MASTER OF LEARNING AND TEACHING (MALT)
(with thesis and non-thesis options)

PROGRAM DESCRIPTION AND OBJECTIVES
The Master of Learning and Teaching (MALT) program is designed for teachers and educational practitioners who already have adequate levels of content knowledge in their subjects/courses, but would like to develop deeper and more principled understanding of the learning and teaching processes. Graduates of this program will be in a very good position to become master teachers, curriculum developers, academic coordinators, learning specialists, and instructional leaders with a focus on learner-centered education.

Admission Requirements
1. A Bachelor’s degree in an area that is relevant to the applicant’s area of teaching;
2. A college grade-point average equivalent to 2.5 or 85%;
3. Passing the admissions test administered by the ITEO;
4. Teaching experience or professional experience related to education, training, child and/or adolescent development
5. An interview with the department chairperson;
6. For non-English speaking applicants, enrollment in an English language course at the Center for English Language Learning (CELL) prior the first trimester of the program. An additional of six (6) units of Advanced Technical Reading and Writing 1&2 will be required for applicants with a low score in the essay part of the entrance examination.

Program Course Requirements
Thesis Curriculum
- Core Courses: 12 units
- Major Courses: 18 units
- Written Comprehensive Exams: 0 units
- Thesis: 6 units
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TOTAL 36 units

Non-Thesis Curriculum
- Core Courses: 12 units
- Major Courses: 15 units
- Specialization Courses: 9 units
- Written Comprehensive Exams: 0 units
- Oral Comprehensive Exams: 0 units
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TOTAL 36 units
Program Curriculum

Core Courses (12 units)

MLT 410M Principles of Learning (3 units)
A thorough discussion of the approaches to studying learning and the contemporary principles, with particular emphasis on the effects of the following on learning in complex domains: cognitive-metacognitive factors, motivational-affective factors, developmental factors, socio-cultural factors, individual differences, and assessment. The discussion shall emphasize how the principles of learning provide the premises for learner-centered education.

MLT 411M Principles of Learner-Centered Teaching (3 units)
A course on the principles and premises of learner-centered teaching, covering the range of strategies and approaches that teachers can use to facilitate effective student learning. The course shall emphasize hand-on or experiential learning of these approaches to teaching, and the use of a wide range of educational technologies.

MLT 412M Learner-Centered Educational Assessment (3 units)
The course focuses on normative and standards-based perspectives, on the relationships between assessment and learning, with emphasis on the important function of assessment in facilitating student learning.

MLT 413M Curriculum Design for Learner-Centered Education (3 units)
A course on various models and principles of curriculum design and innovation, with particular emphasis on curricular approaches and elements that emphasize learner-centered educational approaches. The course will require students to design and produce curricular modules that exemplify learner-centered educational principles.

Major Courses (15 units)

MLT 420M Seminar in Learner-Centered Education (3 units)
Seminar on current research, theory, and practice on particular topics in learner-centered education. Each seminar will focus on a specific topic to be chosen by the professor.

MLT 421M Managing the Classroom Learning Environment (3 units)
Principles and practice of classroom management with emphasis on the management of learner-centered classroom learning environments.

MLT 422M Technology-Supported Learning Environments (3 units)
Principles and practice on the effective application of technology in education. Course will cover the application of basic design principles in the development of technology mediated instructional materials.
MLT 423M Integration of Values in Learner-Centered Education (3 units)
Principles and practice in the integration of values in a learner-centered educational environment. The course will focus on issues in the curriculum of values education, and how values can be developed across the curriculum.

MLT 445M Directed Action Research for Learner-Centered Education (3 units)
Directed research course for students in non-thesis track. Course will be a praxis course where students shall design, implement, and report an action research project on a topic of their choice.

Written Comprehensive Exams
For Thesis students only:

MLT 440M Research Methods for Learner-Centered Education (3 units)
Introduction to quantitative and qualitative methods for classroom-based research in education, with a focus on approaches to studying problems in learner-centered education.

Thesis Writing (6 units)
For Non-Thesis students only:

MLT 431M Teaching Diverse Learners (3 units)
A seminar course on current approaches to designing learning environments that address diversity among the learners. Contemporary approaches will be contrasted with traditional individual different approaches, and shall emphasize using dimensions of student diversity to improve student learning.

MLT 432M Instructional Leadership (3 units)
A course on the principles of educational management as applied to the development of school learning environment that support teaching and learning practices consistent with the learner-centered educational approaches.

MLT 433M Advanced Assessment for Learner-Centered Education (3 units)
An advanced skills course on the contemporary approaches to authentic and standards based assessment of student learning.

Oral Comprehensive Exams