Allyn & Bacon.

Evans, D.R., Hearn, M.T., Uhlemann, M.& Ivey, A. (2004). *Essential interviewing: A programmed approach to effective communication* (6th ed). Pacific Grove, CA: Thomson, Brooks/Cole.

Gysbers, N.C.; Heppner, M.J. & Johnson, J.A. (2003). *Career counseling: Process, issues, and techniques*. (2nd ed.). Boston, MA: Allyn & Bacon

Isaacson, L.E. & Brown, D. (2000). *Career information, career counselling, and career development* (seventh ed.). Boston: Allyn & Bacon

Kottler, J.A. (2000). *Nuts and bolts of helping.* Needham Heights, MA: Allyn & Bacon.

Kottler, J.A., & Zehm, S.J. (2000). *On being a teacher – the human dimension (2nd ed.).* Thousand Oaks, CA: Corwin Press.

Kottler, J.A., & Kottler, E. (2000). *Counselling skills for teachers*. Thousand Oaks, CA: Corwin Press.

Ministry of Education (2011). *Endorsed Proposals from the "First Consultative Meeting on School Guidance and Counselling Programmes".* Thimphu, Bhutan.

Peterson, J.V. & Nisenholz, B. (1999). *Orientation to counselling* (4th ed.). Boston: Allyn & Bacon.
Pietrofesa, J.J., Hoffman, A. & Splete, H.H. (1984). *Counseling: An introduction* (2nd ed.). Boston: Houghton Mifflin.
Sharf, R.S. (1997). *Applying career development theory to counselling* (2nd ed.). Pacific Grove, CA: Brooks/ Cole.
YGCS. (1996).*Career education: Curriculum framework and activities (classes 7-12)*. Thimphu, Bhutan: Author.
YGCS. (1997).*Career education Vol. I: A Light on your career path*. Thimphu: Author.
YGCS. (1999).*Career education Vol. II*. Thimphu, Bhutan: Author.
YGCD. (2002).*Career education vol.III*. Thimphu, Bhutan: Author.
YGCD. (2002).*Career portfolio*. Thimphu, Bhutan: Author.

Date: December 2020

2.37 PED406 Multigrade Teaching

Module Code and Title : PED406 Multi-Grade Teaching
Programme : Bachelor of Education (Primary)
Credit : 12
Module Tutor : DechenTshomo, Karma Nidup, Karma Jurme
Module Coordinator : Dechen Tshomo

General objective:

The purpose of this module is to develop an understanding and appreciation of the elements underpinning effective learning. The module will equip the students to acquire the necessary skills to plan and implement effective learning strategies in the multi-grade situations. The module will also discuss the different definitions used for multi-grade strategy and address the pertinent issues of classroom management, organization, student assessment, and issues related to multi-grade teaching. Constructivism and active learning will form the philosophy of this module and will be used for the delivery of this module to the learners.

Learning outcomes:

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

1. define the term multi-grade teaching
2. explain the differences between teaching in multi-grade and single grade classrooms
3. identify circumstances under which multi-grade teaching is used around the world
4. plan multi-grade lessons using different strategies
5. execute multi grade teaching in a micro lesson
6. make a comparative analysis of multi-grade teaching between Bhutan and any other country within or outside the region
7. align the curriculum based on topics, themes, activities and genres
8. plan a multi-grade lesson incorporating classroom management , organization and assessment
9. manage curriculum, timetable, and plan a programme of instruction
10. design self-instructional materials using locally available resources

Learning and teaching approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	1	75
	Activity based learning	3	
	Micro teaching	1	
Independent study	Written assignment	1	45
	Readings and vle discussions	2	
Total			**120**

Assessment Approach:

A. Subject Alignment (30%)

This is an individual work. Students are required to conduct a subject alignment based on the primary curriculum cycle. The focus of this task is to let the students gain hands-on experience in aligning subject, theme, topic and content across the different grade levels. They can choose subjects of their own and the grade levels from I – III or IV – VI. They will have to prepare a subject alignment matrix and they need to submit the assignment individually.

Marking Criteria:

- 15% Appropriate alignment of curriculum theme, topic, and content
- 10% Development of an appropriate subject alignment matrix
- 5% Logical presentation is evident in the assigned task

B. Lesson Plan (20%)

The students will be asked to develop a lesson plan individually. The scope of this task is to let students to select a topic to be taught across PP – III or IV – VI based on the subject alignment matrix developed in assessment A. They need to incorporate two teaching strategies for multi-grade teaching in the lesson plan.

Marking Criteria:

- 10% Evidence of whole class teaching based on subject alignment
- 6% Incorporation of two teaching strategies
- 4% Differentiated learning activities are used

C. Material Development (20%)

Individually the students will be asked to develop teaching and learning materials which is relevant to the two strategies planned in assessment B.

Marking Criteria:

- 10% The teaching and learning material is relevant to all learners
- 6% The teaching and learning material complement the two strategies
- 4% The teaching and learning material suit the needs of multi-grade learners

D. Micro Teaching (20%)

The students will be asked to conduct micro-teaching for 15 minutes based on the lesson planned in assessment B. They will demonstrate specific skills such as the whole class teaching, use of teaching strategies, organizing pupils and managing time effectively during the process of teaching.

Marking Criteria:

- 15% Meaningful demonstration of the specific skills
- 5% Debriefing of the micro-teaching

E. Comparative Analysis (10%)

In groups of three members students will be asked to conduct a comparative analysis of multi-grade teaching in Bhutan and another country within and outside the region. They will examine

some of the current multi-grade practices and programmes for the comparative study. At the end they are required to submit three full-length page of the analysis conducted.

Marking Criteria:

7% An evidence of adequate research conducted

3% Comparative analysis is logical

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Subject Alignment	1	30%
B. Lesson Planning	1	20%
C. Material Development	1	20%
D. Micro-Teaching	1	20%
E. Comparative Analysis	1	10%
Total		100%

Pre-requisites: None

Subject matter:

Unit I: Introduction to Multi-grade Teaching

1.1. Definition of Multi-grade Teaching
1.2. Need for Multi-grade Teaching
1.3. Features of Multi-grade Teaching
1.4. Advantages of Multi-grade Teaching
1.5. Challenges of Multi-grade Teaching

Unit II: Effective Teaching and Learning in Multi-grade Classrooms

2.1. Effective learning
2.2. Perspectives of learning
2.3. Ways of promoting effective learning
2.4. Learning styles
2.5. Motivation
2.6. Teachers' Expectations
2.7. Self-esteem

Unit III: Classroom Management and Organisation

3.1. Definition of Classroom Management
3.2. Classroom Organization
3.3. Organizing Materials in MGT Classroom
3.4. Organizing Teacher Activities in MGT Classroom
3.5. Organizing Learner Activities
3.6. Display techniques in multi-grade classroom

Unit IV: Teaching Approaches and Strategies

4.1. Definition of Multi-Grade Curriculum
4.2. Definition of Curriculum adaptation/Curriculum alignment
4.3. Curriculum alignment approach
4.4. Common Approaches practiced in Multi-grade Classes
4.5. Strategies for Multi-grade Teaching
    4.5.1. Whole class teaching for the whole period
    4.5.2. Some whole class teaching
    4.5.3. Contact teaching
    4.5.4. Self-directed learning

Unit V: Planning for a Multi-grade Classroom

5.1. Managing the curriculum
5.2. Managing the timetable
5.3. Planning for instruction
5.4. Different ways of grouping for multi-grade teaching
5.5. Sample Plans for Multi-grade Teaching

Unit VI: Instructional Resources and Resource Management

6.1. Local Resources
6.2. Print-based Materials
6.3. Electronic-based Resources
6.4. Managing Instructional Resources

Unit VII: Assessment and Evaluation

7.1 . Definition of Assessment and Evaluation
7.2 . Purpose of Assessment and Evaluation
7.3 . Methods of Assessment
7.4 . Recording and Reporting

Reading list:

Essential reading:

Bharadwai, N. S. (2011). Multigrade teaching. New Delhi: APH Publishing Corporation.

Rnish, L. (2006). Reaching EFA through multi-grade teaching: Issues, contexts and practices. Armidale: Kardoorair Press Inc.

Multi-grade Teaching Resource Materials, (2010). Compiled by the Colleges of Education Paro and Samtse, Royal University of Bhutan.

Additional reading:

Astin, A. W., Banta, T. W., Cross, K. P., El-Khawas, E., Ewell, P. T. Hutchings, P., et.al ((2003). *9 principles of good practice for assessing student learning*. Retrieved March13, 2008, from Assessment @ BuffaloState http://www.buffalostate.edu/offices/assessment/aahe.htm

Brown, S., Rust, C., Gibbs, G. (1994) *Strategies for Diversifying Assessment* UK: Oxford Centrefor Staff Development.

Cash, T. (2002). *Multi-grade Teaching*. Retrieved April 10, 2006, from http://www.google.com.

Collingwood, I. (1991). *Multi-class teaching in Primary Classroom. A handbook for teachers in the Pacific.* UNESCO

Commonwealth Secretariat (1997).*Multi-grade Teaching program modules*: Draft Module VIII. London: Commonwealth secretariat

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