The University of the West Indies

Comments from two staff members from the St. Augustine Campus on the Masters of Instructional Design Technology

The Office of the Principal, Open Campus
THE UNIVERSITY OF THE WEST INDIES  
NEW TAUGHT GRADUATE PROGRAMME PROPOSAL

<table>
<thead>
<tr>
<th>CAMPUS:</th>
<th>CAVE HILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED PROGRAMME TITLE:</td>
<td>DIPLOMA IN LITERACY INSTRUCTION</td>
</tr>
<tr>
<td>PROPOSED AWARD:</td>
<td>DIPLOMA</td>
</tr>
<tr>
<td>(e.g. Masters; Diploma)</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC UNIT(S) THAT WILL OFFER PROGRAMME:</td>
<td>SCHOOL OF EDUCATION AND THE OPEN CAMPUS</td>
</tr>
<tr>
<td>DELIVERY MODE:</td>
<td>DISTANCE (ONLINE)</td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td>20</td>
</tr>
<tr>
<td>DURATION OF PROGRAMME:</td>
<td>2 SEMESTERS</td>
</tr>
<tr>
<td>(including Internship, Research Project, other)</td>
<td></td>
</tr>
<tr>
<td>PROPOSED START DATE:</td>
<td>JANUARY 2010</td>
</tr>
</tbody>
</table>

**PROGRAMME SUMMARY:**
The Diploma in Literacy Instruction is a 20-credit post-graduate programme consisting of five courses worth 4 credits each. The courses are in the critical areas of literacy theory, research, assessment, curriculum and materials development. Students can articulate from this programme into another proposed programme – The M.Ed in Literacy Instruction.

**SIGNATURES:**

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>__________________________</th>
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</thead>
<tbody>
<tr>
<td>Dean of Faculty</td>
<td>__________________________</td>
</tr>
<tr>
<td>Campus Coordinator, School for Graduate Studies and Research¹</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**DATES:**

| __________________________ | __________________________ |

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¹ Through this signature, the Campus Coordinator confirms that the Campus Bursar, Campus Librarian and Director of Distance Education (as appropriate) have been consulted and are satisfied with the Programme from the perspective of their responsibilities; and that the Campus Committee has agreed to forward the Programme to the Board for Graduate Studies and Research for consideration.
FOR BGSR USE ONLY:

☐ Approved    ☐ Conditional Approval    ☐ Modify and Resubmit    ☐ Not Approved

__________________________________________________

Chair, BGSR ___________________________ Date ________________
**PROGRAMME DESCRIPTION**

**A. AIMS AND OBJECTIVES**

1. The goal of the programme is to raise regional standards in literacy instruction. Its purpose is to train specialists in literacy instruction. Its specific objectives are to train graduates who will:

   1. address problems of literacy instruction in the Caribbean using linguistic, biological, psychological, sociological and technological principles
   2. assess students, instructional materials and learning contexts using a wide repertoire of assessment instruments
   3. implement research-based best practices in literacy instruction
   4. design effective, standards-based literacy programmes that cater for diverse learners
   5. design effective literacy instructional materials for both print-based and electronic media

2. The structure, content and mode of delivery of the programme are entirely new.

3. While many of aspects of the programme are aligned to the UWI Strategic Plan 2007-2012, it is most directly aligned to Strategic Aims 2 and 3 of the UWI Strategic Plan. These aims have been operationalised in the School of Education’s Operational Plan 2007-2012 in terms of Objectives 6 and 7.

   Strategic Aim 2 of the UWI Strategic Plan is ‘To make the University of the West Indies an internationally recognized centre of excellence for graduate education, especially respected and sought after for: (i) the delivery of first rate graduate programmes, (ii) its pre-eminence in Caribbean scholarship, and (iii) its output of higher degree graduates who are at the cutting edge of contemporary scholarship, clinical skills, professional development and expertise.’ The programme is specifically aligned with Strategy 7 of Strategic Aim 2, which seeks to ‘Improve the flexibility of our postgraduate programme delivery and significantly expand the number of postgraduate programmes delivered by distance or blended education.’

   Strategic Aim 3 of the UWI Strategic Plan is ‘To become internationally recognized as a Centre of Excellence in Research, Knowledge Creation and Innovation on matters related to the Caribbean and small-island developing states’. The School of Education seeks to meet these aims in terms of Objective 6, which seeks ‘To develop a strong, innovative research culture, based on collaborative work, and geared to addressing identified concerns of the region’ and Objective 7, which seeks ‘To increase the impact of research findings on the education systems in the Caribbean.’ Each course in the programme incorporates a research element, whereby students are required, as part of their assessment, to carry out school-based research and subsequently to implement and document the results of interventions.

**B. RATIONALE**

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1. At the time of writing, there are no current or proposed online Diploma in Literacy Instruction being offered at St. Augustine, Mona or Cave Hill. There are several online undergraduate programmes currently being offered by the two other campuses that can articulate into the proposed programme. These are: the B.Ed. in Literacy Studies (offered by Mona in collaboration with the Open Campus); the B.Ed. Primary in Language (offered by St. Augustine in collaboration with the Open Campus) and the B.Ed. Secondary in Language (offered by St. Augustine in collaboration with the Open Campus).

2. Colleagues at Schools of Education at the two sister campuses are aware of the proposed programme. These colleagues, as well as colleagues from the Open Campus, have contributed substantially to its development. An initial draft proposal for a Master of Education in Instructional Design Technology (with applications in Literacy Instruction) was sent out to the two sister campuses in December 2005. Comments were received from St. Augustine. These comments led to substantial revisions of the programme. In particular, the original Masters programme was split into two Diploma programmes – the Diploma in Literacy Instruction and the Diploma in Instructional Technology. These programmes were designed to articulate into each other, so that students could take both diplomas in order to earn an M.Ed. in Literacy Instruction and Instructional Technology.

A revised draft incorporating the two diplomas was then sent out to both sister campuses in December 2007. Both written and verbal comments were received from St. Augustine. While the comments were supportive of the revised programme, it was further suggested that the programme should feature a strong Caribbean focus. Following this second round of consultations, further revisions were made to the programme. In particular, provision was made for a stronger Caribbean focus in the programme content. In addition, inputs from the Open Campus and from Pro Vice Chancellor Wayne Hunte indicated that the modular configuration (i.e. two diplomas leading to an M.Ed.) was not compatible with the number of credits recommended for post-graduate programmes at the U.W.I.

It was therefore decided, in consultation with the Open Campus, for the School of Education to establish a 20-credit Diploma in Literacy Instruction that articulates into a 36-credit M.Ed. in Literacy Instruction. The Open Campus would then take responsibility for establishing a 20-credit Diploma in Instructional Technology that articulates into a 36-credit M.Sc. in Instructional Technology. In this final arrangement, only those students who specifically desire to do so can take the modular option (that is, take a Diploma in Literacy Instruction and a Diploma in Instructional Technology in order to earn an M.Ed. in Literacy Instruction and Instructional Technology).

The issue of inter-campus collaboration in programme development and delivery was raised with colleagues from the sister campuses. Only colleagues from the Open Campus, however, expressed the desire to collaborate. In the event that colleagues from the other campuses develop an interest in contributing more substantially to the programme, then there are opportunities for them to develop elective courses and to engage in online tutoring.
3. The proposed programme faces competition from many external providers who offer online programmes in the field of literacy. The programme seeks to address this competition by offering a Caribbean perspective in course content that is notably missing in the offerings of external providers. In addition, every effort will be made to ensure that the quality of the student experience matches or exceeds international standards. The programme is also intended, once it is firmly established, to be marketed to extra-regional students. Accordingly, each course has been designed in a modular fashion so that, when necessary, the Caribbean components can be replaced by content that is specific to the national contexts of external students.

The programme addresses regional needs identified by the Board for Non-Campus Countries at their meeting of September 7, 2006. At this meeting, members of the board made a number of requests from the U.W.I. Schools of Education. The following BNCC requests are addressed in the proposed programme.

- to adopt online modes of programme delivery in order to reach more students across the Caribbean
- to enhance the ability of teachers to teach English
- to enhance regional research capacity
- to enable teachers to use ICT for instructional purposes
- to offer professional development courses for teachers

It is necessary for the programme to attract at least 20 students in order to be financially self-sustaining. Insufficient time has elapsed between the finalisation of the programme and submission for approval for a market survey to be carried out. However, informal inquiries indicate that an enrolment figure of 20 can be easily exceeded, bearing in mind that the market for the programme covers the entire Caribbean region. Enrolment figures will be boosted by offering individual courses as stand-alone modules that teachers who are not registered for the programme can take as professional development courses. Regional Ministries of Education have indicated a strong desire to build capacity in the area of literacy instruction and it is expected that they will fund students to register for the programme or for individual courses. Graduates of the programme are expected to work as teachers of literacy.

C. ACCESS AND SUPPORT

1. To be eligible for admission, applicants must have at least a lower second class degree or its equivalent from an approved university. The programme will be marketed via targeted mail to funding institutions, such as Ministries of Education as well as teacher training institutions; via advertisements on television, radio and newspapers and via posters in schools across the region. A dedicated website with promotional materials will also be set up and advertising on the world wide web will be used to attract traffic to the site. As mentioned above, individual courses from the programme will be offered as professional development courses. In order to encourage students who register for professional
development courses to register for the entire programme, credit accrued from these courses can count towards the M.Ed.

2. The programme will be run in collaboration with the Open Campus using their facilities and resources.

3. The programme has been developed in collaboration with the Open Campus (specifically, Professor Stewart Marshall and Dr. Roger Powley).

4. The programme will make use of the Open Campus Library resources. The Open Campus is in the process of increasing book stocks at all its sites and books for the programme are to be included in this exercise. The specific cost of reading materials for the programme will depend on the number of students who register (a market survey will be used to estimate this number prior to the start of the programme). As much as possible, the programme will also make use of electronic sources of reading materials.

D. COURSE OF STUDY AND FACULTY

1. Course outlines and reading lists are provided in Appendix I.

2. Core Faculty – Dr. Ngoni Chipere

3. Part-Time Faculty – Yet to be selected from a pool of suitably qualified persons. The current pool consists of Dr. Patricia Saul; Mr. James Halliday (doctoral candidate); Dr. Sandra Robinson and Dr. David Subran, with more names to be added.

4. Course tutors will provide online tutoring of taught courses and marking of assignments. These persons will be required to possess a minimum postgraduate qualification at the level of M.Ed. Course co-ordinators will be required to co-ordinate the delivery of each course. All tutors and co-ordinators will be required to attend a course in online tutoring.
E. REGULATIONS AND ASSESSMENT PROCEDURES

<table>
<thead>
<tr>
<th>Course load/semester; part-time/full time:</th>
<th>2 courses per semester full-time and 1 course per semester part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of failures per semester:</td>
<td>Candidates who fail more than one course in a given semester and candidates who fail any course more than once will be required to withdraw from the programme.</td>
</tr>
<tr>
<td>Re-sit Examinations:</td>
<td>Candidates may be permitted to resit examinations by the Board for Graduate Studies and Research on the recommendation of examiners. Resit examinations will be held in July/August of each year.</td>
</tr>
<tr>
<td>Assessment procedures for courses, coursework, fieldwork, internships, or other:</td>
<td>Assessment for all courses consists of 100% course work. The course work will normally be broken down into two components, one of which takes the form of school-based research and the other of school-based application. Candidates will be required to pass both components.</td>
</tr>
<tr>
<td>Assessment procedures for Research Paper (as appropriate):</td>
<td>N/A</td>
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<tr>
<td>Time limits for completion:</td>
<td>Full-time candidates must complete their requirements within eighteen months from the start of the programme. Part-time candidates must complete their requirements within thirty six months from the start of the programme.</td>
</tr>
</tbody>
</table>

F. QUALITY ASSURANCE

1. The programme will be assessed and reviewed by way of:
   - Student course evaluations
   - Enrolment figures and pass rates
   - External Examiner Reports
   - Open Campus Quality Assurance Procedures
   - Quality Assurance Review Team reports for the School of Education

2. No accreditation is to be sought for the programme.
G. BUDGET

Please note that the budget is calculated for 20 students, which is the minimum number required for the programme to be financially self-sustaining. Note that the budget presented here is the one for the M.Ed in Literacy Instruction, into which this programme articulates, in view of the fact that this programme will incur no expenditure of its own. All courses in this programme are also part of the M.Ed.

### PROJECTED EXPENDITURE FOR PROPOSED PROGRAMME

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<thead>
<tr>
<th>EXPENDITURE</th>
<th>2009-10</th>
<th>20010-11</th>
<th>2012-13</th>
<th>ESTIMATED TOTAL COST FOR THREE YEAR PERIOD</th>
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<td>US$ 23,634.00</td>
<td>US$ 23,634.00</td>
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<td>US$ 1,450.00</td>
<td>US$ 1,450.00</td>
<td>US$ 4,350.00</td>
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<td>Personnel (List personnel) Total</td>
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<td>US$ 1,450.00</td>
<td>US$ 1,450.00</td>
<td>US$ 4,350.00</td>
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<td>Financial System</td>
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<td>US$ 13,500</td>
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<td>Technological System</td>
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<td>Library Acquisitions Total</td>
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<td>N/A</td>
<td>N/A</td>
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<td>Internal reallocations Total</td>
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<td>N/A</td>
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<td>Overheads Total</td>
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<tr>
<td>Grand Total</td>
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<td>US$ 64,234</td>
<td>US$ 64,234</td>
<td>US$ 192,702.00</td>
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## PROJECTED INCOME FOR PROPOSED PROGRAMME

<table>
<thead>
<tr>
<th>INCOME</th>
<th>ACADEMIC YEAR 1</th>
<th>ACADEMIC YEAR 2</th>
<th>ACADEMIC YEAR 3</th>
<th>ESTIMATED INCOME FOR 3 YEARS</th>
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<tbody>
<tr>
<td>Income from Campus</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income from Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income from Donors</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Fees (cost per student x no. of students)</td>
<td>US$ 5,400 * 20</td>
<td>US$ 5,400 * 20</td>
<td>US$ 5,400 * 20</td>
<td>US$ 180,000</td>
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<tr>
<td>Full time</td>
<td>US$ 108,000</td>
<td>US$ 108,000</td>
<td>US$ 108,000</td>
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</tr>
<tr>
<td>Part time</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other income (specify and estimate)</td>
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<td></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>US$ 108,000</td>
<td>US$ 108,000</td>
<td>US$ 108,000</td>
<td>US$ 324,000</td>
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</table>
APPENDIX I – COURSE DESCRIPTIONS

TITLE: FOUNDATIONS OF LITERACY INSTRUCTION
LEVEL: 6
CREDITS: 4
PRE-REQUISITES: NONE

RATIONALE

All the major topics in literacy studies are based on ideas from the discipline of linguistics. Hence oral language instruction draws on phonology; decoding and spelling instruction draw on orthography; vocabulary instruction draws on lexical semantics; grammar instruction draws on morphology, syntax and propositional semantics while composition and comprehension instruction draw on pragmatics and discourse analysis. A proper understanding of literacy instruction therefore requires a background in the linguistic sources of literacy. This course enables participants to link ideas from linguistics to topics in literacy instruction. The course also enriches participants' understanding of these topics by making links to biology, psychology, sociology and technology.

OBJECTIVES

By the end of this course, participants are expected to be able to

- use appropriate linguistic metalanguage to describe constructs within the domain of literacy
- use theoretical principles to explain psycho-biological aspects of literacy development
- use theoretical principles to explain sociological aspects of literacy development
- use theoretical principles to explain the course of literacy development

TOPICS

Phonological foundations of oral language
Orthographic foundations of decoding and spelling
Morphosyntactic foundations of grammar and mechanics
Semantic foundations of vocabulary knowledge
Pragmatic foundations of comprehension and composition

EVALUATION

Clinical Research Project 50 %
Clinical Intervention Project 50 %

RATIONALE

The evaluation has been designed on the basis of the following considerations.
Transfer-of-learning
Teachers worldwide have been found to have difficulties in transferring their learning to their practice. The problem arises because of a) the time lag between learning and opportunities for application; b) pedagogical models that deliver content without reference to contexts of use and c) pedagogical models that favour theory over application. To address problem (a), the course implements a just-in-time teaching approach that minimises the time lag between learning and application: the evaluation requires students to apply new knowledge soon after acquiring it. To address problem (b) the evaluation implements problem-based learning whereby the learning process is driven by clinical problems that the students have themselves identified and chosen to address. With regards to problem (c), the evaluation assigns equal weighting to a Clinical Research component and a Clinical Intervention component.

Evidence-based practice
The field of literacy instruction has been plagued by pedagogical models that are based on blind faith rather than evidence. The course seeks to foster evidence-based practice by requiring students to carry out a Clinical Research project as part of their evaluation. Data and conclusions arising from the Clinical Research project are then used to design an intervention in the Clinical Intervention component.

Research skills
A research methods course is too short in duration to foster good research habits. Students need many opportunities over an extended period to practice their research skills. The course seeks to foster such skills by requiring students to carry out mini research projects in the Clinical Research component of the evaluation. By the time students register for the Research Methods course, they would have practical experience, albeit on a small scale, in literature review; instrument design and data collection, analysis and interpretation.

Re-usable resources
While there is a dearth of locally produced instructional and professional development materials, students often produce high quality materials during their studies that then go to waste after the evaluation process. The course seeks to encourage the re-use of resources by using forms of evaluation that allow students to compile electronic portfolios. By the end of the programme, each student will have compiled a considerable volume of materials that can be of use to their colleagues.

COURSE TEXT

READING LIST


The field of literacy instruction has been dominated in the past by movements based on blind faith rather than scientific fact. However, a high standard of literacy instruction can only be achieved by practitioners who have a thorough grounding in research-based best practices. Accordingly, this course seeks to acquaint participants with the body of facts on literacy instruction that has been amassed in the psychology of reading. The course also seeks to acquaint participants with the theories that have been developed in order to explain these facts.

OBJECTIVES

By the end of this course, participants are expected to be able to

- implement best practices in literacy instruction
- implement best practices in accommodating psycho-physical factors in literacy instruction
- implement best practices in accommodating sociological factors in literacy instruction
- implement
- use technology to implement best practices in literacy instruction

TOPICS

Best practices in oral language instruction
Best practices in decoding and spelling instruction
Best practices in vocabulary instruction
Best practices in grammar and mechanics instruction
Best practices in comprehension and composition instruction

EVALUATION

Clinical Research Project 50 %
Clinical Intervention Project 50 %

RATIONALE

The evaluation has been designed on the basis of the following considerations.

Transfer-of-learning
Teachers worldwide have been found to have difficulties in transferring their learning to their practice. The problem arises because of a) the time lag between learning and opportunities for application; b) pedagogical models that deliver content without reference to contexts of use and
c) pedagogical models that favour theory over application. To address problem (a), the course implements a just-in-time teaching approach that minimises the time lag between learning and application: the evaluation requires students to apply new knowledge soon after acquiring it. To address problem (b) the evaluation implements problem-based learning whereby the learning process is driven by clinical problems that the students have themselves identified and chosen to address. With regards to problem (c), the evaluation assigns equal weighting to a Clinical Research component and a Clinical Intervention component.

Evidence-based practice
The field of literacy instruction has been plagued by pedagogical models that are based on blind faith rather than evidence. The course seeks to foster evidence-based practice by requiring students to carry out a Clinical Research project as part of their evaluation. Data and conclusions arising from the Clinical Research project are then used to design an intervention in the Clinical Intervention component.

Research skills
A research methods course is too short in duration to foster good research habits. Students need many opportunities over an extended period to practice their research skills. The course seeks to foster such skills by requiring students to carry out mini research projects in the Clinical Research component of the evaluation. By the time students register for the Research Methods course, they would have practical experience, albeit on a small scale, in literature review; instrument design and data collection, analysis and interpretation.

Re-usable resources
While there is a dearth of locally produced instructional and professional development materials, students often produce high quality materials during their studies that then go to waste after the evaluation process. The course seeks to encourage the re-use of resources by using forms of evaluation that allow students to compile electronic portfolios. By the end of the programme, each student will have compiled a considerable volume of materials that can be of use to their colleagues.

COURSE TEXT


READING LIST


TITLE: THE LITERACY CURRICULUM
LEVEL: 6
CREDITS: 4
PRE-REQUISITES: NONE

RATIONALE

The teaching of literacy is traditionally broken down into the major skills of oral language; decoding and spelling; vocabulary; grammar and mechanics; comprehension and composition. Practitioners need a thorough grounding in the most effective methods used to teach these topics. There is now a wide consensus that literacy skills should, as far as possible, be taught in combination with each other. Therefore practitioners also need to learn how to teach literacy skills in an integrated fashion. The aim of this course is to provide participants with a thorough grounding in the elements of the literacy curriculum and to enable them to create integrated curriculum units that cater for the needs of diverse learners.

OBJECTIVES

By the end of this course, participants are expected to be able to

- describe all the competencies that constitute literacy
- design curricular adaptations to accommodate psycho-physical factors in literacy instruction
- design curricular adaptations to accommodate sociological factors in literacy instruction
- produce integrated literacy curricula

TOPICS

Oral language
Decoding and Spelling
Vocabulary
Grammar and Mechanics
Comprehension and Composition

EVALUATION

Clinical Research Project 50 %
Clinical Intervention Project 50 %

RATIONALE

The evaluation has been designed on the basis of the following considerations.

Transfer-of-learning
Teachers worldwide have been found to have difficulties in transferring their learning to their practice. The problem arises because of a) the time lag between learning and opportunities for
application; b) pedagogical models that deliver content without reference to contexts of use and c) pedagogical models that favour theory over application. To address problem (a), the course implements a just-in-time teaching approach that minimises the time lag between learning and application: the evaluation requires students to apply new knowledge soon after acquiring it. To address problem (b) the evaluation implements problem-based learning whereby the learning process is driven by clinical problems that the students have themselves identified and chosen to address. With regards to problem (c), the evaluation assigns equal weighting to a Clinical Research component and a Clinical Intervention component.

Evidence-based practice
The field of literacy instruction has been plagued by pedagogical models that are based on blind faith rather than evidence. The course seeks to foster evidence-based practice by requiring students to carry out a Clinical Research project as part of their evaluation. Data and conclusions arising from the Clinical Research project are then used to design an intervention in the Clinical Intervention component.

Research skills
A research methods course is too short in duration to foster good research habits. Students need many opportunities over an extended period to practice their research skills. The course seeks to foster such skills by requiring students to carry out mini research projects in the Clinical Research component of the evaluation. By the time students register for the Research Methods course, they would have practical experience, albeit on a small scale, in literature review; instrument design and data collection, analysis and interpretation.

Re-usable resources
While there is a dearth of locally produced instructional and professional development materials, students often produce high quality materials during their studies that then go to waste after the evaluation process. The course seeks to encourage the re-use of resources by using forms of evaluation that allow students to compile electronic portfolios. By the end of the programme, each student will have compiled a considerable volume of materials that can be of use to their colleagues.

COURSE TEXT


READING LIST


Taylor, Barbara M., Ceil Critchley, Kristine Paulsen, Kristen MacDonald, and Heidi Miron (2002). Learning to Teach an Early Reading Intervention Program Through Internet-Supported Professional Development, Edina, Minn.: Web Education Company.


RATIONAL

Effective literacy practitioners need to be fluent in the language and methodology of assessment. There is now such a large volume of literature on literacy assessment and such a wide repertoire of literacy assessment instruments that a course that specialises in literacy assessment, as opposed to general assessment, is required at the graduate level. In addition, given that participants in the programme would have already taken courses in general educational assessment during their teacher training and also possibly at the B.Ed. level, a course that focuses specifically on literacy assessment is more appropriate for students specialising in this area than a general assessment course.

OBJECTIVES

By the end of this course, participants are expected to be able to

- assess literacy skills
- diagnose psycho-physical conditions that impede literacy development
- diagnose sociological conditions that impede literacy development
- use technology to assess literacy skills

TOPICS

Assessing oral language skills, learning contexts and materials
Assessing decoding and spelling skills, learning contexts and materials
Assessing grammar skills, learning contexts and materials
Assessing vocabulary skills, learning contexts and materials
Assessing comprehension and composition skills, learning contexts and materials

EVALUATION

Clinical Research Project 50 %
Clinical Intervention Project 50 %

RATIONALE

The evaluation has been designed on the basis of the following considerations.

Transfer-of-learning

Teachers worldwide have been found to have difficulties in transferring their learning to their practice. The problem arises because of a) the time lag between learning and opportunities for application; b) pedagogical models that deliver content without reference to contexts of use and
c) pedagogical models that favour theory over application. To address problem (a), the course implements a just-in-time teaching approach that minimises the time lag between learning and application: the evaluation requires students to apply new knowledge soon after acquiring it. To address problem (b) the evaluation implements problem-based learning whereby the learning process is driven by clinical problems that the students have themselves identified and chosen to address. With regards to problem (c), the evaluation assigns equal weighting to a Clinical Research component and a Clinical Intervention component.

Evidence-based practice
The field of literacy instruction has been plagued by pedagogical models that are based on blind faith rather than evidence. The course seeks to foster evidence-based practice by requiring students to carry out a Clinical Research project as part of their evaluation. Data and conclusions arising from the Clinical Research project are then used to design an intervention in the Clinical Intervention component.

Research skills
A research methods course is too short in duration to foster good research habits. Students need many opportunities over an extended period to practice their research skills. The course seeks to foster such skills by requiring students to carry out mini research projects in the Clinical Research component of the evaluation. By the time students register for the Research Methods course, they would have practical experience, albeit on a small scale, in literature review; instrument design and data collection, analysis and interpretation.

Re-usable resources
While there is a dearth of locally produced instructional and professional development materials, students often produce high quality materials during their studies that then go to waste after the evaluation process. The course seeks to encourage the re-use of resources by using forms of evaluation that allow students to compile electronic portfolios. By the end of the programme, each student will have compiled a considerable volume of materials that can be of use to their colleagues.

COURSE TEXT

READING LIST


RATIONALE

Effective literacy instruction requires pedagogically sound and motivating instructional materials. While good commercial materials exist, they are not always suited to the Caribbean context and high costs inhibit their use. It is therefore highly desirable for Caribbean literacy instructors to acquire skills in literacy materials design. The aim of this course is to enable participants to produce high quality literacy instructional materials in both traditional and electronic media. Participants will be encouraged to disseminate their materials.

OBJECTIVES

By the end of this course, participants are expected to be able to

- evaluate existing literacy materials
- explain the principles of literacy materials design
- design adaptations for psycho-physical and sociological diversity
- design materials in print, audio, video and electronic media
- produce materials to accompany an instructional unit

TOPICS

Developing materials for oral language instruction
Developing materials for decoding and spelling language instruction
Developing materials for grammar and mechanics instruction
Developing materials for vocabulary instruction
Developing materials for comprehension and composition instruction

EVALUATION

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Clinical Intervention Project 50 %

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COURSE TEXT

READING LIST


Mason, J.H. (1913) 'The printing of children’s books.' *The Imprint*, no. 2, pp. 87-94


Raban, B. (1982), 'Text display effects on the fluency of young readers.', *Journal of Reading Research*, vol 5, no. 1, pp.7-28


4th April, 2006

Professor Zellynne Jennings-Craig,
Director, School of Education,
Head, Department of Educational Studies,
School of Education,
The University of the West Indies,
Mona, Kingston 7,
JAMAICA.

Dear Professor Jennings-Craig,

Please find attached comments from two staff members here at St. Augustine on the Masters Programme in Instructional Design Technology.

I forward the comments for your attention.

Sincerely,

Carol Keller
From:
Dr. Lionel L. Douglas and
Dr. Bruce Paddington

To:
Mr. Carol Keller
Head College of Education
March 24, 2006

Dr. Paddington and I have discussed this programme and following are our comments:

First of all let me commend the programme developers for a much needed Masters Programme in Instructional Design Technology. However the programme seems to be a potpourri of courses pulled together without a proper needs analysis and assessment done to determine what is required and how best to meet those needs.

Qualifications for Admission

Rationale

It seems to that the programme is rationalized based on the need to generate income. That is frightening. Does the mode of delivery while having the capacity to generate income have the capability to be effective in the delivery of the content? Will the entire content be delivered Distance Ed? Are there provisions for face to face delivery particularly in the areas where development of electronic materials are required. Will the Distance Ed format be designed to facilitate mastery of this very visually oriented area?
Content

Specified in the rationale is the following:

"The programme is designed to cater in the first instance to students specializing in the teaching of Literacy, English or Modern Language. Subsequently other specialization may be added".

1. If it is intended that the program will have various areas of specialization then this should be clearly stated. What are the other areas of specialization envisaged and what courses will be required?

2. In our case (UWI St. Augustine) students who have already completed our Diploma in Education will have already done specialized training in their respective areas of concentration. As a result will they be exempted from the first two courses which cover their specialization area? If so this will effectively reduce the program to a 6 course masters programme, and if not why not?

3. Since this is a Masters program in Instructional (Design) Technology it would seem that the programme should focus more on equipping the student with instructional design and development skills that are applicable and transferable to any content domain and that specialized skills and knowledge in the content domain should be or have been acquired in another program (as in our case in the Dip. Ed).

4. The instructional technologists does not specialize in designing material for a particular domain. That would restrict his applicability, utility and functionality. The instructional technologist is trained to apply theories, principles and knowledge to the solution of educational problems regardless of the content domain. Content knowledge may be accessed though subject matter experts and content specific skills may be acquired independent of the programme. If not the
programme will be limited to practitioners practicing only in their field like in the case of medicine. If the course is open only to those specializing in the content domain identified it will inhibit the "income generating capacity" objective set out in the first place. Notwithstanding it will also require the development of the curriculum areas for every area of specialization.

5. Specialization within the field of Instructional (Design) Technology is normally structured as follows:
   a. Evaluation and Measurement
   b. Instructional Design
      i. Interactive Design
         1. Multi Media
         2. Distance Education
         3. Web Development
   c. Human Performance Technology
   d. Etc

6. The Rationale also states: "The programme seeks to equip teachers with the theoretical grounding and practical skills needed to produce educational software that is tailored to their specific instructional needs." The programme does not seem to have courses that will achieve these objectives. The following two courses:
   a. Electronic Materials Macro Design and
   b. Electronic Materials Micro Design

   These courses produce educational materials but not educational software. There is a difference.

**Recommendations**

1. Re-title the program Masters in Educational Technology in order to be consistent.
2. The current area of specialization should not be considered areas of specialization but pre-requisite for the program. I.e. Every entrant into the program will be
required to have pre-requisite specialist training in his field e.g linguistics, languages, mathematics, science etc. If not this can be done within the program but not as part of the program but as pre-qualifying entry. I.e. Qualifying students do not have to do these specialist programmes and actually begin the program with the courses mentioned in Semester 2

a. Cognition and Instructional Theory and

b. Instructional Design Theory which is where most IDT programs begin.

c. Reduce all courses to 4 credits. This along with the first two when removed will allow for four (4) more courses specific to Instructional Software Design like:

   i. Interactive Design
   ii. Multimedia Design
   iii. Interface Design
   iv. Digital Media

   v. Programme and Product Evaluation (Specific to Software)

d. The Course Electronic materials Micro-Design seems to be specific to Language arts etc. This course must not be a compulsory course but an elective, one among many choices depending on the content domain the participant may be interested in.
My suggestion for the program would like the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Requisites</strong></td>
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<tr>
<td>Content Specific Specialized Courses</td>
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<tr>
<td>Structures and Processes of Language</td>
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<td>Structures and Processes of Print</td>
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<tr>
<td><strong>Compulsory</strong></td>
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<td>Cognition and Instructional Theory</td>
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<tr>
<td>Instructional Design Theory</td>
<td>4</td>
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<tr>
<td>Applied Computing Techniques</td>
<td>4</td>
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<tr>
<td>Applied Research Techniques</td>
<td>4</td>
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<tr>
<td>Electronic Materials Macro Design</td>
<td>4</td>
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<tr>
<td><strong>Media Development (4 of )</strong></td>
<td>16</td>
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<tr>
<td>Multi Media Design and Development</td>
<td>4</td>
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<tr>
<td>Web Based Design and Developent</td>
<td>4</td>
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<tr>
<td>Producing Digital Media</td>
<td>4</td>
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<td>Active Server Pages</td>
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<tr>
<td>Distant Learning Program Development</td>
<td>4</td>
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<tr>
<td><strong>Elective</strong></td>
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<tr>
<td>Electronic Materials Micro Design</td>
<td>4</td>
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<tr>
<td>(or other related to Student's Field)</td>
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<tr>
<td>Research Project</td>
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<tr>
<td><strong>Total</strong></td>
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