

1. Course Number and Title: ED-501: Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help develop the understanding, insights and competency of the learners in a global perspective. Through acquainting them with successful education practices, contemporary educational events, trends and issues, challenges and education system of selected countries. Through this course the learners will be able to develop skills and generate ideas to adopt pragmatic changes ensuring quality education in Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with the contemporary educational events, trends, reforms and innovations across the globe.
- b. recognize the diversity of educational development and challenges in the world.
- c. acquire the skills of adapting successful practices in the areas of andragogy, pedagogy, management, curriculum and assessment.
- d. introduce to the educational activities of some selected organisations locally and globally.
- e. acquaint with the contemporary education systems and developments in the field of education of some selected countries.
- f. acquire the skills of collecting and compiling information, preparing and presenting reports and searching out the lessons to be learnt from other practices.

**5. Course Content
Hours**

Contact

Unit-1: Conceptualizing Educational Change in Global Perspective

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe the concept of global change
- b. explain the relationship between global change and education
- c. analyze the implications of recent trends of global change into education

Content:

- Historic milestones (pre-modern,, modernism, colonialism, postmodernism, globalization)
- Relationship between global change and education
- Globalization: Global education, International education

Unit-2: Global declarations and national commitments

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe different international declarations on education
- b. review different global and national declarations
- c. examine implications of global and national commitments in Bangladesh context

Content:

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Policy-borrowing
- Constitution of Bangladesh, Education Commissions (1972-----2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan

Unit-3: Global and National Progress in Education

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. identify and describe Global and National Progress Indicators in Education
- b. compare and contrast global and national education progress

Content:

- International Educational Progress: UNESCO-GMR, WB's Report, ADB's Report, UNDP-HDI Report, SGD's Progress Report, OECD (PISA), TIMSS, UNICEF-WCR, SAARC, GCED
- Global Citizenship Education (GCED)- Values, Principles, Implementation Strategies
- Internationalization of Education: Concept, Criteria, Politics
- Higher Education Ranking: Ranking organizations, criteria, impact, politics and status of education in Bangladesh and challenges, Higher education strategic plan in BD
- National Educational Progress: Review of Various Reports (ASPR, BANBEIS's Planning Commission, PEDP, SESIP, CAMPE-Education Watch, CPD, TIB), Current Status of Education in Bangladesh etc, Competencies and skill framework

Unit-4: Paradigm Shift in Educational Practices

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. analyze the recent trends of educational changes
- b. identify change factors that can be replicated in Bangladesh context

Content:

- Innovation in Pedagogy and Andragogy
- Shift in T-L: Participatory and Interactive Teaching Learning Education Management (PBM, PMM), Assessment, Personalized learning
- Monitoring and Mentoring
- Quality Education: concept, indicators, qualification framework, status, challenges
- 21st centry framework

Unit-5: Organizations working on Education

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe and compare operational models of different leading organizations working in the field of education
- b. identify good and best practices that can be scaled up in Bangladesh context

Content:

UNICEF, UNESCO, DfID, JICA, Plan Bangladesh, Save the Children, USAid, AusAid, ILO, EU, CIDA, SIDA, British Council, BRAC, CAMPE, GE, JC, A2i

Unit-6: Successful Education Practices in Selected Countries

5

Learning Outcomes

At the end of this unit learners will be able to-

- describe and compare the education system of different countries
- identify unique model/s for adaptation in Bangladesh

Content:

- Asia : India, Bhutan, Singapore, Sri Lanka, Japan, Hong Kong, Malaysia, China
- Europe : UK, Finland, Norway
- North America : USA, Canada
- Africa : South Africa
- Australia : Australia, NZ

Unit-7 Global Connection in Education

5

Learning Outcomes

At the end of this unit learners will be able to-

- conduct research in collaborative approach
- find suitable scholarship and research fund
- network through ICT and professional forum
- prepare proposal for educational research

Content:

- Career in Education
- HE Scholarships and fund
- Collaborative research initiatives
- Networking through ICT (LinkedIn, FB, Youtube, Academia, Research Gateway etc.)
- Education Research/ Proposal Development

6. Instructional Strategies

- Lecture
- Group work
- Organization visit
- Document review
- Presentation
- Proposal development

7. Assessment

Marks (%)

- One In-course examination 10
- Students' analytical and reflective work 40
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
- Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

- UNESCO (1996), Learning: The Treasure Within, Report of the International Commission on Education for the Twenty-first Century, Paris
- UNESCO (2000), শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ, ঢাকা।
- Unicef, The State of the World Children (latest issue), Unicef House, USA

4. UNDP, Human Resource Development Report (latest).
5. UNESCO, Education for all: The Quality Imperative (latest), Paris.
6. UNESCO, World Education Reports.
7. Sen, A. (2006). Identity and Violence: Illusion of Destiny, Penguin Group.
8. World Bank, Reports on Education and World Development Reports.
9. Reports of different organizations on Educational Practices.
10. Cumming, W,K, McGinn, N.F. (1997), International Handbook of Education and Developments: Preparing School, Students and Nations for the 21st Century, Oxford (UK): Pergamon.
11. Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Paris.
12. UNESCO, Education for all: The Quality Imperative, 2004. IIEP/Paris.
13. UNESCO, Global Monitoring Report Education for all, UNESCO/IIEP, Paris..
১৪. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
15. United Nations – 21st century skills framework
16. UNESCO, GCED Documents.
17. Related Websites.

1. Course Number and Title: ED-504: Methods and Techniques of Educational Research

2. Credit Hour: 4

3. Course Description

This course is designed to assist learners for expanding their knowledge and skills in educational research with an in-depth understanding and practical experiences. The course discusses well-known theories and practices related to researching educational problems. This facilitates students' ability for selecting appropriate research problem, developing research tools, selecting appropriate strategies for collecting, processing, analyzing and interpreting findings. The out of classroom activities include designing and conducting a small scale study followed by a report submission.

4. Course objectives

The objectives are to help learners to:

- a. to assist students in understanding the terminology and methodology of educational research.
- b. to help students appreciate the importance of carefully planned, well executed, and systematically reported educational research.
- c. to provide students with experiences necessary for developing skills in the various aspects of collecting, interpreting and reporting data following quantitative and qualitative approaches.
- d. to provide students experiences necessary for carrying out a study independently in a particular field of education.
- e. to help them acquiring skills for writing research report.

**5. Course Content
Hours**

Contact

Unit-1: Philosophical Worldviews in Research

5

Learning Outcomes

At the end of this unit the learners will be able to –

- a. identify the nature of philosophical views of research
- b. select appropriate philosophical vies for their study

Content:

- Major philosophical worldviews/research paradigms: (i) Positivism/Post-positivism; (ii) Interpretivism/constructivism; (iii) Advocacy/participatory; and (iv) Pragmatism
- Essential elements of a worldview: ontology; epistemology, axiology and so on.
- Role of worldviews in educational research
- Applying worldviews for selecting educational research designs

Unit-2: Developing Theoretical and Conceptual Framework of a Research

5

Learning Outcomes

At the end of this unit the learners will be able to –

- a. identify the theoretical and conceptual framework of a study
- b. develop any theoretical and conceptual framework for their study

Content:

- Meaning of Theoretical and Conceptual framework
- Importance and use of Theoretical and Conceptual framework
- Examples from real world research

Unit-3: The Selection of Research Design for Educational research**5****Learning Outcomes**

At the end of this unit the learners will be able to –

- a. identify a researchable problem in education
- b. select appropriate research design for their study with justification.

Content:

- Recapitulate research designs
- Identify real world educational problem
- Select appropriate research design with justification
- Complexity in selecting research design

Unit-4: Sample and Sampling**5****Learning Outcomes**

At the end of this unit the learners will be able to –

- a. estimate appropriate sample size for their study
- b. use appropriate sampling technique for selecting a sample

Content:

- Recapitulate the concept of sample and sampling
- Sample size estimation with using statistical formula
- Select appropriate sampling techniques (quantitative and qualitative research) with justification
- Complexity in selecting sampling techniques

Unit-5: Construct Research Tools**5****Learning Outcomes**

At the end of this unit the learners will be able to –

- a. select appropriate data collection tool/s for quantitative data
- b. select appropriate data collection tool/s for qualitative data.

Content:

- Questionnaire: Nature, types, purpose, construction, scopes and limitations
- Interview: Nature, types, purpose, construction, scopes and limitations
- Observation: Nature, types, purpose, construction, scopes and limitations
- Scales: Nature, types, purpose, construction, scopes and limitations
 - Likert Scales
 - Thurston Scales
- Psychological tests: Nature, types, purpose, construction, scopes and limitations
- Focus Group Discussion: Nature, purpose, construction, scopes and limitations, conduction
- Sociometry: Nature, purpose, construction, scopes and limitations
- Validity, reliability and usefulness of tools

Unit-6: Validity and Reliability of Results in Quantitative, Qualitative and Mixed Research **5**

Learning Outcomes

At the end of this unit the learners will be able to –

- a. measure validity and reliability of quantitative data
- b. measure validity and reliability of qualitative data.

Content:

- Validity issues in the research design
- Causal Relationships
- Internal and External validity for quantitative, qualitative and mixed research

Unit-7: Analyzing the Data: Descriptive and Inferential Statistics **5**

Learning Outcomes

At the end of this unit the learners will be able to –

- a. analyze quantitative data using statistical techniques
- b. test hypothesis using appropriate test.

Content:

- Concept of analysis with examples from practical data
 - Univariate: Types, scope and computation
 - Bivariate: Types, scope and computation
 - Multivariate: Types, scope and computation
- Use of descriptive statistics: frequency distribution; measures of central tendency and variation; shape of distribution- symmetric and asymmetric
- Bivariate data analysis: simple correlation, scatter plot – displaying correlation between two variables; product moment method
- Simple and multiple linear regression analysis: concept and use
- Regression model: concept and use
- Use of inferential statistics: (a) Point estimation (hypothesis testing) and (b) interval estimation
 - (a) Test of hypothesis: (i) Parametric tests: t-test, Z-test, F-test; (ii) Non-parametric test: Chi-Square test and others;
 - (b) Confidence interval: concept and use

Unit-8: Data Interpretation of Qualitative and Quantitative Data **5**

Learning Outcomes

At the end of this unit the learners will be able to-

- a. interpret quantitative results;
- b. interpret qualitative results.

Content:

- Concept of data interpretation and its importance
- Quantitative data interpretation with examples
- Qualitative data interpretation with examples

Unit-9: Writing the Research Report **5**

Learning Outcomes

At the end of this unit the learners will be able to –

- a. format a research report following particular style
- b. evaluate a research report.

Content:

- Importance of reporting research results
- Format of research report: (i) Various aspects of a report, (ii) Different chapters, (iii) Pagination, (iv) Tables and figures, (v) Writing style and language, (vi) Referencing
- Evaluating a research report: Purpose of evaluation; Guidelines and checklist for evaluating a research report

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group discussion
- c. Guided study: Read and evaluate research articles
- d. Case studies
- e. Field work
- f. Library work and students participation in the class

7. Assessment

Marks (%)

- | | |
|---|-----------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(combination of at least two of tasks (i) assignment, (ii) project,
(iii) term paper, (iv) presentation, (v) review paper, (vi) field work) | 40 |
| c. Course final Examination (MCQ+Essay Type) | 10+40= 50 |

8. Recommended Books, Journals and Reports

1. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
2. Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
3. Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
4. Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
5. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
6. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
7. Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
8. Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
9. Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
10. Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
11. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
12. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

13. Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
14. Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University
15. Kothary, C. R. (2005). *Research Methodology*, New Delhi: New Age International Publishers.
16. McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
17. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Articles

18. Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2), 112-131. Available at: <http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.9>.
19. Aliyu, A. A., Singhry, I. M., Adamu, H. & Abubakar, M. M. (2015). Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception. *Mediterranean Publications & Research International on New Direction and Uncommon*, 2(1). Available at: <https://www.researchgate.net/publication/318721927>.
20. Doyle, L., Brady, AM, & Byrne, G. (2016). An overview of mixed methods research – revisited. *Journal of Research in Nursing*, 21(8), 623-635. DOI: 10.1177/1744987116674257.
21. Doyle, L., Brady, AM, & Byrne, G. (2009). An overview of mixed methods research. *International Journal of Research in Nursing*, 14(2), 175-185. DOI: 10.1177/1744987108093962.
22. Kivunja, C. & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 9-19. Available at: <http://dx.doi.org/10.5539/elt.v5n9p9>.

1. Course Number and Title: EPG - 584: Advanced Educational Psychology

2. Credit Hours: 4

3. Course Description

This course is designed to provide learners with theoretical and practical background of educational psychology and classroom culture in the school. This course will cover details of the foundation of psychology and education along with different theoretical perspectives of learning, motivation, intelligence and creativity, emotion and psychology of teaching. The major emphasis will be given on the development of wider perspectives of educational psychology and understanding of psychological problem in the field of education.

4. Course objectives

The objectives are to help learners to:

- a. understand the theoretical and practical aspects of psychology and its application to the classroom.
- b. connect education with most of the psychological constructs from the perspectives of teaching and learning.
- c. understand the cognitive and behavioral aspects of learning that are necessary for becoming an effective teacher.
- d. comprehend the basic problems of teaching-learning process in the schools and its consequence on the students.
- e. develop understanding of intelligence and creativity among students and its use in the classroom.

**5. Course Content
Hours**

Contact

Unit-1. Basics of Educational Psychology

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain how psychology contribute in Educational process
- b. identify the research procedure in psychological research in education

Content:

- Overview of Educational Psychology: concepts of Educational Psychology
- How psychology is related to education, sub-fields of Educational Psychology
- Perspectives of Psychology - Associationism, Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanistic-Existential Psychology, Cognitive psychology
- Research Methods in Educational Psychology

Unit-2: Biological Basis of Behavior and Learning

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain how learning occurs through nervous system.
- b. identify the influence of different endocrine glands on behavior

Content:

- Nervous system and Brain
- Neurological basis of behavior and learning
- Effect of environment on brain, create brain friendly classroom
- Glandular system
- Impact of endocrine glands on human development and behaviour

Unit-3: Learning Theories and Instructional implications**12****Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain learning process through each of the theoretical perspectives
- b. identify learning strategies employing each of the learning theories

Content:

- Learning: Concept, factors, types and perspectives of learning
- Review of Behavioral views of learning, Cognitive views of learning and Social cognitive views of learning
- Constructivist views of learning –Vygotsky’s social constructivism theory and its’ implication in education
- Humanistic view of learning- Rogerian Humanistic Theory, Humanism in the classroom
- Information Processing Theory, Metacognition, Cognitive Load Theory

Unit-4: Motivation in Learning and Teaching:**3****Learning Outcomes**

At the end of this unit learners will be able to-

- a. review motivation theories
- b. explain students’ motivation for different learning interests
- c. develop strategies for motivating learners employing different motivational theories

Content:

- Motivation and its concepts and definition, motivation cycle, its use in classroom
- Theories of Motivation and its instructional implications: Maslow’s Hierarchy of Needs: A review; Self-determination theory, Goal Orientation Theory, Attribution Theory
- Teacher motivation: factors of teacher motivation

Unit-5: Emotion in Teaching and Learning:**3****Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain how emotion may influence learning and educational process
- b. formulate strategies to use appropriate emotion in teaching-learning process to optimize learning

Content:

- Concepts and types of emotion, biological and psychological explanation of emotion
- The brain and emotion
- Theories of emotion: James Lange theory, Cannon-Bard theory; Schachter-Singer theory Lazarus theory.

- Emotion and Learning

Unit-6: Intelligence and Creativity: 5
Learning Outcomes

At the end of this unit learners will be able to-

- explain the diversified aspects of intelligence and creativity
- develop strategies for teachers to assist students maximize their ability and creativity

Content:

- Concept of Intelligence
- Factors of intelligence– one factor, multiple factor, Multiple intelligence
- Emotional intelligence
- Concepts and importance of creativity, measures of creativity, facilitate creativity in teaching and learning

Unit-7: Psychology for Teaching: 7
Learning Outcomes

At the end of this unit learners will be able to-

- identify the psychological aspects of teaching
- develop teaching strategies to maximize diversified learning needs
- apply the appropriate classrooms management strategies in different learning settings

Content:

- Concepts of Teaching-learning and its beliefs.
- Models of Learning and Teaching
- Diversity and teaching: individuality, cultural and global aspects
- Universal Design for Learning (UDL)
- Classroom Management

6. Instructional Strategies

- Lecture, Discussion, Question-Answer
- Library work
- Debate, Seminar
- Students' participation in the classroom.

7. Assessment Marks (%)

- One In-course examination 10
- Students' analytical and reflective work 40
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
- Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

- Armstrong, Thomas (1994); *Multiple Intelligences in the Classroom*, Association for Supervision and Curriculum Development, Virginia: ASCD.
- Gargiulo, R. M, & Metcalf, D (2010). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach*, Belmont: Wadsworth
- Haq, M. N., Hossain, S., & Habib, A. (2018). *ShikhayMonbiggyan* [Psychology in Education]. Dhaka: Bishwasahittyo Bhaban

4. Haq, M., N. & Hossain, S. (2014). *ShikkhaiGyaniyoMotobad*. [Cognitive Theories of Education]. Dhaka: Bishwasahittyo Bhaban.
5. Hossain, A. (2006) *SikkhaMonobiggan*, Dhaka: Protik.
6. Huda, M. (1988) *SikkhaMonobiggan*, Dhaka: Mollik Brothers.
7. Jensen, Eric (1998). *The Brain in Mind*, Association for Supervision and Curriculum Development, Virginia: ASCD.
8. Lefrancois, G.R. (2000). *Psychology for Teaching* (10th ed.), Stamford: Wadsworth/Thomson Learning.
9. Mangal, S.K (1993). *Advanced Educational Psychology*, New Delhi: Prentice-Hall Pvt. Ltd.
3. Sarkar, N. R. (2006). *Monobiggan o jibon*, Dhaka: GankoshProkasoni.
4. Woolfolk, A. (2016). *Educational Psychology* (13th ed.), Boston: Pearson.
5. Woolfolk, A., Hughes, M., Walkup, V.(2008). *Psychology in Education*, Harlow: Pearson Longman.
৬. খালেক, আব্দুল এবং হক, মুহাম্মদ নাজমুল (২০০৯) আধুনিক শিক্ষা মনোবিজ্ঞান, ঢাকা: হাসান বুক হাউস
৭. সরকার, নীহাররঞ্জন (২০০৪) মনোবিজ্ঞান পরিমাপন ও পরিসংখ্যান, ঢাকা: জ্ঞানকোষ প্রকাশনী
৮. সরকার, নীহাররঞ্জন (২০০৪) মনোবিজ্ঞান ও জীবন, ঢাকা: জ্ঞানকোষ প্রকাশনী
৯. হক, মুহাম্মদ নাজমুল এবং হোসেন, সায়রা (২০১৫) শিক্ষায় জ্ঞানবিকাশ তত্ত্ব-পিয়াজে, ভাইগটস্কি, এবং ব্রনফেন ব্রেনারের জ্ঞানীয় মতবাদ, ঢাকা: বিশ্বসাহিত্য ভবন
১০. হক, মুহাম্মদ নাজমুল, হোসেন, সায়রা এবং হাবীব, আহসান (২০১৮) শিক্ষায় শিক্ষায় মনোবিজ্ঞান ঢাকা: বিশ্বসাহিত্য ভবন

1. Course Number and Title: EPG-587: Psychological Test and Measurement

2. Credit Hours: 4

3. Course Description

This course is designed to introduce the theoretical concepts and fundamental issues of psychological testing and educational measurements. The course will cover the historical development of psychological tests, principle characteristics nature and classification of psychological tests. The students will be able to learn the method and techniques of educational measurement including achievement and other non-cognitive abilities. Opportunities will be created to develop skills in developing psychological tests as well as other non-cognitive and educational measuring instruments.

4. Course objectives

The objectives are to help learners to:

- a. to understand the importance of psychological tests and educational measurement in the schools.
- b. to provide theoretical knowledge and fundamental issues of psychological tests and measurement to the students.
- c. to develop skills in preparing psychological tests and educational measuring device and develop norms for their practical use.
- d. to help students prepare achievement test and standardize the instrument for practical use in the school.

**5. Course Content
Hours**

Contact

Unit-1: Understanding test and measurement

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain four general levels of measurement
- b. point the ethical issues in psychological testing
- c. explain different classification of psychological tests

Content:

- Introduction to psychological measurement and testing, history of testing
- Four general levels of measurement, measurement scales in education and psychology
- Ethical Issues in Psychological Testing
- Types of tests : Cognitive vs. non-cognitive test, selection vs. descriptive test, oral vs. written test, speed vs. power test, individual vs. group test, verbal vs. performance test

Unit-2: Principle characteristics of psychological tests

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. identify different characteristics of a psychological test
- b. explain different types of reliability and validity
- c. determine the validity of a test

Content:

- Concepts of psychological tests
- Reliability: test-retest, parallel form, **Internal Consistency Reliability: Split-Half, Kuder Richardson, Coefficient Alpha; Inter Rater Reliability: Observer Agreement Percentage, Inter-Observer Correlations**
- Validity: Concept of Validity, Aspects of Validity: Face Validity, Content Validity, Criterion Validity: Postdictive Validity, Concurrent Validity, Predictive Validity; Construct Validity: Convergent Validity, Discriminant Validity; Factorial Validity; Relationship between Reliability and Validity
- Standardization and norms – age norm, grade norm, percentile norm and standard score norm

Unit-3: Development of achievement test

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. develop test items for achievement test
- b. analyze test items
- c. prepare norms for a test
- d. compute validity, reliability and standard error of test instrument

Content:

- Developing test items,
- item analysis and preparation of norms.
- Computing validity and reliability, and
- Standard error of test instruments

Unit-4: General intelligence test

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. identify individual and group tests of intelligence
- b. explain Stanford Binet intelligence scale
- c. explain Wechsler intelligence scale

Content:

- Individual tests of intelligence,
- Stanford Binet intelligence scale
- Wechsler intelligence scale
- Group tests of general ability

Unit-5: Measurement of aptitude

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain the concept of aptitude
- b. describe the process of job analysis for an aptitude test
- c. compare different types of aptitude test

Content:

- Definition of aptitude
- Job analysis
- Multiple aptitude test batteries, scholastic aptitude test battery

Unit-6: Measurement of attitudes: 6

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain the concept of attitude
- b. discuss different types of attitude tests
- c. apply attitude tests in educational context

Content:

- Definition of attitudes, component of attitude
- Types of scales: Likert type scale, Thurstone's scale and Guttman's scale
- Use of attitude test in education

Unit-7: Test Development and Practicum: 6

Learning Outcomes

At the end of this unit learners will be able to-

- a. discuss the steps of test construction
- b. develop psychological test

Content:

- Test Conceptualization: Preliminary Questions, Pilot Work
- Test Construction: Scaling, Writing Items
- Scoring Items; Test Tryout: What is a Good Item?
- Item Analysis, Test Revision

Unit-8: Test adaptation and Practicum: 4

Learning Outcomes

At the end of this unit learners will be able to-

- a. differentiate test assembly, adoption and adaptation
- b. discuss the steps of test adaptation
- c. adapt test

Content:

- Assembly, Adoption, and Adaptation, Myths About Adapting Tests
- Steps for Adapting Tests
- Guidelines for the Adaptation Process: Guidelines of the International Test Commission (ITC) :Context Guidelines, Test Development and Adaptation Guidelines, Administration Guidelines, Documentation/Score Interpretation Guidelines; Stages of test adaptation (Initial Translation, Synthesis of Translation, Back-Translation, Expert Committee, Test of the Pre-Final Version, Submission and approval, Final Version)

6. Instructional Strategies

- a. Lecture
- b. Dialogue and discussion
- c. Group work
- d. Individual presentation
- e. Critical-reading
- f. Classroom seminar

7. Assessment

Marks (%)

- | | |
|---|----------------------------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(combination of at least two of tasks (i) assignment, (ii) project,
(iii) term paper, (iv) presentation, (v) review paper, (vi) field work) | 40 |
| c. Course final Examination | (MCQ+Essay Type) 10+40= 50 |

8. Recommended Books, Journals and Reports

1. Kline, P. (2007) Handbook of Psychological Testing (2ndEd.) London and New York: Routledge
2. Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment*(12th ed.). New Delhi:Dorling Kindersley.
3. Anastasi, A. & Urbina.S. (2010).*Psychological Testing*(7th Ed). New Delhi: Pearson Education. PHI Learning Private Limited.
4. Andrews, Jac. J. W. (2001) Handbook of Psycho educational assessment-ability, achievement and behavior in children, London: Academic Press
5. Anastasi, A. (1998) Psychological Testing, New York: Macmilan
6. Cohen, R. J. & Swerdlik, M. E. (2005).*Psychological Testing and Assessment* (6th ed.). New York: McGraw-Hill.
7. Cronbach, L. J. (1990) Essential Psychological Testing, New York: Harper and Row
8. Guilford, J. P. (1997) Psychometric Methods, New York: McGraw Hill Book
9. Hambleton, R. K. (2001). The next generation of the ITC test translation and adaptation guidelines. *European Journal of Psychological Assessment*, 17, 164-172.
10. Kaplan, R. M. & Saccuzzo, D. P. (2005).*Psychological Testing* (6th ed.). Belmont, CA: Wadsworth.
11. Kline, T. J. B. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. NewDelhi: Vistaar Publications.
12. Sorkar, N.R. (1997) Monobigganic Parimapon and Porisokhan, Dhaka: Gyankos

1. Course Number and Title: EPG -585: Child and Adolescent Psychology

2. Credit Hours: 4

3. Course Description

This course is designed to provide a thorough knowledge of child development from conception to adolescence. It deals with developmental milestones and issues at different stages of development. It would also describe the implication of its knowledge to the assistance of child rearing in the family, community and teaching in classroom.

4. Course objectives

The objectives are to help learners to:

- a. know and understand the process of human development beginning from conception to adolescence.
- b. understand and define stages of development and its nature and principle.
- c. acquaint with nature of physical, cognitive and socio-emotional development of the children up-to adolescence.
- d. understand the development of language and communication during childhood and importance of play in course of development.
- e. to recognize the uniqueness of the child and adolescents by placing emphasis on individual differences.

5. Course Content Hours

Contact

Unit-1: Concept of Development Learning Outcomes

5

At the end of this unit learners will be able to-

- a. discuss the historical foundation of studying child development
- b. analyze the principles of development
- c. identify the basic issues of child development

Content:

- Historical Foundation of studying child and adolescent development.
- Method of developmental psychology
- Development and growth, principles of development, domains of development (cognition, emotion and social aspects)
- Basic Issues: Continuous vs. Discontinuous Development, One Course of Development vs. Many, Nature vs. Nurture

Unit-2: Prenatal development Learning Outcomes

5

At the end of this unit learners will be able to-

- a. explain different stages of prenatal development
- b. identify the factors of prenatal development

Content:

- Stages of Prenatal Development

- Factors influencing prenatal development: Genetic, Maternal and Environmental Factors
- Child Birth: Birth Complications and its influence
- Genetic Counseling and Prenatal diagnosis

Unit-3: Post-natal Physical development: Child and Adolescence 10

Learning Outcomes

At the end of this unit learners will be able to-

- identify the milestones for physical developmental of children
- Explain physical development of adolescents

Content:

- Child Development:
 - Motor development-gross and fine motor development
- Adolescent Development:
 - Physical changes in adolescence, primary and secondary sex characteristics
 - Psychological effects of physical changes, early versus late maturers

Unit-4: Language Development 3

Learning Outcomes

At the end of this unit learners will be able to-

- explain different component of language
- review critically different theoretical perspectives of Language development

Content:

- Pre-linguistic development, Language development: Stages of language development
- Component of Language: Phonology, Morphology, Semantic, Syntax, Pragmatic
- Theories of Language development: Behaviorist perspectives, Nativist perspectives, Interactionist perspective

Unit-5: Cognitive and moral development: Child and Adolescence 5

Learning Outcomes

At the end of this unit learners will be able to-

- critically review different cognitive developmental theories
- explain the Kohlberg's theory of Moral development

Content:

- Review of Piaget, Bruner and Vygotsky's theory of development regarding cognition
- Kohlberg's theory of moral development

Unit-6: Personality development 5

Learning Outcomes

At the end of this unit learners will be able to-

- explain personality traits of child and adolescent
- review different approaches of studying personality development

Content:

- Concept of personality and its historical development

- Types of personality-individuality, diversity in Personality, Group Diversity in Personality
- Different theories of personality development: Psychoanalytical and psychosocial social

Unit-7: Social and Emotional Development **3**

Learning Outcomes

At the end of this unit learners will be able to-

- a. social development during childhood & adolescence
- b. identify the factors influencing emotional development
- c. compare different parenting styles
- d. explain different types of play and its importance in relation to development

Content:

- Factors influencing emotional development
- Bowlby's theory of attachment
- Bio ecological Theory of Human
- Child rearing and social development, Peer relationships
- Play and social development
- Play and social development

Unit-8: Issues of Child and Adolescent period **4**

Learning Outcomes

At the end of this unit learners will be able to-

- a. identify different issues related to child and adolescent period
- b. explain the multifaceted reasons behind different issues of child and adolescents

Content:

- Activities and interests. Stepping into maturity forming hetero sexual relationships
- Attitudes and ideals
- Vocational interests, cultural, constraints
- Child and Adolescent conflicts and problems in relation to Bangladesh
- Juvenile delinquency

6. Instructional Strategies

- a. Lecture
- b. Dialogue and discussion
- c. Group work
- d. Individual presentation
- e. Critical-reading
- f. Classroom seminar

7. Assessment	Marks (%)
a. One In-course examination	10
b. Students' analytical and reflective work (combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)	40
c. Course final Examination (MCQ+Essay Type)	10+40= 50

8. Recommended Books, Journals and Reports

1. Bergin, C. C., Bergin, D. A. (2012). Child and Adolescent development in your classroom, Wadsworth: Cengage Learning
2. Berk, L.E. (2003). Child Development (6th Ed.). New Jersey: Pearson Education
3. Hurlock, Elizabeth B. (2005). Child Development (6thEd.)New Delhi: TATA McGraw-Hill.
4. Etaugh, Claire, Spencer A. Rathus (1995); The world of Children. Harcourt Brace College Publishers Fort Worth.
৫. আহমেদ, শাহীন; শিশু বর্ধনবিকাশ, পরিচালনা ও পারিবারিক সম্পর্ক, ঢাকা, আইডিয়াল লাইব্রেরী।
৬. হক, মুহাম্মদ নাজমুল এবং হোসেন, সায়রা (২০১৫) শিক্ষায় জ্ঞানবিকাশ তত্ত্ব-পিয়াজে, ভাইগটস্কি, এবং ব্রনফেন ব্রেনারের জ্ঞানীয় মতবাদ, ঢাকা: বিশ্বসাহিত্য ভবন
৭. বানু, সুলতানা: বিকাশ মনোবিজ্ঞান (প্রথম খন্ড), বাংলা একাডেমী: ঢাকা
৮. বানু, সুলতানা: বিকাশ মনোবিজ্ঞান (দ্বিতীয় খন্ড), বাংলা একাডেমী: ঢাকা