THE OPEN UNIVERSITY OF TANZANIA
FACULTY OF EDUCATION
DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION

PROGRAMME SPECIFICATION

PRO FORMA

B.ED IN EDUCATIONAL POLICY AND MANAGEMENT
INTRODUCTION

Currently Educational Policy, Planning, Management and Administration courses are offered under the programme of B.Ed in the stream of education policy and management. The B.Ed in Policy and Management programme is designed for mature individuals who have a combination of at least five years education and related vocational/occupational work experience. The B.Ed (Policy and Management) degree Programme is intended to produce effective professionals in the area of educational planning, policy, management and administration. Damian (2003) maintains that an ineffective school leadership is the main factor that contributes to differences in proper schools’ functioning. World Bank (1994) observed that in some Tanzanian schools (especially in public schools) resources are poorly managed and sometimes under-utilised. Thus there is a need to establish a programme specializing on educational policy, planning and management at undergraduate level. This specialization will prepare professionals for management and leadership positions in governmental, NGO, and other private sector organizations that specialize in educational programs and projects. It is also aimed to produce teachers who will teach educational planning, management and administration in teachers colleges, NGOs and other educational institutions. Furthermore it will provide opportunity for participants to acquire knowledge, skills and techniques used to manage both human and non-human resources in governmental, NGO, and other private sector organizations that specialize in educational programs and projects. It will enable learners to design, manage, regulate, monitor, or evaluate primary and secondary educational programs and schools and manage the inputs necessary for improving the quality of educational programs. Students in this programme have to study all core courses listed under each year. This means, graduates in this programme will specialize in one teaching subject from the Faculty of Arts and Social Science, or the Faculty of Business Management, or the Faculty of Science, Technology and Environmental studies.

- All BED(Policy and Management) students shall take all 6 educational foundation courses in Level I i.e. 10 units
- All BED(Policy and Management) students shall take OEM 201 and OEI 208 in Level II and one methodology course i.e. 6 units
- All BED (Policy and Management) students shall take three core courses and one elective course in Level III i.e should take a minimum of 8 units.
- All BED (Policy and Management) students shall need to take a minimum of 20 units of FED courses plus 2 units of Teaching Practice.
All BED (Policy and Management) students shall need to take a minimum of 14 units of their teaching subjects in their respective faculties.

This is a proposal to develop B.Ed (Policy and management) programme within the Faculty of Education at the Open University of Tanzania (OUT).

Courses of the programme will be taught by experienced lecturers with general education knowledge and specializations in educational policy, planning, management, economics and administration. They are either employed by the OUT on full or part-time basis whose CVs are attached with this document. The details of the programme are hereunder elaborated.
PROGRAMME SPECIFICATION PRO-FORMA

1. GENERAL INFORMATION

1. PROGRAMME TITLE: **BACHELOR OF EDUCATION IN POLICY AND MANAGEMENT**

2. FINAL AWARD: **BACHELOR OF EDUCATION IN POLICY AND MANAGEMENT**

3. EXIT AWARDS: NONE

4. AWARDING BODY: **THE OPEN UNIVERSITY OF TANZANIA**

5. APPROVAL DATE: **2011**

6. FACULTY: **EDUCATION**

7. HOST DEPARTMENT: **THE DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION**

1.1 RATIONALE

The rationale of the programme is to prepare professionals for management and leadership positions in governmental, NGOs, and other private sector organizations that specialize in educational programs and those who will specialise in teaching in teachers colleges. Typically, incoming students must have some work experience in the area of human services such as teaching, education administration, social work, health care, job training, or community development. Prior to enrolment students must possess certificates and diplomas and must have served in the system for a period of not less than two years.

1.2 PHILOSOPHY

The programme provides theoretical, philosophical, historical and practical learning experiences. A key characteristic of a student completing the programme will be knowledge and professional abilities in management and leadership positions in governmental, NGOs, and other private sector organizations that specialize in educational programs and those who will specialise in teaching in teachers colleges. The distinguishing features of this programme are, first, Capacity building in the educational planning and institutional management. Second, training and producing teachers capable of managing schools, colleges and other educational projects and programmes.
1.3 CRITERIA FOR ADMISSION
The programme aims at applicants holding certificates and Diplomas in the area of human services such as teaching, education administration, social work, health care, job training, or community development. The entry requirements are as follows: O-level with at least five passes or three credits plus a certificate in educational management or a certificate in educational management related fields plus the foundation course certificate of the OUT or a qualifying test run by recognised University OR Diploma in management of education. Prior to enrolment students must have served in the system for a period of not less than two years.

2. EDUCATIONAL AIMS OF THE PROGRAMME
The programme aims at exposing students to knowledge and skills in pedagogy of various subjects. The programme is planned to provide basic knowledge of management and administration of educational organizations to help teachers understand what is entailed in school administration, and those who might be involved in school administration have a grasp of what is expected of them as school administrators.

3. INTENDED LEARNING OUTCOMES
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

3A Knowledge and Understanding: *
On completing the programme students can be expected to:
A1 have developed positive understanding and accumulated knowledge in the methods, and approaches to teaching various subjects.
A2 have a strong understanding of educational policy, planning, administration and management
A3 be able to demonstrate understanding of educational planning in cultural context, economic and national perspectives;
A4 have developed knowledge and understanding of research and evaluation in diverse areas of educational planning, policy, management and administration.
A5 have developed knowledge and understanding on how to manage both human and non-human resources in education institutions
A6 have developed knowledge and understanding on how to plan, implement and evaluate projects as well as rationale for entrepreneurship in education sector.
3B Intellectual Skills:
On completing the programme students can be expected to have the ability to:

B1 Identify and apply appropriate teaching/learning methods for student teachers
B2 Show basic knowledge in management and Administration of schools and other Education institutions.
B3 Identify and apply appropriate identification, screening, assessment and early intervention methods and strategies in educational planning and implementation
B4 Identify and apply appropriate research and evaluation methods in leadership and management of education institutions
B5 Identify and apply principles and skills for managing human and no-human resources in educational organizations.
B6 Analyse and design projects in education institutions

3C Professional/Practical Skills:
On completing the programme students can be expected to have the ability to:

C1 Use a range of didactic methods in teaching and supervising student teachers
C2 Effectively and efficiently use of leadership and administrative skills in managing schools and other education institutions.
C3 Effectively use of research and evaluation skills in leadership and management of education institutions
C4 Write and plan services and lessons for student teachers in colleges and other educational programmes
C5 Design and implement viable projects in education institutions or programmes

3D Transferable/Key Skills:
On completing the programme students can be expected to have the ability to:

D1 Teach student teachers in colleges and other stakeholders in the education sector;
D2 Plan, carry out, and report on an individual research project;
D3 Carry out managerial tasks in schools, colleges and educational programmes;
D4 Participate constructively in planning and evaluation of educational policies
D5 Find information and use information technology
4.0: PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Programme Structure
The programme is divided into three parts namely: level one- Foundations courses(10 units), Level two – Teaching subjects, methodology and Practice including leadership and management (6 Units), Level three- Policy and Administration subjects chosen by the student (12 Units). In that for a student to be awarded a B.Ed (Policy and Management) of The Open University of Tanzania has to complete a total of 36 Units.

Programme content
The contents in this degree programme are divided into three parts as shown in the diagram above. The programme also has three interconnecting types of courses. These are policy, planning and management courses, general education courses and the teaching subject courses. The first two with the exception of the methodology are pre-determined. The last one is a selection of the student.
General education courses are taken from the respective departments and programmes.

The following table shows course/units to be covered before one qualifies for a B. Ed. (Policy and Management) degree.

<table>
<thead>
<tr>
<th>S/N</th>
<th>COURSE TITLE</th>
<th>COURSE CODE</th>
<th>UNIT(S)</th>
<th>TCU LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Educational Psychology</td>
<td>OEP 101</td>
<td>2 (CORE)</td>
<td>Degree</td>
</tr>
<tr>
<td>2</td>
<td>Philosophy of Education and Teaching</td>
<td>OEF 101</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>History and Sociological Aspects in Education</td>
<td>OEF 102</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Curriculum Development and Evaluation</td>
<td>OEI 101</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Computer</td>
<td>OCP 100</td>
<td>1 (CORE)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Communication Skills</td>
<td>OFC 017</td>
<td>1 (CORE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Educational Management and Leadership</td>
<td>OEM 201</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teaching Practice</td>
<td>OEI 208</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>*One Teaching Subject Methodology</td>
<td></td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics of Education &amp; Planning</td>
<td>OEM 301</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational Behaviour and Human Resource</td>
<td>OEM 302</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Educational Research</td>
<td>OEP 303</td>
<td>2 (CORE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Design and Appraisal in Education</td>
<td>OEM 303</td>
<td>2 (ELECTIVE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Right and Cross cutting issues in Education</td>
<td>OEM 304</td>
<td>2 (ELECTIVE)</td>
<td></td>
</tr>
</tbody>
</table>
5.0 : FEE STRUCTURE
Current Fee Schedule for the programmes

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Minimum annual fees in T.Sh</th>
<th>Full programme Tsh</th>
<th>Full for EAC/SADC (USD)</th>
<th>Full for non-EAC/SADC (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Application fee</td>
<td>-</td>
<td>10,000</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Examination fees paid annually</td>
<td>30,000</td>
<td>30,000</td>
<td>240</td>
<td>460</td>
</tr>
<tr>
<td>3</td>
<td>Student organisation fees</td>
<td>10,000</td>
<td>10,000</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Student identity card</td>
<td>10,000</td>
<td>10,000</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Tuition fee</td>
<td>360,000</td>
<td>2,160,000</td>
<td>3,456</td>
<td>4,992</td>
</tr>
</tbody>
</table>

6. SUPPORT FOR STUDENTS AND THEIR LEARNING
In this programme students are supported through: provision of study materials, face-to-face sessions with self assessment portfolios, marking of assignments and tests, teaching practice supervision, consultations, and guidance and counselling.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING
Written assignment, supervised tests, home assignments, and group work and written supervised examinations.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience include: Students evaluation forms of the lecturers and the programme, students course work activities (Assignments, group works, and tests) and minutes of students government meetings.

Staff development priorities include: Seminars, workshops, conferences and meeting both local and international, research, publications and registration on higher level academic programmes.

8. ASSESSMENT REGULATIONS
There are clear criteria for the marking and grading of assessments based on the generic criteria of the OUT as indicated in the OUT Prospectus. The scheduling and amount of assessment are
consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and those they effectively support learning. The criteria of the assessment enable internal and external examiners to distinguish the different categories of achievement. In developing competence in learners, a variety of assessment methods are used to allow peer assessment and teaching, e.g., student self assessment portfolios. Feedback to students is managed through sending back the marked assignments and tests are sent back to students for self correction and guidance in reading. Skills are assessed through the teaching practice, projects assignments, student self assessment through portfolios. The assessment workload realistic for both students and staff. The programme complies with the OUT current assessment and progression regulations.

9. INDICATORS OF QUALITY AND STANDARDS
Standard entry qualifications, qualified teaching staff, standard assessment criteria and formats, standard evaluation mechanisms, standard monitoring and follow up system, good progression and completion rates, and approved curriculum.

10. INFORMATION ABOUT THE PROGRAMME
Upon completion of this programme, students are expected to be able to teach educational planning and management in colleges. Also they are expected to be efficient and effective in managing schools, education programmes and other education institutions.
APPENDIX I : Programme Content

OEP 101: EDUCATIONAL PSYCHOLOGY

Course Description
The course gives a short history of psychology and educational psychology and explains the major theories of learning and development, with an emphasis on applications of the theories in teaching. Other topics include individual and group differences, instructional systems, motivation, teacher behaviour, classroom management, learning assessment and other applications of psychology to education. The course will be delivered through lecture modules and students’ activities.

Objectives of the Course
At the end of the course the student should be able to:
1. Recognize types of learning and their applications;
2. Interpret and analyze research studies;
3. Identify the various characteristics of students in schools;
4. Give guidance to students on learning;
5. List and identify characteristics of a competent teacher;
6. Demonstrate skills of measuring and evaluating teaching/learning processes.

Learning Outcomes
1. Meet the prerequisite of OUT degrees in Education;
2. Facilitator of effective classroom learning;
3. Construct and administer learning assessment instruments;
4. Give consultations on effective learning strategies;
5. Give consultations on effective teaching strategies;
6. Give constructive critiques on Educational psychology studies and articles.

Course Content
- Introduction to Psychology
- Introduction to Educational Psychology (Definition and History)
- Research in Educational Psychology
- Development of a Child
- Learning Theories in Teaching
- Motivation and Learning
- Attitudes and Culture and School learning
- Cognitive Processes in Learning
- Thinking Skills and Problem Solving
- Individual Variations and Needs
- Exceptional Learners
- Teaching Models
- Assessment of Learning
- Managing Classroom Processes
**Course Evaluation**

At the end of the course student will be evaluated by:
- One timed test - 30%;
- Self Student Assessment in the Student Progress Portfolio
- A final/annual exam - 70%.

**Suggested Readings**

Baron, R.; Byrne, D. & Branscombe, N. *(2006) Social Psychology (11th Ed)*

en.wikipedia.org/wiki/Attitude_(psychology)


**OEF 101: HISTORY AND SOCIOLOGICAL ASPECTS OF EDUCATION**

1.0 Course description

This is an integrated course designed to give students the knowledge on several educational ideas, theories and practices as they have evolved over time in a perspective of one nation or across nations. It also aims at equipping the learner with tools to realize the concepts, principles, organizations and practices of the teaching profession in order to have quality teacher educational programs.

2.0 Objectives of the course

2.1 To impart knowledge to students that will enable them to have a better understanding of the systems of education in various countries, and the extent that societies have endeavoured in historical times to educate their communities.

2.2 To enlighten the students at what extent the education systems of their country have been influenced by others.

2.3 To impart to teacher trainees principles and skills of pedagogy creativity and innovations.

2.4 To appreciate issues that cut across pedagogy of teacher education, comparative education with those which relate with sociology of education and history of education.

2.5 To enable teacher trainees to acquire theories and principles of educational sociology, History, comparative of education.

2.6 Empower teacher trainees’, teachers’ and tutors’ knowledge, skills and competence of the teaching profession.

3.0 Learning outcomes of the course

At the end of this course, students are expected to be able to:

i) Define comparative education, sociology of education, history of education and critically analyse various factors affecting systems of education.

ii) Synthesize the role of education in national development.

iii) Elaborate educational systems in Western capitalist, former socialist and developing countries.

(iv) Explain global or cross-national issues and their impacts on education (HIV/AIDS, globalization issues and education in the society.

(v) Elaborate the sociological theories and their implications to education development.

(vi) Compare and contrast cross cutting issues in sociology, History, comparative education across time
and space.

PART I: HISTORY OF EDUCATION

Course Content
- The history and rationale of studying history of education
- Forms of Education
- Education through history
- Systems of Education
- Trends in of Education in East Africa
- Globalised notion of education
- Current developments of and future prospects in educational issues

Suggested Readings
Hinzen, H. and Hundsdorder, V.H. (Eds.) (1982), Education for Liberation and development; The Tanzania Experience, Hamburg: UNESCO Institute of Education.

PART II: SOCIOLOGY OF EDUCATION

COURSE CONTENT
- Scope, methodology and purpose of studying history and sociological aspects of education
- Sociology of Education in historical perspective
- Implications of sociological theories on education
- Education and socialization process
- Culture and education
- Access and equity in Education

Further Readings
PART III: COMPARATIVE EDUCATION

Course Content

- Conceptualization and rationale for comparative education
- Historical background to comparative education
- Methodological aspects of comparative education
- Educational systems in the modes of socialism and capitalism
- Emerging problems of education (comparative perspective)
- Global contemporary issues influencing education
- Global contemporary issues influencing Education in Africa

Further Readings

Nyerere (1967) Education and Development, DUP, Dar Es Salaam

OEF 102: PHILOSOPHY OF EDUCATION AND TEACHING

Course Description

This course examines issues related to philosophy of education and teaching. Issues explored in this course include The Nature of Philosophy, Philosophical Foundations of Education, Branches of Philosophy, Theories of Knowledge, Education and Human Development, Metaphysics and the Pursuit of Knowledge, Ethical Theories, Isms in Education, Great African Educational Philosophers, Logic, The meaning of Philosophy of Teaching, Teaching and its entanglements, Specific Meanings of Teaching, Teaching and knowledge, The Process of knowledge, Types of knowledge, Knowledge skills and their applications, Social Education and Social Ethics, Substantialist and functionalist Approaches, Interactionist and Existentialist Approaches

In this respect the course closely examines the specific characteristics of knowledge and its foundations.

Course Objectives

The course aims at making students to:

- Gain an understanding of Philosophy in relation to educational issues
- Adapt applicable and effective theories of education and teaching from that design a proper way of imparting knowledge to the students
- Appreciate and analyze philosophy of education and teaching as a foundation of knowledge
- The main objective of this course is to enable the student to get to know what Philosophy of Education and teaching entail.
## Intended learning outcomes

After completing this course teacher candidates should be able to:

- Generate new knowledge
- Identify and relate events with the development of specific educational theories and philosophies
- Use appropriate concepts to debate and discuss the importance of philosophy of education and teaching in human development
- Interpret philosophy of education
- Be able to use a variety of knowledge in different educational venues
- Be able to help their communities develop critical thinking
- Provide stakeholders in education with a deeper understanding of the theoretical or conceptual underpinnings of issues dealing with education.

## PART I

### PHILOSOPHY OF EDUCATION

## COURSE CONTENT

### SECTION I

- The Nature of Philosophy
- Philosophical Foundations of Education
- Branches of Philosophy
- Theories of Knowledge
- Education and Human Development
- Metaphysics and the Pursuit Of Knowledge
- Ethical Theories
- ISMS in Education
- Great African Educational Philosophers
- Logic

### SECTION II

### PHILOSOPHY OF TEACHING

- The Meaning of Philosophy of Teaching
- Philosophy of Teaching and Its Specializations
- Basic Features of Effective Teaching
- Metaphysical and Ontological Issues in Teaching
- Epistemological Issues in Teaching
- Nature and Values of Teaching
- Logical Issues in the Process in Of Teaching
- Philosophical Models that Influence Teaching Process
- ISMS in Teaching
- Substantialist and Functionalist Approaches in Teaching
Course Evaluation
Each student has to write a portfolio prior to sitting for the Main Timed Tests and Annual Examinations. This is to say that students will only be allowed to seat for their Main Timed Tests and Annual Examinations upon the submission of their portfolios. The score for the Main Timed Test is 30% and for the Annual Examination is 70%.

Suggested Readings
Mondin Battista (1985) Philosophical Anthropology, Rome, Urbaniana University Press,
Mwanahewa, S. A (1999) Philosophy of Education, Dept. of Distance Education, Institute of Adult and Continuing Education, Makerere University
Olela, H and Bennaars, G. A., Philosophy of Teaching, Lecture Series, University of Nairobi, College of Education and External Studies, Faculty of External Studies, Department of Education, Nairobi, 1993 (Lecture 1 pp 1-10)

OEI 101: CURRICULUM DEVELOPMENT AND EVALUATION

Course Description
Curriculum development and Evaluation is a foundation and basic course to student teachers, exposing them to important issues and basic matters in teaching and learning processes. It is a foundation course to all level teachers as it gives them the ability and potential in instructional designing, content presentation and evaluation of teaching and learning processes.

The course exposes student teachers into important curriculum matters (elements, sources, development, designing, evaluation and implementation of curriculum), application of media and technology in education,
measurement and evaluation in learning, different teaching and learning theories, as well the use of statistics in teaching and learning settings. It is divided into three sections which are sub-titled Curriculum development, Educational Media and Technology, Teaching and Learning Theories, and Statistics and Evaluation in Education.

**Course Objectives**

Curriculum development and Evaluation as a foundation course to student teachers has important ten objectives:

1. To understand the meaning of various terms in curriculum, educational technology, teaching and learning theories as well as in measurement and evaluation.
2. To understand the basic elements of a curriculum, factors for curriculum development as well as different designs of curriculum.
3. To be aware with curriculum change and innovation.
4. To understand the principles involved in curriculum development, implementation and evaluation.
5. To understand the concepts and theories of media and technology as applied in education settings.
6. To understand the concepts of teaching and learning resources as applied in curriculum.
7. To understand the application of different teaching and learning theories in the teaching profession.
8. To understand evaluation and measurement in teaching and learning process.
9. To understand the application of statistics in the teaching and learning processes.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Define important concepts relating to curriculum, evaluation, and educational statistics.
2. Explain and apply different theories of media, communication and technology in teaching and learning process.
3. Discuss elements of curriculum planning and factors influencing curriculum development.
4. Use different teaching and learning theories in school settings.
5. Measure and evaluate teaching and learning process.
6. Should be able to apply principles of curriculum development, implementation and evaluation in teaching and learning process.
7. Measure, interpret and evaluate the learning process.
8. Use statistics in the interpretation of teaching and leaning process.

**Course Content**

The content of this course is divided into four sections of curriculum development, Educational Media and Technology, Teaching and learning theories, and Statistics and Evaluation in Education.
Section 1: Curriculum Development

Topic 1: The concept of curriculum and curriculum development with the following sub-topics:
- Meaning of curriculum and curriculum development;
- Elements of curriculum and sources of curriculum development; and
- Curriculum designs.

Topic 2: Principles of curriculum implementation and evaluation will have the following sub-topics:
- Meaning of curriculum evaluation and purpose of curriculum evaluation.
- Types and phases of evaluations process;
- Meaning of curriculum implementation;
- Resources/Factors needed in curriculum implementation; and
- Factors hinder curriculum evaluation and things to consider in implementing curriculum.

Topic 3: Curriculum change and innovation with the following sub-topics:
- Meaning of curriculum change and innovation;
- Factors influencing curriculum change and innovation; and
- Curriculum change in implementing innovations.

References
Gronlund, N. E (1985), Stating Educational Objective for Classroom Instruction,
Macmillan, New York
New York.

Section 2: Educational Media And Technology

Topic 1: Educational technology and its influence in education with the following sub-topics:
- Meaning of educational technology
- Categories of educational technology
- Roles of educational technology in teaching and learning.

Topic 2: Communication and Media in education with the following sub topics:
- Meaning of communication and media
Communication process and its elements
Theories of communication
Success and barriers of communication
Types of media, functions and important of media in education settings.
Forms of media in teaching and learning.

Topic 3: Teaching and learning resources with the following sub-topics
- Meaning of teaching and learning resources
- Resource centres and important equipments.
- Function and management of resource centre.

References
Lincoln, S., Theories of Human Communication, Wadworth Publishing Company: California
Molenda, R. And Russell, J., (1985), Instructional Media & Technologies of Instruction, Willey and Sons: New York

Section 3: Teaching And Learning Theories

Topic 1: Learning Theories: Classical to Constructivism
- Learning in Classical Theories
- Learning as Behavioural Change
- Learning as Construction of Knowledge

Topic 2: Models of Teaching
- Theories and their Influence on Learning
- Teaching as Imparting Vs Teaching as Empowerment of Learners
- Linking in and out of school Learning
- Current Efforts to Improve Teaching

References


Mtana, N., Mtavangu, A., & Kauky, A. Eds (2003) Ufundishaji unaozingatia Ujenzi wa maana, Morogoro: Morogoro Teachers’ College


Section 4: Statistics And Evaluation In Education

Topic 1: The concept of measurement and evaluation in teaching and learning with the following sub-topics:

- Meaning of measurement and evaluation
- Types of evaluation, how to measure and evaluate instructional objectives.
- Validity and reliability in measurement and evaluation.

Topic 2: Tools of Measurement with the following sub-topics

- Tools of Measurement
- Concept of testing and types of testing
- Planning and test construction using:
  - Tables of specification
  - Bloom’s taxonomy of educational objectives
- How to interpret test

Topic 3: Statistics in education with the following sub-topics:

- Meaning of statistics
- Measurement of centre tendencies
References


Course Evaluation

At the end of the course student will be evaluated by:

- One timed test - 30%;
- Self Student Assessment in the Student Progress Portfolio showing the basic knowledge gained from the course, as well as difficulties, challenges and measures for improving it before he/she is granted a Hall Ticket (EHT) for sitting the annual examination.
- A final/annual exam - 70%.

OEM 201: EDUCATIONAL MANAGEMENT AND LEADERSHIP

This course is designed to foster learners’ understanding of educational management and leadership. It provides opportunity to gain special knowledge, skills and competences across the core areas of educational management and leadership.

Course Objectives

By the end of the course student teachers should be able to:

- Acquire theoretical background of management and leadership;
- Obtain knowledge and skills for managing educational organizations;
- Attain leadership skills in managing changes, conflicts, resources and culture in educational organizations.
- Gain aspects of pedagogical and technical leadership skills to student teachers;
- Attain basic research skills in educational management and leadership;
- Gain investigative skills that helps leaders to make rational decisions;
- Understand public services tools.

Course Contents

- Definitions and interpretation of educational management and leadership
- Principles of Management in Education
Management theories
Leadership theories
Leadership Styles
Functions (elements-processes) and tasks of management (emphasis on communication and decision making in educational organizations)
Educational Management and leadership skills
Management of change in educational organizations
Management of educational resources
Conflict management in educational organizations
Organizational climate and culture in educational institutions
Research in Education management and leadership
Teacher service organs

Assessment
At the end of the course student will be evaluated by:
- Self Student Assessment in the Student Progress Portfolio
- One timed test - 30%.
- Final/annual exam - 70%.

Readings


**OEM 301: ECONOMICS OF EDUCATION AND PLANNING**

The aim of the course is to make student familiar with the basic concepts used in Economics of Education and Planning and to equip him/her with the basic knowledge, skills and techniques applied in Economics of Education and planning.

**Course Objectives**

- To equip a student with knowledge in economics of education and educational planning
- To conceptualize education as an investment and consumption
- To develop knowledge on analysing factors governing the demand and supply of education services and its contribution to socio-economic development
- To impart knowledge on the nature of resources and how they are allocated in educational institutions
- To provide knowledge and skills in various sources of funds for financing education (revenues, donors, central government)
- To outline the planning processes and functions in education
- Delineate levels of educational system and planning process a mega, micro and macro level
- Examine and analyse various approaches to educational planning
- Participate in the planning process for educational development

**Course Contents/Topics**

**Part A: Economics Of Education**

The course will cover the following lectures/topics

- Definition and rationale of economics of education
- Historical Background of economics of education
• Education as an investment and consumption
• Factors governing the demand and supply of education services and its contribution to socio-economic development
• Approaches to financing education
• Sources of funds for financing education by the Central and Local governments
• Financing of primary, secondary and Tertiary education in Tanzania (Loan board, grants, PEDP, SEDP)
• Costs in education
• Benefits/returns of education
• Issues in education finance: Quality, Efficiency, Effectiveness and Equity

Part B. Educational Planning
• Definition of Education Planning
• History and Rationale for Education Planning
• Functions of Education Planning
• Approaches for educational planning
• Types of Educational Planning
• Strategic Planning
• Educational Plan Models
• The Planning Processes
• Information Required and/ or Tools for Educational Planning
• The Information System in Educational Planning
• Barriers or Problems for Educational Planning in Developing Countries

Assessment
At the end of the course student will be evaluated by:
• Self Student Assessment in the Student Progress Portfolio
• One timed test - 30%;
• Final/annual exam - 70%.

Readings


*Papers in Education and Development* No.21. pg. 51-57


UNESCO. (2010). Strategic planning: Concept and rationale. UNESCO: Paris


**OEM 302: ORGANISATIONAL BEHAVIOUR AND HUMAN RESOURCE DEVELOPMENT IN EDUCATION**

The course’s major intention is to provide skills and competence required in the management and development of educational personnel, especially teachers.

**Objectives** It is expected that after studying this course you should be able to:

- Acquire theoretical background of human resource management in education
- Analyse causes of behaviour demonstrated by individual employees and groups in education (teachers and non-teaching staff) and deploy according to areas of competences and interest.
- Utilise appropriate approaches in managing and developing teachers and non-teaching staff working in schools and other educational institutions.
- Analyse teaching and learning activities and make appropriate recruitment, selection and deployment.
- Establish and use appropriate criteria for effective performance and appraisal.
- Become effective present and future education managers and administrators who can elucidate the importance of human resource in education.

**Course content**

- the foundations of organisational behaviour
- the genesis of human resource management
• managing individuals, groups and motivation of employees
• organisational culture and organisational change
• human resource management and development
• pre-service professional education and training
• human resource information system in education
• job analysis in education
• recruitment, selection and induction programmes
• work performance appraisal
• in-service training and professional development

Assessment
At the end of the course student will be evaluated by:

• Self Student Assessment in the Student Progress Portfolio
• One timed test - 30%;
• Final/annual exam - 70%.

Readings


OEP 303: INCLUSIVE EDUCATION

Course Description
This course examines the philosophical, legal and educational foundations and applications of inclusive education. The course will introduce contentious issues in inclusive and special education, which will generate debate and propose argumentation that will contribute towards an educational system that reaches out to all. It is intended that this course introduces us to basic concepts in inclusive education and disability issues. Part of the course will also include knowledge on developing basic techniques and strategies.

Course Objectives
- explain inclusive education
- appreciate and implement inclusive education
- The evolution of inclusive education
- The practical approaches the teacher can use in the classroom
- The macro and micro politics and its impact in the inclusion process
• Assessing and developing research skills in inclusive settings
• Assess implementation of inclusive education in Tanzania

Learning Outcomes
• have a strong understanding of inclusive education, people with disabilities and their special educational needs as well as the functioning of their assistive devices and technology supporting their learning
• have developed positive understanding and accumulated knowledge in the inclusive education methods, and approaches to management of disabilities and special needs as well as the processes involved in the development and assistance of people with disabilities or special educational needs;
• be able to demonstrate understanding of people with disabilities and those with special needs in cultural context and national perspectives;
• have an understanding of how inclusive education is related to general education and how it can be used in mobilizing the community, the public, resources and other professions to ensure access, equity and equality in provision of education
• identify, simplify, and apply inclusive education principles in analyzing and modelling of learning environment for people with disabilities and those with special needs;
• identify and apply appropriate teaching/learning methods for people with disabilities and those with educational special needs;
• identify and apply appropriate identification, screening, assessment and early intervention methods and strategies;
• identify and apply appropriate research and evaluation method in special education

Indicative Content
Introduction to inclusive education
Philosophical Foundations of Inclusive Education
Legal Foundations of Inclusive Education
Learning and Teaching in Inclusive Classrooms
Teacher development and support in inclusive education
Individuation in inclusive setting
Elements of Inclusive Education
Support services for learners with special needs in inclusive setting
Consultation, Collaboration and Teamwork for School Improvement
Quality of education improvement in Inclusive Classroom
Barriers and enablers to Implementing Inclusive Education
Research in inclusive setting
The practices outside the classroom in inclusive setting
Inclusive education practices in Tanzania

Learning Strategy
The course is delivered through Open and Distance Learning (ODL). Learners will be exposed to different learning strategies that include: face-to-face sessions, group work, online learning through the OUT Learning management System and the general use of internet services. As references are indicated, learners are expected to learn through a number of learning resources. With the introduction of internet services in education, learners will be able to communicate with the lecturer in a number of different ways, including online discussion forum.

Course Assessment
The course will be assessed in the following formats:
Portfolio assessment will be assessed during face-to-face sessions and will be the criteria for attempting written assessment, it will have no marks.
Main Test (MT): 30%
Final Examination: 70%
The pass mark for Undergraduate students will be a C grade. For students doing postgraduate studies the pass mark for the course will be a B grade. The course will be graded following the following criteria:
A = Excellent (70% - 100%)
B+= Very Good (60% - 69%)
B =Good (50% - 59%)
C =Satisfactory (40% - 49%)
D =Marginal Fail (35% - 39%)
E =Absolute Fail (0% - 34%)

Course Content
• Introduction to inclusive education
• Philosophical Foundations of Inclusive Education
• Legal Foundations of Inclusive Education
• Learning and Teaching in Inclusive Classrooms
• Teacher development and support in inclusive education
• Individuation in inclusive setting
• Elements of Inclusive Education
• Support services for learners with special needs in inclusive setting
• Consultation, Collaboration and Teamwork for School Improvement
• Quality of education improvement in Inclusive Classroom
• Barriers and enablers to Implementing Inclusive Education
• Research in inclusive setting
• The practices outside the classroom in inclusive setting
• Inclusive education practices in Tanzania

References
UNESCO (1990) ‘World Declaration on Education For All’


Alexander. (2010), Inclusive Teacher Duties and Responsibilities, San Francis, Elizabeth Wostrom


34


35


[10.05.2011]


URT (2001) ESDP: Primary Education Development Programme. Dar Es Salaam: MoEC.


### OEM 303: INTRODUCTION TO PROJECT MANAGEMENT AND ENTREPRENEURSHIP IN EDUCATION

The course intends to inculcate knowledge and skills to students to contribute to their being more self reliant and socially contributive individuals.

**Course Objectives**

The objectives of this course therefore, are to enable the students;

- To understand the complexity involved in project management
- To acquire skills in entrepreneurship education
- To acquire skills in designing and planning various educational projects
- To gain knowledge in implementation and evaluation of the projects

**Course Content**

- Introduction to Projects management
- Project Design I
- Project Design II
- Understanding Project Management
• Writing a Project Proposal
• Project Planning I
• Project Proposal
• Project Planning II
• Project Implementation I
• Project Implementation II
• Project Evaluation
• Project Appraisal I
• Project Appraisal II
• Project Financing and Investment
• The Project Closing Stage
• Introduction to entrepreneurship
• Introduction to entrepreneurship
• The Small Business Management
• Factors Affecting Growth of Entrepreneurship
• Overview of the Course

Assessment
At the end of the course student will be evaluated by:

Self Student Assessment in the Student Progress Portfolio
One project 20%

One Timed Test 30%

Annual Examination 50%

Readings


