

# Master of Education (Instructional Technology)

[N/142/7/0032] 10/26 [MQA/PA15068]  
[N-DL/142/7/0033] 10/26 [MQA/PA15069]



**Delivery Mode:**  
Conventional, Online

**Duration of Study:**  
1 Years (Full-Time)  
2 Years (Part-Time)

**Intakes**  
• January, May and September

**Academic Schedule**  
• January : 14 weeks\*  
• May : 14 weeks\*  
• September : 14 weeks\*

*\*Inclusive of exam period.*

## Learning Pathway Focused on Educator's Competency to Transcend the School Mindset

The Master of Education (Instructional Technology) programme is designed to provide students with advanced knowledge in Instructional Technology in Education, with clear direction and pathways to acquire; as well as hone knowledge and skills, whilst making cross-linkages with other knowledge disciplines such as the Humanities, the Social Sciences and the Physical Sciences. The programme is designed to meet the current Educators' competency demands, professional standards and needs within government and private institutions or agencies. Our programme is built on a well-established and comprehensive model of Instructional Technology set up and structured around the core areas identified as the essential competency areas.

### Assessment

- Coursework: 70%
- Examination: 30%

### Career Prospects

- College and University Lecturers
- Educational Management
- Educational Technologist
- Educationist
- Learning Designer

### Areas of Knowledge

#### Instructional Design Principles and Contemporary Practices

To acquire conceptual knowledge and pragmatic skills of instructional design for use in contemporary educational settings. Students are guided to master the generic ADDIE model of instructional design based on three prominent sets of psychological principles of learning - behaviourism, cognitivism and social constructivism. These principles are the basis for the students to correlate elements and characteristics of best practices in contemporary instructional design. In practice, they are supported to design, develop, organise, conduct and validate online lessons.

#### Technology-Based Learning Tools and Applications


To acquire procedural and conditional knowledge of Technology-Based Learning (TBL) along with technical skills in selecting, using and managing proprietary or open-source tools and applications. In practice, students are guided to create a prototype application using suitable content authoring tools and creative media editors for a TBL practice. The usability of the tools and the TBL application are measured to assure quality instruction.

#### Trends and Issues in Distance Education

To expose students to trends and issues in distance education by juxtaposing life cycle of various past and present instructional technology for distance education. This in turn would allow students to predict future trends and possible issues of education. The course supports students to analyse technical, economical and socio-political issues associated to distance education using a tool called Trends of Engineering System Evolution (TESE).

#### Online Facilitation and Storytelling

To afford students to experience the roles and responsibilities of an online facilitator, while equipping the students with the art and science of storytelling skills. Through role-playing activities, students will explore the managerial role, pedagogical role, social role and technical role of an online facilitation with storytelling, accumulating conditional knowledge and pragmatic skills for professional practice. Once students are exposed to various types and genres of story, they will be guided to generate interesting story ideas, develop a story idea using the Hollywood Three-Act Structure, and align narrative events and learning events with intended learning outcomes for effective online facilitation.

 **Interested in this course?**  
We are more than happy to share.  
Email us or give us a call.

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Email : enquiries@unitar.my

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### Innovations in Educational Change

To uncover the resistance to change for students to examine the education ecology at macro, micro, meso-, exo-, chrono- and techno- levels. Students would walk through various perspectives of innovation in formal and professional settings of education, before being guided to match these innovations on a framework proposed for introducing disruptive technology to classrooms. Students will be guided to investigate their real-life problems using the transcendent technology in order to design original inquiry, generate resolutions and communicate their unique knowledge contribution. Such learner-centred innovations transcend social entrepreneurship when they scale up the implementation of their solutions at the local community level.

### Psychology of Learning and Instruction

To emphasise major concepts of learning theory in relation to educational psychology. Learners will engage in critical analysis of theories through class discussions and class assignments. The course will provide them with opportunities to think about how to apply course material into their personal philosophy and future practice.

### Philosophical Ideas in Education

This course examines the Introduction to Historical of Philosophy of Education, Philosophies of Education, the Aims of Education, Ancient Greece, European Thinkers, American Thinkers, South American Thinkers, Indian Thinkers, Far Eastern Thinkers and Middle Eastern Philosophers.

### Curriculum, Instructions and Assessment in Education

The course examines the introduction to educational system: relationship between curriculum, instruction and assessment; definitions, aims, goals and objectives; the fields of curriculum, educational assessment; foundations of curriculum: philosophical, sociological, historical and psychological perspective; principles of curriculum for understanding design, development, implementation and evaluation; principles of instruction for understanding; instructional design models and approaches; instructional innovation and improvement: curriculum and instructional for enhancing thinking in the classroom; principles of assessment for understanding: types of assessment, reliability and validity of assessment; formative and summative assessment; norm- and criterion-referenced assessments; objective and subjective test; domains of learning outcome; curriculum; instructions; and assessment dynamism: contemporary issues, changes and future directions.

### Educational Research Methodology

The course examines philosophy of research in education, research proposal, research problem, and review of literature. Research methodology: aligning research proposal to the actual research; research findings: discussions, qualitative versus quantitative research; qualitative research approach: ideas and theory; quantitative research approach: types of quantitative research design; research instrument, framing research problem. Reviewing the literature and designing the research: ethical issues, data collection and organisation data storage, retrieval and analysis, basic or generic qualitative research. Problem statement: purpose statement, research questions, data collection, and data analysis. Report writing, phenomenological and ethnographic research; grounded theory and case study. Research report writing: appendices, APA and other formats of writing references.

### Project Paper

The course will guide students to carry out research in their area of specialisation, focusing on research planning, stages in implementing research, identifying research problem and problem statement, gathering the literature related to the problem; designing the research, preparing appropriate instruments for data collection; collecting and analysing research data, report writing, and presenting the research findings.

### Did You Know?

#### EDUCATION LEADERSHIP SERIES

Showcase with industry leaders on emerging trends and market insights.

#### EXPOSURE BEYOND BORDERS

Local and international exposure into the education landscape (UNICEF, British High Commission KL).

#### FLEXIBLE STUDY MODE

Available under Full-Time or Part-Time basis to accommodate busy working schedule.

### Why UNITAR?

#### 5-STAR QUALITY

5-STAR rating in QS for Teaching, Employability, Inclusiveness, Online Education and Accounting and Finance.

#### AFFORDABILITY

HRDF, EPF and various financial aid available.

#### UNITAR C.A.R.E

We ensure that students are well-equipped with applicable skills: Collaborative, Adaptive, Reflective and Entrepreneurial.

### Entry Requirements

- A Bachelor's Degree (Level 6, MQF) in the field or related field with a minimum CGPA of 2.50 or its equivalent as accepted by UNITAR Senate; OR
  - A Bachelor's Degree in the field or related fields or equivalent with a minimum CGPA of 2.00 and not meeting a CGPA of 2.50, can be accepted subject to rigorous internal assessment; OR
- Candidates without a qualification in the related fields or working experience in the relevant fields must undergo appropriate prerequisite courses determined by the HEP and meet the minimum CGPA based on (i) to (ii).
- Entry requirements for admission into the Master's programme (Level 7, MQF) through APEL A as approved by the Ministry of Education (MOHE). Applicants must be/have:
    - A Malaysian citizen; AND
    - The candidate should be more than 30 years of age in the year of application;
    - Possess at least STPM / Diploma / A-Levels / equivalent qualifications;
    - Relevant work experience / prior experiential learning; AND
    - Pass the APEL Assessment

#### ENGLISH REQUIREMENT

##### International Students

- Minimum score of 5.0 for IELTS OR
- Minimum score of 40 for TOEFL OR its equivalent.

### Course Modules

- Philosophical Ideas in Education
- Psychology of Learning and Instruction
- Curriculum, Instruction and Assessment in Education
- Instructional Design Principles and Contemporary Practices
- Technology-Based Learning Tools and Applications
- Trends and Issues in Distance Education
- Online Facilitation and Storytelling
- Innovations in Educational Change
- Educational Research Methodology
- Project Paper

### Preparing Educators to meet the needs of digital learners.

Academic staff with comprehensive industrial experience.

Flexible learning environment.

Well-structured and value-embedded curriculum structure that is designed to offer professionals advanced knowledge in a broad range of Educational Technologies.



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