

## Dept. of Education

The graduate programs in the Department of Education at Kookmin University have focused on equipping professionals with an extensive knowledge of philosophical, social, economic, technical and psychological influences operating on and within the educational system. There are four graduate programs in this department: (1) Curriculum Studies & Instructional Technology, (2) Educational Administration & Lifelong Education, (3) Educational Psychology, Counseling & Special Education, (3) Educational Measurement, Evaluation & Korean Reunification Education, and . The primary targets of these programs are the professionals who wish to improve the quality of their work in their current roles, to prepare themselves for new roles, and/or to improve their research capabilities. Graduates of the Education Department may pursue their careers as university professors, educational researchers, educational administrators, policy makers, lifelong educators, instructional designers, curriculum developers, counselors, and special education professionals. Each graduate program is uniquely designed to link theory with practice as described below.

※ Please note that the majors of the department are composed of two distinct fields connected with the 'and' symbol (&). The specific majors have different academic advisors and requirements. For instance, the A & B major does not mean one major, but two different and separate majors of A and B, only combined in one title for administrative convenience.

### □ Curriculum Studies & Instructional Technology Major

The Curriculum Studies & Instructional Technology major program deals with the theories and practices to analyze, design, develop, implement, and evaluate educational systems and programs in order to improve human learning and performance. The program provides the solid foundations for philosophical, theoretical, psychological, methodological, and technological perspectives to fulfill various educational needs. The graduates of the program will be able to work as an curriculum scholar, curriculum developer, curriculum policy maker, instructional designer, learning and performance consultant, e-learning designer, and multimedia program designer.

### □ Educational Administration & Lifelong Education Major

The curriculum of the Educational Administration & Lifelong Education program is designed to prepare graduates for administrative and supervisory positions in schools, businesses and a variety of human service agencies. It provides candidates with a well-rounded but in-depth understanding of issues related to the educational policy, school administration, human resource development, and lifelong education. The program is theory and problem-based in that it addresses the relevant theories of organization, leadership, and contemporary issues likely to confront school administrators, supervisors, and lifelong educators.

### **□ Educational Psychology, Counseling & Special Education Major**

The Educational Psychology, Counseling, and Special Education program presents a core of courses which provide professionals with the skill, mastery and competencies to deliver comprehensive counseling and educational services in many educational and community environments. It offers academic training to study cognitive, emotional and motivational characteristics of learners, as well as the problems that learners experience in the process of learning. Along with the academic training, the program provides unique practicum experiences through the university's Student Counseling Center and afterschool projects in the local public schools. Graduates of the program pursue their career in teaching, counseling, and scholarly research.

### **□ Educational Measurement, Evaluation & Korean Reunification Education Major**

The Educational measurement & Evaluation aims to understand to analyze, and to interpret educational issues for Master & doctoral students. This course also requires students to utilize various statistic methods effectively to understand educational issues. The Major of 'Reunification Education' aims at fostering educational experts on how to prepare for the reunified Korea in education sector, what the rightful educational direction could be for the reunified Korea and educational policy and system issues of the reunified Korea. The courses reflect various needs of the society and the students in order to prepare the graduate students to become effective and insightful researcher in the area of Korean reunification education.

### **□ Courses**

#### **□ Core Courses**

##### **• Research Ethics & Thesis Study (3)**

Provides the quantitative and the qualitative research methods widely used in education. Expansively it focuses on the experimental designs and the survey based upon the logical position in the qualitative arena. Also it scrutinizes the historical and the ethnographical research method stemmed from the phenomenology in the qualitative arena.

##### **• Basic Statistics for Educational Research (3)**

An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one way analysis of variance, and simple regression analysis. Emphasis is placed on theoretical and computational skill.

### **□ Educational Administration & Lifelong Education Major**

##### **• Theory of Educational Administration (3)**

Introduction to classical and current theories of organizational behavior and administration, the administrative process, leadership in educational systems. And the application of theoretical constructs to the description and analysis of administrative behavior.

- **Educational Planning (3)**

Provides the basic theories needed to understand educational planning in the system of school and context of educational system. Also this course examines the recurrent phenomenon of educational planning in a variety setting and from a variety of social perspectives. Focus is placed on the analysis of competing explanations of educational planning.

- **Educational Policy Analysis & Evaluation (3)**

Central to this course is the attempt to view policy and policy making from different perspectives. These perspectives will be applied to a variety of current policy issues in education through discussion of case examples and written assignments.

- **Educational Law (3)**

Analyzes educational laws to promote students' understanding of educational goals, policies, and institutions; methods of interpretation; and application of educational laws in the field of education.

- **Study in School Management (3)**

Analysis of current school management, school finance, personnel administration, school system, and application to the real educational situation. This course provides an overview of the role of vision in school management. The Organizational development from the perspective of the superintendent as an educational leader. A Major premise of this course is that to lead school effectively principal must have a clear vision and leadership.

- **Organizational Development in School (3)**

In this course, problems of school organization are discussed in relation to basic theories of organization, leadership, and group dynamics. This course presents an review of organization theories as they apply to schools. Topics include organizational typologies, competing models of organizational structure, organization environment linkages, and the evaluation of organizational effectiveness.

- **Educational Leadership Development (3)**

educational leadership theories such as transactional leadership, transformational leadership, emotional leadership, servant leadership, and moral leadership are reviewed and compared. The methods to improve educational leadership in various educational settings are explored.

- **Researches in Educational Administration (3)**

Educational administration theories are reviewed and research methods are discussed. Especially related articles are reviewed in group discussion. Also students will write his/her own term papers and present them in class.

- **Seminar on Educational Problems in Administration (3)**

Analyzes educational problems in the practical education settings and investigates the further directions to solve the educational problems. The disciplinary bases for associated inquiry in educational administration and policy study are addressed. Examples of research from various paradigms, and disciplines, and professional fields are used to show the relationship among theory and method.

- **Practicum in Educational Administration (3)**

Current issues, developments, and concerns bearing on Educational Administration. Also in the course a basic introduction to the research methodology & statistical analysis associated with various issues of educational administration will be offered. Students will apply the skill through the development of proposal and instrument that can be applied to the field research.

- **Human Resource Management in Education (3)**

Because individuals are so important to the achievement of the goals and objectives of an educational system, human resource management is of central importance. This course will cover issues and research topics related to recruitment, selection and placement, compensation process, and performance evaluation of personnels in varied educational institutions.

- **Seminar in Lifelong Education and Human Resource Development (3)**

This course aims to raise the professional competencies of those concerned about Life long Education and Human Resource Development by providing an overview and understanding of the major principles and practices of the field. This course expects students to find their own research interest and topics in relation to the field of Lifelong Education and Human Resource Development.

- **Theoretical Foundation of Lifelong Education (3)**

This course aims to orient participants to lifelong education, develop the participants' understanding of some theoretical perspectives, and provide an opportunity for consideration of implications for practice. Topics included are selected theories and concepts of lifelong education, historical background and current issues of the field.

- **Trends & Issues in Human Resource Development (3)**

This course provides an overview of human resource development (HRD) theories and practices in the organization. Adult learning theory and the concept of the learning organization will be explored. These concepts will be used to examine the roles and responsibilities of employees and organizations in the development of the workforce throughout the employment cycle. Development of effective training programs for technical skill, management and executive development, and organization acculturation will be discussed.

- **Adult Learning Theories and Methods (3)**

The purpose of this course is to examine key approaches, perspectives and issues in learning and teaching at the adult level. This course will focus on helping students understand core theories regarding how adult learns and gain insights on how to teach adults.

- **Dissertation Seminar in Educational Administration & Lifelong Education (3)**

This seminar is designed to help students accomplish their final but crucial part of their graduate program, that is writing a dissertation. Students will be expected to have a dissertation proposal in hand by the end of the semester.

- **Program Design for Lifelong Learning (3)**

This course examines the theories and practices with regard to the planning and development of lifelong learning programs, based on psychological, physical, and emotional characteristics of adult learners and their learning needs.

- **Organizational Learning & Learning Organization (3)**

This course aims to help students understand basic concepts, background, theories, and current critical issues and problems with regard to organizational learning and learning organization.

- **HRD Consulting and Career Development Planning (3)**

This course is designed to review the theoretical framework and research methodologies for HRD consulting and to explore the theories and practices of career developing as a core area of HRD consulting.

- **Lifelong Learning and HRD Program Evaluation (3)**

This course is designed to evaluate the input, process and output of lifelong learning program and to apply the evaluation model for practice.

□ **Educational Psychology, Counseling, and Special Education Major**

- **Seminar in Educational Psychology (3)**

Human learning in the educational setting. Cognition, development, learning, motivation, affective processes and socialization. Emphasis on skill in influencing classroom learning and discipline.

- **Human Development and Life Cycle: cognition, emotion, sociability (3)**

Overview of the current state of empirical knowledge in the field of human development. Introduction to key topics relating to each of the major periods of human growth beginning with infancy. Focus is on the adolescent development in relation to social and personality psychology researches to examine the effect on school achievement and psychological well-being. Additional emphasis is on what these diverse approaches propose, and on critical evaluation of human development theory and research

- **Psychological Assessment (3)**

An overview of the principles and methods of psychological assessment including observational methods, interviewing, behavioral analysis, and standardized psychological testing as a means to arriving at a comprehensive individual analysis and of creating a treatment plan for both children and adults.

- **School Counseling and Guidance (3)**

A comprehensive understanding of major counseling theories, practices, and issues of school counseling in relation with the problems of adolescents. Study of guidance programs with diverse topics in elementary and secondary schools. Attention is given to the role of specialists in school guidance programs.

- **Supervision and Case study (3)**

Designed to provide foundation for professional counseling and the skills necessary for professional training in counseling psychology and related field

- **Parent Education and Family Counseling (3)**

Based on developmental psychology, the various perspectives and applications of proper parenting are presented. Also introduce the fundamentals of family counseling theory and practice, emphasizing family dynamics and communication analysis.

- **Psychology of Learning and Motivation (3)**

An intermediate educational psychology class covering how people learn and remember what motivates the students to learn and how learning and motivation are shaped by social context in homes, schools, and communities. In addition to traditional motivation theories, current cognitive and socio-cultural theories of learning and motivation are introduced.

- **Current Issues and Researches in Educational Psychology (3)**

Seminal on current issues of educational psychology: a critical appraisal of the implication for current issues modern psychological findings in advanced educational psychology. Special attention to presentation of practical problems in development, learning, and teaching in classroom.

- **Development and Practice of Educational Programs (3)**

Advanced study of the theories and processes of educational psychology at secondary school level. Study and application of theories, concept, and techniques related to academic achievement and educational programs

- **Psychopathology (3)**

Study of contemporary school problems and maladaptive behaviors of school age youth with emphasis on developmental, personality issues and practical interventions.

- **Seminar in Human Learning and Thinking (3)**

Systemic examination of current research about human learning in educational settings, including the study of behavioral, information processing, social construction and the developmental perspectives on learning and thinking.

- **Learning Strategies and consulting (3)**

Examine the researches and critiques of current literature pertaining to the effects of students' learning strategies and motivation at various levels of education in order to identify key trends and findings.

- **Practicum in Educational Psychology (3)**

Graduate students are required to develop and practice the programs based on educational and counseling psychological foundations, in order to reinforce students' motivation to learn and to employ effective learning strategies. This class will contribute for students to understand the link of the theoretical approaches to the practical experience in the field.

- **Understanding Learning and Instruction for Students with Difficulties (3)**

This course focuses on the nature of the reading process, current literacy theory and practices, and research-based instructional strategies to develop literacy skills in emergent and developing readers and students with reading/learning disabilities. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction.

- **Special Education Assessment & Diagnostics (3)**

This course focuses on the diagnosis of disabilities emphasis on learning disabilities. Assessment techniques for reading difficulties and the array of continuous assessments that a teacher may employ to appropriately develop remediation strategies will be introduced. Emphasis is placed on using assessment to guide instruction and remediation. Remediation strategies and effective reading programs are also introduced.

- **Instructional Techniques for Students with Special Needs (3)**

This course presents cognitive and behavioral instructional approaches for teaching children with special needs in a variety of service delivery options. Students will be able to analyze instructional approaches, strategies, and materials for advanced-level consultant and resource teachers in special education. The emphasis of this course is the development of interactive skills among professionals in order to facilitate collaboration with general education.

- **Teaching Students with Speech and Language Impairment (3)**

Candidates will study characteristics and types of communication disabilities and understand social/academic difficulties that students with communication disabilities experiences. Candidates will learn the different educational techniques that should be modified for the successful learning and students with communication disabilities.

- **Clinical Practicum : Learning Disabilities (3)**

Candidates will directly teach and evaluate the progress of students with learning and reading disabilities. Through the course, candidates will administer assessment tools on cognitive abilities, oral language, and achievement in reading, spelling, and writing. Interpretating test results and writing profiling report is also required. Candidates will learn to make informed instructional decisions to meet the unique needs of individual readers and deliver the scientifically proved effective instruction.

- **Seminar in Mathematics Disabilities (3)**

This course provide principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Students will learn about concept development, concrete materials, procedural learning, memory strategies and compensations.

- **Seminar in Dyslexia (3)**

This course provides in-depth learning experiences targeting literacy; both reading and writing. Students will learn about current issues around reading disabilities including assessment, diagnosis, intervention and school policy. The course also provides evidence-based instructional approaches and effective curriculum that has been developed for multicultural students and other at risk students.

- **Understanding Emotional and Behavioral Disabilities (3)**

This research-based introductory course will provide comprehensive information on Emotional and Behavioral disorders. The course material will provide you with information on the following: definitions, characteristics, prevalence, causes, assessment, education service placements, functional behavior assessment, ABA and Positive Behavior Supports, advocacy,

and current issues in the field.

- **Foundation of Literacy Development(3)**

The goal of this course is to promote students' understanding regarding literacy development in the areas of phonemic awareness, word reading, spelling, reading fluency, reading comprehension, and writing. Students compare and contrast various theories explaining children's literacy development. The teaching strategies related to the developmental theories and developmental stages will be discussed.

- **Dissertation seminar (3)**

Presentation and discussion of current issues related to graduate study in educational, counseling psychology and special education by advanced graduate students, members of the faculty, and visiting lecturers.

□ **Educational Measurement and Evaluation, Reunification Education Major**

- **Intermediate statistical methods for educational research (3)**

Introduce regression analysis and analysis of variance. Topics include univariate linear regression, techniques of multiple regression and model building. Furthermore, theory and methods for constructing and analyzing designed experiments are considered. Basic concepts in design of experiments and associated designs will be covered. Students apply lessons from didactic lectures using prepared examples.

- **Computer Packages for statistical analysis (3)**

Introduce programming techniques in modern statistical software, including SPSS, SAS, and R for students with some experience with computer programming. Topics include data input/output, data formats and types, data management, program design, statistical graphics and exploratory data analysis. Students apply lessons from didactic lectures using prepared examples.

- **Program Evaluation (3)**

Introduce the purpose of evaluation and different theoretical approaches to evaluation. Students will gain experience in designing evaluation plans identifying appropriate evaluation methods and choosing relevant tools and techniques.

- **Multivariate analysis of variance (3)**

Introduce methodology of multivariate statistics. Topics include multivariate normal distribution, MANOVA, principal component analysis, discrimination, classification, and canonical correlation. Students apply lessons from didactic lectures using prepared examples.

- **Hierarchical linear modeling (3)**

Introduce Multilevel and hierarchical models for educational and social sciences. Hierarchical(multilevel) data also arise in longitudinal studies where an individual's responses over time are correlated with each other. Students can Interpret and diagnose multilevel models and model building.

- **Item response theory (3)**

Introduces concepts and key assumptions of item response theory(IRT). Topics include novel



application of IRT to refinement of measures, assessment of differential item functioning, computer adaptive testing, and calibration of metrics across diverse samples. Students apply lessons from didactic lectures using prepared examples.

- **Factor analysis and structural equation modeling (3)**

Introduce factor analysis and structural equation modeling, while retaining a practical focus. Students will acquire awareness of the new available methods and gain competences in applying and combining these in simple settings.

- **Theories of Reunification Education (3)**

In this course, students will learn issues in educational policy and general directions of educational practices in the reunified Korea in the future. Reading articles and books that deal with reunification and education, students will gain basic knowledge regarding how education should be pursued when Korea becomes reunified.

- **Civic Education for Reunified Korea (3)**

Once Korea becomes reunified, it will be necessary for the members of the new society to gain a special type of citizenship suitable for the reunified society. In this course, students will learn about the content and methods of civic education in the era of reunified Korea.

- **Korean Reunification and Educational Policy (3)**

There will be a number of practical problems that must be solved by public policy measures once Korea becomes reunified. Learning from existing policy documents in the Ministry of Education, students will learn how to read and write policy documents as educational experts and have chances to write their own policy briefs dealing with educational problems of the reunified Korea.

- **Reunification Education Methods and Practice (3)**

It is essential that education for reunified Korea is translated into actually effective learning and teaching practices. In this course, students will learn actual strategies of learning and teaching in reunification education and education for integration in the reunified Korean society.

- **Research in Reunification Education (3)**

Conducting research on reunified Korean education requires a diverse spectrum of academic lenses spanning from empirical and policy research methods to philosophical and theoretical methods. In this course, students will examine existing body of academic literature and learn how to conduct effective research on educational problems of the reunified Korea.

- **Seminar on Reunification Education (3)**

In this course, students will have chances to obtain expertise in content areas of the reunification of Korea and its educational problems.

## □ **Curriculum Studies & Instructional Technology Major**

- **Education and Knowledge (3)**

Education is the area of human life that deals with the issues of knowing and understanding. Borrowing from epistemology in philosophy, this course will offer an opportunity to examine the problems of knowledge in educational contexts. In particular,

traditional and social epistemology will be closely examined in light of educational practices.

• **The Philosophy of Curriculum (3)**

By examining original works by important philosophers of curriculum such as Dewey and Peters, students will learn how to take deep theoretical and philosophical perspectives on key issues. Topics such as the integration of curriculum, difference between knowing and learning, and the meaning of discovery in learning will be both discussed in depth in class. Students of this course will benefit the most from reading original works by the philosophers as they will be able to establish their own philosophies of curriculum.

• **The History of Curriculum Studies (3)**

This course discusses the historical development of curriculum theories, mostly in the United States and Korea. As a field born in the 20th century, the study of curriculum has focused on essential matters in education such as the directions of educational policy measures and the formulation of educational contents. Students will learn about social and cultural contexts in which each specific theory arises and share their own thoughts on how to assess such historical developments of each theory.

• **Curriculum Policy Studies (3)**

Curriculum centers around almost all conversations on educational policy as educational matters must entail what and how to teach. This course will closely examine the development of curriculum policy in Korea and discuss contemporary issues concerning the most recently revised curriculum.

• **Qualitative Curriculum Research (3)**

Whether one intends to conduct one's own graduate research either quantitatively or qualitatively, it is requested for a graduate student to be able to appreciate the dynamics, strengths and limitations that every research method has in investigating educational agenda. This course will use a textbook written by scholars in a number of different fields regarding how to conduct a qualitative research in diverse contexts. Then the students of this course will learn how each sub-field within educational studies utilize qualitative methods as well as experience the method themselves conducting their final projects for the course.

• **Advanced Seminar on Curriculum Studies (3)**

This course will review most up-to-date research articles in the field of curriculum studies published both in domestic and foreign journals. The students of this course then will have chances to learn about the current trend in research topics and methods in curriculum field, and get an idea of how to proceed for his or her own graduate dissertation research.

• **Classics in Education (3)**

By reading classics in education both in the Eastern and Western cultures, the students of this course should be able to learn how to view the problems of education philosophically and how to conduct humanistic research on educational problems.

• **The Western Philosophy of Education (3)**

In this course, students will investigate the issues of education with reference to philosophical positions widely discussed in the Western world. Students will be able to learn

how to think, write and research as philosophers of education would do.

- **Philosophy of Education Seminar (3)**

By closely reading contemporary works by the philosophers of education, students will learn the general trend in the philosophy of education and gain insights on how to do the philosophy of education.

- **Trends and Issues in Educational Design Technology (3)**

The course researches on the recent trends and issues of theories, models, instructional design, theorists, technology application, research and evaluation methods related to educational technology. Students will discuss the effects of human learning and performance improvement.

- **Application of Teaching and Learning Theory (3)**

The course investigates the various perspectives of behaviorism, cognitivism, and constructivism, which explain the causal effects of human teaching and learning process and results. Students will obtain the knowledge and skills of designing the human learning process in effective and efficient ways.

- **Design & Development of Instructional Systems (3)**

The course sets up the research topics related to the computer-based instruction, multimedia, distance learning, and instructional programs under the instructor's individual guidances. Students will design and develop the curricula and instructional systems in order to define the research problems based on theoretical backgrounds.

- **Cognitive Science Based Instructional Design (3)**

The course reviews the instructional design models based on cognitive and constructive theoretical backgrounds. Students will analyze the theories and practices of human cognitive learning process and results as well as apply them for an individual research project and for particular learners.

- **Research in Adaptive Instructional Systems (3)**

The course not only defines the research problems related to the computer-based instruction, multimedia, distance learning, and various instructional programs, but also design and develop the curricula or instructional programs to solve the defined problems.

- **Seminar in Instructional Design Technology (3)**

The course analyzes and reviews the recent trends and issues of curriculum and instructional design. Students will research and discuss the recent theories and practices as well as perform individual research projects based on previous research results in relevant areas.

- **Creativity and Problem Solving (3)**

This course is targeting to build solid foundations of theoretical background related to creativity, creative thinking, and creative problem-solving after exploring various theories to rear creativity, creative thinking, and creative problem-solving.

- **Convergence Education Design (3)**

The purpose of this course is to practically design and develop a creative convergence educational program targeting particular subjects based on various educational model, educational theories, and educational program focused on convergence and administer a

formative evaluation.

• **Seminar in Creativity Convergence Education (3)**

The purpose of this course is to embrace competencies in critically analyzing and evaluating various research studies emphasizing creativity and convergence education based on particular subjects, topics, problems, and cases

□ **Faculty Members**

**Rhee, Ki Jong**

Korea Univ., B.A.  
Korea Univ., M.A.  
Univ. of Illinois Urbana - Champaign, Ph.D.  
Quantitative & Evaluative Research  
Methodologies  
rhee0408@kookmin.ac.kr

**Lee, Su Jin**

Ewha Womans Univ., B.A.  
Univ. of Texas at Austin, M.A.  
Univ. of Texas at Austin, Ph.D.  
Educational psychology  
sjlee@kookmin.ac.kr

**Kim, Hyun Jin**

Seoul National Univ., B.A.  
Seoul National Univ., M.A.  
Univ. of Pittsburgh, Ph.D.  
Educational Administration & Policy  
hyunjin@kookmin.ac.kr

**Joung, Sun Young**

Ewha Womans Univ., B.A.  
Florida State Univ., M.S.  
Florida State Univ., Ph.D.  
Instructional Systems.  
sjoung@kookmin.ac.kr

**Park, Ji Hye**

Seoul National Univ., B.A.  
Korea Univ., M.A.  
Univ. of Illinois at Urbana-Champaign, Ph.D.  
Lifelong & Human Resource Education  
jpark22@kookmin.ac.kr

**Yang, Min Hwa**

Ewha Womans Univ., B.A.  
Univ. of Virginia, M.Ed.  
Univ. of Virginia, Ph.D.  
Special Education  
myang@kookmin.ac.kr

**Ryoo, Joshua Sung-Chang**

Seoul National Univ., B.A.  
Yale Univ., M.Div.  
Harvard Univ., Ed.M., Ed.D.  
Philosophy of Education & Curriculum Studies  
ryoo@kookmin.ac.kr

**Yoon, Ok Han**

KookMin Univ. B.A.  
KookMin Univ. M.A.  
KookMin Univ, Ph.D.  
Curriculum.  
okaiyoon@kookmin.ac.kr

**Jung, Hye Jin**

Kookmin Univ., B.A.  
Seoul National Univ., M.A.  
Seoul National Univ., Ph.D  
Education  
hyejin@kookmin.ac.kr

**Ra, Jong Min**

Hannam Univ., B.A.  
Southern Illinois Univ. M.A  
Univ. of Georgia, M.S  
Univ. of Georgia, Ph.D  
Research evaluation measurement & statistics  
rems2002@kookmin.ac.kr