

ACADEMIC HANDBOOK

Postgraduate Diploma in Education (International Baccalaureate) And Master in Education (International Baccalaureate)



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1. INTRODUCTION

Welcome to the Post Graduate Diploma in Education (PGDE) / Master in Education (M.ED) (International Baccalaureate). This is the first University College Fairview's (UCF) professional development postgraduate programme on learning and teaching. We use a scholarly, inter-disciplinary approach to foster a supportive and dynamic environment where you can learn and exchange thoughts and experiences through:

- Identifying, sharing and discussing disciplinary practices and conventions in learning and teaching
- Exploring essential general principles and issues in the learning and teaching practices
- Encouraging considered reflection upon the application of (inter-)disciplinary and general principles and issues within both discipline-specific environments and the particular context of UCF

1.1 University College Fairview (UCF)

Since its inception in 2012, we have undertaken the important task of developing our nation's youth into well-rounded, competitive, and resilient contributors with global perspectives on the development of Malaysia's economic growth and prosperity.

UCF is more than just another university college. UCF is established along with a Fairview network of presently five (5) IB world schools throughout Malaysia, 1 in Scotland and 10 more in the future within the Asia Pacific region. It is a highly focused institution with general education and IB education as its core business. UCF hopes to pioneer, spearhead enhance and impact IB education and IB teacher training not only in Malaysia but also in the rest of the Asia Pacific region.

1.2 Hands-on Teacher Training Programme – A unique professional approach

Teacher training at UCF is hands-on using the Fairview IB World Schools as its teaching laboratories or to borrow the term from medical education "teaching hospitals".

Students of our postgraduate programmes spend a substantial portion of their time in classrooms under the guidance of their mentors, instructors and homeroom specialist teachers and experienced teachers, just like the training of a medical doctor. The teacher training programme at UCF is based on an integrated curriculum taking into consideration both lectures and classroom practical training much akin to an integrated medical education curriculum.

1.3 Fairview International Network of Schools

Fairview international network of schools also provides a good subject area for research especially for longitudinal type studies, curriculum development, best teaching practices, educational psychology, cross-cultural and inter-cultural studies, leadership co-curriculum etc. Research results can benefit not only the researchers but also Fairview and the education fraternity both locally and abroad.

1.4 Vision Statement

To be a leader in international teacher education and to be recognized as a centre of excellence for education.

1.5 Mission Statement

- To conduct undergraduate, postgraduate and R&D programmes of the highest quality using international best practices.
- To promote the development of the highest quality human capital to support economic development.
- To provide a comprehensive teaching and learning experience environment for professional teacher's education and training.
- To become the university of choice in the Asia Pacific Region for professional teacher education.

2. PROGRAMME AIMS, OBJECTIVES & LEARNING OUTCOMES

We will describe the programme aims, objectives and learning outcomes for the following two programmes:

POSTGRADUATE DIPLOMA IN EDUCATION (INTERNATIONAL BACCALAUREATE)-MQA/FA8510

MASTER IN EDUCATION (INTERNATIONAL BACCALAUREATE)-MQA/FA851

2.1 Programme Aims

The programmes aim to:

- Create professional and personal development opportunities to advance knowledge in specialized subject areas of education.
- Provide students clear directions and pathways to acquire, generate, enhance and hone advanced knowledge and skills.
- Enable students to challenge their own and others' in approaches to learning that allows cross-linkages with other knowledge disciplines such as the humanities, the social sciences and the physical sciences.
- Equip students with leadership skills so that they could assume key academic and administrative positions in an educational institution.

Source: Malaysian Qualification Agency, 2014) *Education Programme Standard*

2.2 Programme Educational Objectives (PEO)

The programme prepares graduates to:

- Demonstrate capability of producing new and creative knowledge through the use of relevant theories and practices to be effective and inspiring professionals;
- Empower them through informed critical reflection and practitioner enquiry to analyse, synthesize, develop, influence and lead professional practices to solve significant problems;
- To apply their knowledge and practical skills, validated by scientific methodology to solve problems in current/ future global context and to support the development of their intellectual, practical and transferable skills and encourage them to develop as reflective practitioners and lifelong learners.
- Enable them to challenge their own and others values and assumptions in order to promote socially just policies inclusive of ethical practices and academic honesty.
- Acquire general and specialist knowledge to enhance their current individual talents and potentialities and champion own values while critically evaluating existing paradigms in ethics and professional domain for the betterment of international education.

- Have entrepreneurial skills and ability to work in teams in real world perspective and assume key academic and administrative positions in an educational institution.

Source: Malaysian Qualification Agency, 2014) *Education Programme Standard*

2.3 Programme Learning Outcomes (PLO)

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

- Acquire and apply knowledge relating to current research issues relevant to international education in a variety of contexts.
- Demonstrate educational expertise by using research techniques to interpret and extend knowledge in the domain of international education.
- Identify, formulate and construct empirical, creative, innovative and effective solutions using scientific skills to solve international education problems.
- Communicate effectively both in written and spoken form with educators, other professionals, peers and community.
- Responsibly collaborate and lead teams in a variety of context.
- Role model the values, ethics, professionalism and morals in line with the professional teacher's code of conduct.
- Synthesis existing literature and actual practices to create new knowledge by being a skilful digital citizen who subscribes to the philosophy of lifelong learning.
- Develop entrepreneurship skills for career development and to be future role modals.
- Design appropriate scientific and ethical methods to conduct research in order to demonstrate value driven leadership skills.

3. PROGRAMME STRUCTURE

The Post Graduate Diploma in Education (PGDE) is offered by the Faculty of Education, University College Fairview in two main modes. Students, may opt for an additional course, **EPRO7212 – Project**, to be eligible to be conferred a Master in Education (International Baccalaureate).

- PG Diploma - Part - time (2 years); Full - time (1 year)
- Masters - Part - time (2.5 years); Full - time (1.5 years)

4. COURSE DISTRIBUTION

Credit Hours Loading for PG Diploma in Education and Master in Education						
PROGRAMME	MODE	Sem.1	Sem. 2	Sem. 3	Sem. 4	Sem. 5
PG Diploma	Part-Time	9	8	7	9	
	Full-Time	17-20	13-16			
Masters	Part-Time	9	8	7	9	12
	Full-Time	17-20	13-16	12		

5. LIST OF COURSES

- i. EETL 7113 - Exploring Teaching and Learning
- ii. ETLA 7113 - Teaching & Learning in Action
- iii. EDPP 7113 - Developing Professional Practice
- iv. EIBC 7124 - IB Curriculum Processes
- v. EIBT 7124 - IB Teaching and Learning
- vi. EIBA 7124 - IB Assessment and Learning
- vii. EIBP 7123 - IB Professional Learning
- viii. EIRM 7214 - Understanding Research Methodology
- ix. EERP 7216 - Educational Research Practice
- x. EPRO 72212- Project (For M. Ed only)

6. PROGRAMME COURSES

6.1. EETL 7113 - Exploring Teaching and Learning

This is an advanced course in the study of Teaching and Learning based on research and theory from different disciplines. It focuses on increasing students' learning through the study of different learning systems and understanding each learner in the context of the learning process itself. The course enables the participants to become familiar with the factors to consider in planning programmes and lessons for their students. They will become curriculum experts in their fields of specialization and be able to design a developmentally appropriate programme particularly in addressing the various educational needs of their learners.

6.2. ETLA 7113 - Teaching and Learning in Action

The course enables the participants to become more aware of the contributing factors to effective teaching and learning processes for learners' success. Explores design and development of curricular, pedagogical, and assessment strategies responsive to the needs and interests of students. Investigates factors that affect teaching and learning and examines multiple ways of knowing that teachers bring to classrooms. Information taken from this course would enhance them to practice best teaching methodologies and strategies to the teaching and learning processes.

6.3. EDPP7113 - Developing Professional Practice

This course enables students to know and understand the principles and processes of carrying out evaluation of the educational processes taking place in the classroom. They will also learn how to apply evaluative principles to the whole teaching cycle. In addition, students will embark on a self-evaluation of their own professional practice. By doing this, students will become reflective practitioners who constantly seek to improve the art and science of teaching.

6.4. EIBC7124 - IB Curriculum Processes

The course explores the development of international education in the context of IB philosophy and curricula framework. It also provides an understanding of the essential elements and processes of implementing the IB programmes and how student learning is developed within these programmes.

6.5. EIBT7124 - IB Teaching and Learning

The course explores the design and development of curricular, pedagogical, and assessment strategies which are responsive to the needs and interests of students. It investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms. It introduces nature of inquiry and assessment in IB World Schools. The course will include large group, small group, pair work and individual strategies for teaching and learning.

6.6. EIBA7124 - IB Assessment and Learning

This course explores the essential role of assessment in teaching IB learners. It addresses formative and summative assessment practices as an integral part of the IB curriculum as well as the use of assessment planning to cater for differentiation.

6.7. EIBP 7123 - IB Professional Learning

This course explores what is reflective practice and how it supports program implementation and enhances classroom practice. It looks at ways in which findings and experiences can be shared to improve the professional expertise of IB teachers, student learning and community participation. Current innovations and ideas in the area of international education and how these can be applied to enhance the IB program will also be considered.

6.8. EURM7223 - Understanding Research Methodology

This course will provide the basic concepts of conducting scientific research that are required to prepare a brief research proposal for a successful completion of a research project designed to investigate issues in the context of IB practices and philosophies. These include conducting literature search and compiling literature review as part of writing a research proposal by linking the literature review with that of the research objective, research question and research topic. Added to this, the course will give an insight into the basic reliability and validity techniques that are appropriate for writing a research report.

6.9. EERP7216 - Educational Research Practice

This course reviews, extends and challenges students' understanding of, and skills in, systematic enquiry and explores with utilization of quantitative or qualitative research process to help educational practitioners plan and complete a research study related to IB learners, teachers or schools. Furthermore, the course examines the social, cultural and ethical issues of conducting research. The course is delivered via a mix of tutor-led sessions, workshop activity, small group discussion and individual tutorial work, with opportunities for online discussion and peer support. Through these means, students will be introduced to key concepts, strategies and skills for personal, professional and organisational development through practitioner enquiry.

6.10. EPRO72212 - Project Paper

In this course, students develop, undertake and review an enquiry-based project. The project must relate to the students area of specialisation (PYP/MYP/DP) programme or IB education in general, but the focus and type of the project will vary according the students interests, concerns and context. Typically, students undertake either an enquiry-based innovation or change project, or a research dissertation on a topic related to practice.

A key aspect of the course is that it offers the opportunity for students to undertake a largely autonomous, substantial piece of master's level work. Students are therefore expected to self-direct much of their learning. They will draw on the subject and enquiry knowledge base developed in earlier modules and work with a high degree of independence to locate further resources to support their study and enquiry.

7.0. CO-CURRICULAR ACTIVITIES

The learners are encouraged to take part in and/or reflect on a range of co-curricular activities available at UCF. Students may join clubs and societies; get involved in volunteering; reflect on their outside hobbies and interests; become a Student Ambassador; or even represent their classmates as a student representative.

These co-curricular activities will help students develop all kinds of soft skills such as communication skills, adaptability, confidence as well as social and ethical awareness that will help them to grow both personally and professionally.

Following are some of the available activities which are self-directed.

- a) Student Ambassadors
- b) Student Volunteers
- c) Student Representatives
- d) Expedition learning
- e) Seminars / Workshops

a) Student Ambassadors primarily work with staff at the Recruitment and International Office (RIO) and act as representatives of the University in our campus on Open Days and schools and HEI visits to campus. Ambassadors will also attend events throughout Malaysia including Higher Education Conventions and presentations to schools and colleges.

Becoming a Student Ambassador is a great way to enhance students' employability skills. Students will be trained by University staff before they attend any campus

events. Hence, they will have opportunities to develop their interpersonal skills, communication and presentation skills. This will develop their ability to work under pressure and think on their feet.

b) The Student Volunteer Support Service is to help give learners the chance to undertake a wide range of volunteering opportunities both on and off campus. These provide a valuable link to and input into the local community. Hence, students will have opportunities to improve communication and teamwork skills.

Examples:

- Gaining experience in Primary, Secondary both private and public schools.
- Running soup kitchens for rough sleepers in and around the vicinity of the university.
- Help provide support to refugee children and pupils from UNCR to adapt to life in a new country.
- Offer information and empathy to callers as part of the Nightline service (Like befrienders).

c) As a Student Representative, students are the official representative for their class, year group or programme. They have a positive role to play by enabling communication and constructive change within their course and/or programme. Members of staff in their subject or faculty and the wider University value their input. These roles contribute to ongoing development and improvement throughout the University and future students will benefit from the positive changes that have occurred as a result of the active involvement of their predecessors. Hence, they will have opportunities to gain valuable experience in representing the views of others. They will learn more about administrative structures (including experience of formal meetings). They will also develop key transferable skills such as communication, organization, team work, negotiation and public speaking. They have the opportunity to make a real difference to the lives of the students at UCF.

d) Expedition Learning is a once in a lifetime opportunity that allows learners to extend their learning experience beyond the classroom walls. Through, bringing a group of school students to a foreign country, students gain in-depth knowledge of another culture's customs, people and language which allows them to develop important transnational competencies that are likely to be of interest to future employers. They will develop leadership skills and cross-cultural communication skills – e.g. understanding how to communicate with people from different cultures and possibly learning a foreign language. They develop flexibility and resilience – e.g. the ability to adapt to and study under new circumstances and deal constructively with differences and challenges that arise during the expedition.

International networking – e.g. the ability to build and retain valuable relationships with people from all over the world.

e) If learners are involved in an activity such as seminars and workshops within or outside of the University that they feel is helping, or has helped to develop their employability or transferable skills, the learners can refer to Co-Curriculum activities coordinator (CCAC) and find out if it can be recognized as an alternative to one of the sessions or activities already in place at UCF.

If CCAC agrees that the activity has had a significant impact on their transferable skills development and is suitable for reflection, it can then replace one of the listed element sessions or self-directed activity. They can then use the experiences and skills they have developed through this alternative self-directed activity to build their element in their portfolio or word blog or other forms of documentation.

Skills that they might be developing or have developed as a result of these alternative activities might include:

- Communication (written and oral)
- Team work
- Facilitation skills
- Problem solving
- Administration
- Time Management and ability to meet deadlines

Examples of alternative sessions or activities that could be recognized as co-curricular:

- Academic skills development courses
- Leadership/Organisational role within clubs or organised groups
- Charity work
- Coaching
- Involvement in political or environmental organisations/pressure groups

f) Students will be required to fill up a form that documents their participation and interest in their self-directed activity. This form will be signed by the Dean. UCF will provide certificate of participation.

8.0. REQUIREMENTS OF THE COURSE

The courses are designed to integrate into students' daily professional practice in learning and teaching. The majority of the courses, therefore, are work-based although there are additional elements, which must be completed to a satisfactory standard before a student can be judged to have passed. Successful completion of the programme normally involves:

- Participation in face-to-face lectures.
- Participation in face to face & virtual online tutorial support.
- Participation in continuous assessment.
- Participation in a range of classroom observation and teaching.
- Satisfactory completion of an enquiry-based project and attendance of associated vivas (if required).

9.0. ASSESSMENT OF STUDENTS' PERFORMANCE

Students will be assessed through assignments (both continuous formative and summative) and/or examinations. The marks allocated per assignment task will be based on the rubrics provided for each course. Grade/Marks of students performance is based on the CGPA (Cumulative Grade Point Average) marking system as described in the following table:

9.1 Grading System

GRADE	MARKS	GRADE POINT (GP)	STATUS
A	80-100	4.00	HIGH DISTINCTION
A-	75-79	3.67	DISTINCTION
B+	70-74	3.33	CREDIT
B	65-69	3.00	CREDIT
B-	60-64	2.67	CONDITIONAL PASS
C+	55-59	2.33	FAIL
F	0-54	0.00	FAIL

9.0 MINIMUM ACADEMIC STANDARD POLICY

UCF requires students to maintain at least a CGPA of 3.00 for each semester. Any student with a CGPA of less than 3.00 will be re-evaluated. The minimum **pass grade** for all courses is **B (3.00)**. Students who obtain **Grade F** are required to repeat the course. Students have to obtain a minimum CGPA of 3.00 to fulfil graduation requirements. Students failing to meet this criterion may repeat the course or take selected exam papers for the purpose of upgrading their CGPA to graduate.

10.0 ACADEMIC PROBATION

Students who fail to achieve a minimum CGPA of 3.0 will be placed on academic probation for the following semester. Students can be considered for termination from the programme based on academic reasons if they are placed into academic probation for three (3) consecutive semesters. Students who are on academic probation will need to work closely with their mentors/tutors on the selection of courses.

11.0 REPEAT AND RE-SIT/ RE-SUBMIT A COURSE OR ASSESSMENT

- 11.1 Students will need to **repeat** the course when the GP is 0.00 for that course. The repeat fee is set at RM 500 per course.
- 11.2 Students are given an opportunity to **re-sit or re-submit** the course assignments when the GP is between 2.33 – 2.37 for that course. Maximum grade for re-sit or resubmission of assignment is B. The marks for students who have re-submitted or re-sit are to be informed within 30 days from the announcement of final semester results.

12.0 ACADEMIC APPEAL

Any student who has been dismissed from the university college due to poor academic performance may appeal before the deadline specified in the dismissal letter. All appeals must be in writing and addressed to the Registrar. The written appeal must include specific information regarding reasons for the student's poor academic performance and specific plans for overcoming the academic difficulty endorsed by the faculty. The Registrar will call for a Board of Appeals meeting under the examination unit where the student's appeal will be finalised. The student will be notified in writing regarding the outcome of the appeal.

Students may apply in writing to the Dean of Post graduate Studies to have their assignments re-marked by a third marker if they are dissatisfied with the initial grading. The third marker's decision is taken as final, subject to the approval of the Board of Examiners.

13.0 ACADEMIC MISCONDUCT AND PLAGIARISM

Academic misconduct occurs where a student gains or seeks to gain advantage in examinations or assessments contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards or the conferment of an award.

"Plagiarism is defined as the act of presenting the ideas or discoveries of another as one's own. To copy sentences, phrases or even striking expressions from any document (including web pages) without acknowledgement in a manner which may deceive the reader as to the source is plagiarism and to paraphrase in a manner which may deceive the reader is likewise plagiarism. Where such copying or close paraphrase has occurred, the mere mention of the source in a bibliography will not be deemed sufficient acknowledgement. In each instance, it must be referred specifically to its source. Verbatim quotations must be directly acknowledged, either in inverted commas or by indenting. Please bear in mind that using sections or parts

of essays that you have already submitted as course work during your studies constitutes plagiarism too.

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, plagiarism, collusion, falsifying data or impersonating another to gain unfair advantage.

All assignments are to be submitted with a plagiarism report for each course assignment. The tutors, either routinely or on a more random basis, may verify any plagiarism report submitted. Where plagiarism is thought to have occurred, the tutor who marks your work will refer the matter to the Chair of the Examination Board.

If you are unsure how to properly cite your work, please see your tutor or lecturer for assistance. Weak referencing can lead to a failed course at minimum and possible expulsion.

In a case of suspected plagiarism, it is the right and duty of the Examination Board of the University to:-

- (a) receive all information pertinent to the case in written form or verbal evidence including the submitted work itself;
- (b) seek further advice where appropriate;
- (c) confirm or reject the accusation of plagiarism;
- (d) determine its recommendation where it confirms the case according to the circumstances and severity of the case.

The Board may recommend that:-

- (a) the case constitutes plagiarism and that the student fails with or without the right of resubmission;
- (b) the submitted work fails. It will then be the responsibility of the Board of Examination to determine whether or not this failure in assessment can be compensated for in the light of the student's overall performance or whether or not the student will be required to retake part or all of the components for progression towards or the conferment of the award;
- (c) the student be penalised by a reduction in the mark for this assessment and/or classification of the award; or
- (d) the student be issued with a formal reprimand in writing and a copy of this to be lodged in the student's file.

14.0 EXTENSIONS TO ASSIGNMENTS AND PROJECT

Assignments are submitted in order to receive formative and summative feedback. Extensions of up to 2 weeks can usually be granted for extenuation cases only. Extension requests with regard to these assignments are therefore not subject to the same conditions as research project submission extension requests. Requests for extensions to assignments should be made before the deadline to the course tutor outlining the reasons for the request. However, it is up to the discretion of the tutor to look into the reason for considering the request under extenuating case.

For research project submission extension requests, students should formally apply for an extension in advance of the project submission deadline using the research project extension form. The Course Tutor (or nominated representative) has responsibility for accepting or rejecting the application and the student will normally be informed of the outcome in writing within seven days of receiving the application. Only one extension is permitted. Although it is expected that students will operate to the deadlines of the course, it is recognised that situations can arise which may on occasion make this difficult. In this situation, projects submitted after the submission date without an approved extension date will not be marked and considered for resubmission which will allow the students to get only maximum mark range of a B grade.

15.0 EXTERNAL EXAMINER

The Post Graduate (PGDE) External Examiner will have responsibility to monitor standards across the course and to ensure that assessment systems are fair and equitable. This will involve inspection of a sample of participant assignments.

16.0 EVALUATION AND FEEDBACK

Feedback is welcomed and students will also be provided with the opportunity to give feedback at the end of every PGDE Course and at various points throughout each course. Additionally, issues may be raised with the tutor at any time. On an annual basis, the PGDE team undertakes a course review, considers external examiner and students views and formulates action plans for developing PGDE. Students will be invited to forward comments for consideration at the meeting and an open invitation stands for any student to attend should he/she wish to. A similar open invitation will stand for all tutors outside the core team to attend.

17.0 ADDITIONAL SUPPORT

Collaborative 'schools' Tutor: A member of the collaborative school teams will act as your personal tutor through the courses; details will be provided during the induction session. If any difficulties are experienced with PGDE assignments, students should book an appointment with the collaborative school's tutor at the earliest opportunity before the submission deadline to discuss the issue. You may also submit your draft of assignments to your tutor for feedback before the final date of submission. Mark sheet or feedback will only be given at the end of the semester once the exam board has confirmed the marks/grades. However, tutors are encouraged to give feedback on your submission without the grades. You cannot resubmit using this feedback that was given after this due date.

APPENDIX 1 Ethical procedures

Students should familiarize themselves and strictly follow the ethical guidelines of the British Educational Research Association (BERA) set out in the 2004 BERA Revised Ethical Guidelines for Educational Research. (www.bera.ac.uk).

All project works require ethical approval by the Board; your tutor will provide you the details.

The Ethics of Observing Children

Respecting children's rights and being advocates for children means finding ways to listen to and understand what children have to tell us (verbally or through body language) about their feelings, understandings and points of view.

Talking to and listening to children, taking photographs and keeping albums are all part and parcel of how children grow up, build relationships and learn about and contribute to their culture and heritage. Family records are usually deeply treasured.

More formal study of children, through listening and observing is also part and parcel of learning about children and childhood. Just like informal family records, it is an enjoyable and essential part of respecting and taking account of children's viewpoints and concerns.

Students of education rely on and have a responsibility to develop methods of observing children – how else can we claim seriously to listen to children? However, like all professionals, educational practitioners are bound by an ethical code relating to professional standards of conduct. In order to protect and promote the well-being of children, this ethical code must be clearly understood and addressed before observations of children are carried out.

The ethics of observing children is a complex area. Sometimes issues and dilemmas arise that are not straightforward and you must be prepared to read the increasing body of literature in this area and to discuss your project or proposed research with your tutor at an early stage. Please do not think of 'ethics' as a nuisance to be got out the way before you can start the 'real work' but as an integral part of all your study involving children.

Written permission should always be sought before observation of any child takes place. Of course, a line can be drawn between more formal 'observing' and the ordinary 'noticing' of children and their interactions with others that is a natural part of being with and around others in public places. For formal observations, written permission will usually be requested directly from parents or guardians but may also be given by the Head or Manager of a School (please see consent forms on Moodle).

In addition to seeking the permission of parents or guardians, children themselves should be asked if they mind the observations taking place. How and to what extent this can be done depends on the age of the child. However, work has been done

even with very young children (under the age of four) to ascertain their views and feelings about being observed. Even a baby who seems frightened or alarmed by the presence of the observer or the presence of a still or video camera is 'communicating' that she or he is not happy for the observations to continue. So feedback can and should include children's body language as well as verbal communication.

You must behave in a courteous and unobtrusive manner, sensitive to the needs of the children and the practitioners, parents and carers involved. The safety of each child must take precedence over the completion of the observations.

Overall you must be aware that you are adults trying to enter a child's world and understand and interpret a child's behaviour and bear this in mind when considering the variety of possible interpretations of what you observe.

If you plan to take any photographs, you must ensure that the photographs themselves are seen only by those people for whom permission has been given, normally just tutors and external examiners (again see permission format on the next page). Occasionally, parents may ask to see the whole of a piece of work concerning or involving their child. You should not agree to do this unless you have discussed it with your tutor first. It is important to stress that your actual academic work is confidential to the University and will not be seen by anyone except the University tutors and examiners.

You must be alert to protecting children's and family's confidentiality. This may mean changing a child's name and using a different name in the text of your work. Sometimes parents do not want their child to be given a different name and are content simply for the child's first name to be used but not the family name. Again, you must check with parents. You must ensure that the settings you visit and individuals within the setting are not identified in your assignment, either through name or through photographs.

This is only a very brief guide to the ethics of observing children. Do remember, that there is a great deal to read and study in this area that will explore principles and approaches in more detail. Most of all, do remember that, provided we are sensitive to these ethical issues, observations are both essential but also immensely valuable and pleasurable as part of our responsiveness to and respectfulness of children.

APPENDIX 2. COVER PAGE FOR PGDE/M.ED. ASSIGNMENT SUBMISSION

Please ensure that this completed form accompanies your assignment for every course assignment you submit. A copy will be returned to you with the assessor's comments and suggested grade (subject to the agreement of the Board of Examiners).

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Unveristy College Fairview – Post Graduate in Education/M.ed

NAME:	STUDENT NUMBER:	ATTENDANCE:	DATE HANDED IN: DATE MARKED:
YEAR:	SEMESTER:	COURSE CODE/TITLE:	FIRST MARKER:
COURSE: PGDE	LECTURER	GROUP:	SECOND MARKER:
ASSIGNMENT TITLE:			

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially, or is concurrently being used to meet the requirements of another module in this programme or for the award of another academic qualification. It includes the published and unpublished work of others which are duly acknowledged in the text wherever relevant.

SIGNED:

Comments and feedback including areas for development:	Total %
First Marker	
Second Marker	

APPENDIX 3. Guidelines for planning and writing assignments

These guidelines are intended to help you plan and write a paper. They are not intended as a set of prescribed rules.

Preliminary stages

- Invest some time in defining a theme and clear focus for your paper. The theme may be pre-selected by the course leader or may arise out of some area included in the course lectures and should relate to your own professional and academic interests. Make sure that the topic/area selected is not too broad for the task in hand.
- Identify a range of literature appropriate for the theme you have selected. Literature sources should include any combination of the following: theoretical and research literature (books and journal articles), official reports and other documents. Additional sources may also include original material in the form of reports developed in your organisation or institution for a specific purpose, data collected in your school/area, interview data, etc. Ensure that the literature selected is recent and that its range is not too broad, as otherwise you will not be able to do justice to the material within the time constraints and length of the exercise to be undertaken. A small number of well-chosen sources which can be carefully analysed are preferable to a lengthy description of a broad range of literature. The title, aims and scope of your paper should dictate the range of literature required.
- At this stage you should be ready to start drafting your paper. Typically, two to three drafts are required before an acceptable end-product is reached.

Structure of the paper

- Title Page. The title should be short and should indicate as clearly as possible the precise nature of the topic you have selected. The course for which the paper is being submitted and the date of submission should also be included on the title page.
- A table of contents with some or all of the following: the main sections of the paper, appendices, references and bibliography.
- The main text of the paper containing an introduction, main sections and a conclusion.

Typing and layout

The main text should be word processed on A4 paper using one-and-a-half spacing and a sans serif 12 point font such as Arial, Verdana, Helvetica and Trebuchet MS; single spacing should be used for indented quotations of more than 3 lines long, and

for appended material. Page numbers should be located at the bottom of the page, approximately 2.5 cms above the edge. Margins should be an inch (2.54cm) on all four sides, and the text should be left justified for ease of reading in an inclusive learning environment.

The title page

The title page should contain the following:

- the title of the paper;
- the author's name in full and his/her student number;
- the course for which the paper is being submitted;
- the month and year of submission.

Quotations and punctuation

Quotations should correspond with the originals in wording, spelling, capitalisation and punctuation. Short quotations that are not more than three lines long, should be incorporated into the text of the paper and enclosed in quotation marks. Longer quotations should be indented in the text on both sides, with no quotation marks. For further details see the referencing section of this handbook. Periods and commas should always be placed outside quotation marks; likewise with semi-colons and colons. Question marks and exclamation marks should be placed inside the quotation marks.

Checklist for reviewing your paper

It may be helpful to address the following questions at the final draft stage of writing.

- Does the title reflect the content of the paper? It is important to review the title when you have completed the paper.
- Does the introduction clearly set out the context, aims and scope of the paper and provide a brief guide to the various sections which follow? The introduction should be drafted at the start of the exercise and revised for coherence and consistency when the main body of the work has been completed.
- Is there evidence in the paper that you have identified a relevant and adequate range of literature which will support the main thrust and focus of the paper?
- Has this literature been presented in a clear and concise manner while at the same time keeping a balance between description, interpretation and analysis?
- Has the evidence presented been related to and interpreted against your own professional and academic background? What conclusions have you reached?
- Have all quotations and references been accurately and consistently recorded according to an agreed format?
- Has the final draft been checked for logical consistency? Edit the text very carefully. Do not stray from the main thrust of your argument as this will interrupt the flow of ideas. In order to avoid going down side alleys, assign additional comments or material to appendices.
- Is the language clear, concise and unambiguous? Avoid long sentences where the meaning is likely to get lost.

- Has the text been checked for spelling, syntax, grammatical and typing errors? Remember to proof read the final draft. A critical friend can be a useful support at this stage of the process.

Things to avoid

- In the interests of objectivity, avoid excessive use of the first person in the text.
- Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author's words and reference the source accurately.
- Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias or unsupported statements such as "Research has shown...", "It is a well-known fact that ...", "Everyone agrees that ...".
- Avoid long and protracted sentences where the reader is likely to get confused and lose the main argument of the passage.
- Avoid excessive use of technical jargon.
- Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic and contents. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the appendices and the references.

Referencing

The referencing conventions outlined below should be used in respect of all your work. It is important that whenever you use the ideas of other writers or quote directly from their works, that you acknowledge them in the text and in the list of references at the end. Others who read your work to follow up on a particular author, it is important that references are complete and accurate. Failure to acknowledge sources may be regarded as plagiarism. It is important to understand what constitutes plagiarism is the action and not the intention that constitutes this offence.

All references adopted are those of the American Psychological Association (APA) and when using EndNote or other citation software, you should format all entries according to "APA 6th Edition. The following indicates how cited work should be included in both the text of your thesis and the list of references at the end whether using software or not.

IN TEXT

Throughout the body of your paper, note the author and date of research that you mention.

For each of the samples below the correct "References" APA style format would be:
Gould, S. J. (1989). The wheel of fortune and the wedge of progress. *Natural History*, 89(3), 14-21.

Author Not Cited in Text

As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (cited in Gould, 1989).

Author Cited in Text

Gould (1989) attributes Darwin's success to his gift for making the appropriate metaphor.

Direct Quotation with Name of Author

Gould (1989) explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological—and to illustrate both success and failure in the history of life" (p. 14).

Direct Quotation without Name of Author

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological" (cited in Gould, 1989, p. 14).

Quoting references that cite other works

To cite secondary sources, refer to both sources in the text, but include in the References list only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase a sentence from Bandura (1989) within that book:

In this case, your in-text citation would be: Bandura (1989, as cited in Feist, 1998) defined self-efficacy as "people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175).

Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed.

LIST OF REFERENCES

- Begin your list of references on a new page, headed with the word "References" at the top.
- Order the list alphabetically by author's last name. If there is no author given, start with the first significant word in the title.
- For article titles, capitalize only the first word of the title and subtitle, and proper names.
- Periodical titles should be written in full with both capital and lower case letters.
- Double space the entire list.
- References are to be in a hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented (In Microsoft Office: Word 2007, choose Line spacing> Line spacing options> Indentation> Special> Hanging).
- For each of the samples below the correct "References" APA style format would be:
- Gould, S. J. (1989). The wheel of fortune and the wedge of progress. *Natural History*, 89(3), 14-21.

PRINT SOURCES: JOURNAL ARTICLES

Format: Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, volume (issue), pages.

One Author

Sharma, M. (2006). Institutionalization of English in India: a historical background. *South Asia Review*, 2(2), 175-189.

Example 1 (In-text citation rule for 3-5 authors)

In-Text Citation (Paraphrase)

(Westhues, Lafrance & Schmidt, 2001)

NOTE: A subsequent citation would appear as (Westhues et al., 2001)

In-Text Citation (Quotation):

(Westhues, Lafrance & Schmidt, 2001, p.40)

References:

Westhues, A., Lafrance, J. & Schmidt, G. (2001). A SWOT analysis of social work education in Canada. *Social Work Education*, 20(1), 35-56. doi:10.1080/02615470020028364

Example 2 (In-text citation rule for 6 authors or more)

In-Text Citation (Paraphrase):

(Dietz et al., 2007)

In-Text Citation (Quotation):

(Dietz et al., 2007, p. 1518)

References:

Dietz, P. M., Williams, S.B., Callaghan, W.M., Bachman, D.J., Whitlock, E.P., & Hornbrook, M.C. (2007). Clinically identified maternal depression before, during, and after pregnancies ending in live births. *American Journal of Psychiatry*, 164(10), 1515-1520. Doi:10.1176/appi.ajp.2007.061118936

Magazine Article

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86-93.

Review of a Book

Schatz, B. R. (2000, November 17). Learning by text or context? [Review of the book *The social life of information* by J.S. Brown & P. Duguid]. *Science*, 290, 1304. Doi:10.1126/science.290.5495.1304

Daily Newspaper Article, No Author

Note: Use p or pp before page number. If the article had more than one page but not continuous then the citation would be "pp. A12, A14."

New drug appears to sharply cut risk of death from heart failure. (2001, August 3). *The Washington Post*, p. A12.

Letter to the Editor, Newspaper Article

Berkowitz, A.D. (2000, November 24). How to tackle the problem of student drinking [Letter to the editor]. *The Chronicle of Higher Education*, p B20.

Entire Issue of a Journal

Barlow, D.H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology*, 100(3) p.243-244

PRINT SOURCE: BOOKS AND REPORTS

Format: Author, A.A. (year). *Title of work*. Location: Publisher.

Book

Deleuze, G., & Guattari, F. (2003). *A thousand plateaus: Capitalism and schizophrenia*. London: Athlone Press.

A Book by More than One Author

Levison, M., Ward, R. G., & Webb, J. W. (1973). *The settlement of Polynesia: A computer simulation*. Minneapolis: University of Minnesota Press.

Edited Book

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. London: Routledge.

Corporate Author as Publisher

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

Anonymous Author

Guidelines and application form for directors, 1990 summer seminar for school teachers. (1988). Washington, DC: National Endowment for the Humanities.

Chapter in a Book

Massaro, D. (1992). *Broadening the domain of the fuzzy logical model of perception*. In H. L. Pick Jr., P. van den Broek, & D.C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association.

ERIC Document

Mead, J. V. (1992). Looking at old photographs: *Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teaching Learning. (ED346082)

Government Report

Department of Health and Children (DHC). (2000). *National children's strategy: Our children, their lives*. Dublin: Stationary Office.

ELECTRONIC (BROADCAST, ONLINE and WEB SITES)

Many scholarly publishers have been assigning unique identifiers to each published article. **The DOI (Digital Object Identifier) is an alpha-numeric code registered to each scholarly article in order to assign a persistent link to the article. The DOI has replaced the database name and URL in the list of references.** Because the link is to the final version, do not include a retrieval date. Since DOI numbers are complex, copy and paste DOI into the reference. APA recommends that the DOI be included for print and online citations.

Citing electronic sources is similar to citing print sources; citations direct readers to the source or as close as possible.

Format: Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. Title of Periodical, volume(issue), pages. doi: unique identifier

Full-Text Article with DOI assigned

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, 50, 750-765. doi: 10.1037/0003-066X.50.9.750

Stevenson, W., Maton, K. I., & Teti, D. M. (1999). Social support, relationship quality, and well-being among pregnant adolescents. *Journal of Adolescence*, 22, 109-121. doi: 10.1006/jado.1998.0204

Full-Text Articles without a DOI

If no DOI has been assigned, provide the home page URL of the journal, book or report publisher. If you are accessing through a database, you may need to do a web search to locate the URL. It is not necessary to include the name of the database. There is no full-stop at the end of a reference citation ending with a URL.

Francis-Smythe, J., & Robertson, I. (1999). *Time-related individual differences*. *Time & Society*, 8, 273-292.

Retrieved from <http://intl-tas.sagepub.com>

Senior, B. (1997). Team roles and team performance: Is there really a link? *Journal of Occupational and Organizational Psychology*, 70, 241-258.

Retrieved from <http://bpsjournals.co.uk/journals/joop>

Online Newspaper Article

McHugh, P. (2005, March 17). Feeling down? It might help if you just take it outside. *San Francisco Chronicle*. Retrieved from <http://sfgate.com>

Research or Technical Report from a Web Site

NAACP. (n.d.). Juvenile justice fact sheet.

Retrieved December 11, 2007, from

<http://www.naacp.org/advocacy/research/facts/Juvenile%20Justice.pdf>

Article from Web Site or E-journal

Takase, A. (2007). *Japanese high school students' motivation for extensive L2 reading*. *Reading in a Foreign Language*, 19(1), 1-18. Retrieved September 24, 2007, from <http://nflrc.hawaii.edu/rfl/April2007/takase/takase.pdf>

Webpage

Moses, R. (n.d). Misidentification: The caprices of eyewitness testimony in criminal cases. Retrieved May 16, 2010, from <http://criminaldefense.eyewitnessmisidentification.html>

Note: Use (n.d.) if no date is given.

Television Broadcast

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour*. [Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

Electronic Book from Web Site

O'Keefe, E. (n.d). *Egoism & the crisis in Western values*. Retrieved from <http://onlineoriginals.com/showitem.asp?itemID=135>

Electronic Book from Database

Gates, J.M. (1999). *Consider the Earth: Environmental activities for grades 4-8*. Retrieved from <http://www.netlibrary.com>

Wiki

Psychometric assessment [Wiki]. (2009, September 9th). Retrieved from: http://psychology.wikia.com/wiki/Psychometirc_assessment

Data set

Pew Hispanic Center. (2004). *Changing channels and criss-crossing cultures: A survey of Latinos on the news media* [Data file and code book]. Retrieved from <http://pewhispanic.org/datasets/>

Blog post

By XXX. (2007, January 22). Re: *The unfortunate prerequisites and consequences of partitioning your mind* [Web log message]. Retrieved from http://scienceblogs.com/pharyngula/2007/the_unfortunate_prerequisites.php

Audio podcast

Van Nuys, D. (Producer). (2006, October 13). *Understanding autism*. Shrink Rap Radio [Audio Podcast]. Retrieved from <http://www.shrinkrapradio.com/>