

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.

※ Department operation bylaws regarding prerequisites: students from other departments must complete up to two prerequisite courses designated by the department committee in each major. The credits of designated courses, however, are not counted as eligible credits for completing the degree. The prerequisite courses can also be changed according to the dissertation adviser's decision if necessary.

□ Educational Administration & Lifelong & HRD 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 & School Counseling & ~~Special Education Major~~ & Educational Measurement and Evaluation Education Major

Understand the various psychological characteristics of learners and problems found in

phenomena in the teaching and learning process, and support them to grow into self-regulated learners through intervention at the individual level or at the group and school level. Cultivate qualifications and competencies as experts in learning counseling and school counseling by enhancing understanding of human growth and development, acquiring theoretical and technical knowledge about counseling, and strengthening practice. (Qualification acquisition: Korean Counseling Society, Korean Counseling Psychology Society, Youth Counselor, and Korean Educational Psychology Society Learning Consultant).

Education measurement evaluation is a master's and doctoral course that provides education to better understand the phenomenon of education by systematically analyzing and interpreting various educational phenomena occurring in the educational field. We intend to cultivate high-quality human resources who can efficiently and effectively utilize and implement various statistical techniques so that educational phenomena can be approached and understood more objectively.

□ **Creative Convergence & Educational Technology Major**

The creative convergence educational Technology major analyzes the diverse needs of individuals and organizations, learners, and environments, as well as studies theories and practices that design, develop, implement, and evaluate alternatives through a creative convergence approach using educational technology to provide teaching and comparative solutions to human learning and performance problems.

□ **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 henomenology in the qualitative arena.

□ **Educational Administration & Lifelong & HRD 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 Lifelong Education and Human Resource Development by providing an overview and understanding of 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 theories of lifelong education, develop the participants' understanding of major theoretical perspectives, and provide an opportunity for applying the theories 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 organizations. 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 helping students understand core theories regarding how adults learn and gain.

• **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 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.

- **Life Cycle and Career Design (3)**

This course is designed to develop students' theoretical and practical competencies for lifelong career design. For doing so, students will review a variety of theories and empirical studies regarding lifelong career design.

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

This course is designed to review theoretical frameworks and research methodologies for HRD consulting and to explore 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 review a variety of program evaluation theories and to apply the evaluation theories for program evaluation practice.

❑ **Educational Psychology & School Counseling & ~~Special Education Major~~ & Educational Measurement and Evaluation Education Major**

- **Contemporary Theories of Counseling and Psychotherapy (3)**

In-depth exploration of the basic concepts, principles, techniques, and processes of theoretically structured counseling and treatment theory, which are the most widely implemented in the world.

- **Advanced Developmental Psychology (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.

- **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.

- **Personality and Psychological Adjustment (3)**

A comprehensive understanding of various perspectives on human personality. Focus on psychological well-being in relation to personal characteristics and social environments. Additional emphasis is on cultural differences in determinants and dynamics of personality.

- **Group Counseling (3)**

To help you understand group counseling in general, learn and practice basic concepts and major theories, the developmental stage of group counseling, and the actual planning and

operation process.

- **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.

- **Theories and Practice of Learning Psychology (3)**

It examines the theory of learning and the theoretical foundation that affects learning, and seeks ways to promote learning by examining important issues that are emerging, especially in relation to learners' motivations in educational fields, including schools.

- **Various Therapeutic Approaches in Counseling Settings (3)**

Seminar on current issues of counseling psychology: a critical implication of various theoretical foundations and intervention techniques. Attention to analyse the validity and effect of various techniques in practice.

- **Development and Practice of Academic Counseling Programs**

Develop individual and group programs that can be applied to schools and counseling sites, and strengthen counseling capabilities as scientists-practitioners in learning and school counseling through program execution and evaluation.

- **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 Counseling Psychology (3)**

It examines papers on recent topics of counseling psychology, establishes the basis for realistic research through collaboration with external professional institutions and experts, and strengthens research capabilities through practical thesis writing practice.

- **Counseling and Consulting for Academic Achievement (3)**

Examine the issues in diagnosis and comprehensive programs pertaining to students' learning strategies and motivation at various levels of education. Attention is given to the intervention programs for teachers and parents.

- **Counselor Education and Supervision (3)**

Develop and practice counseling process and interview techniques for graduate students. Special attention not only to understand the link of the theoretical approaches to the practical experience, but also to ethical issues in counseling.

- **Researches in Addiction Psychology and Counseling (3)**

Systemic examination of current research on addiction psychology and counseling intervention programs, including behavioral, developmental and other major perspectives on human behaviors and attitude.

- **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.

- **Counseling of Problematic Behaviors (3)**

We look at counseling approaches that can understand human behavior characteristics in an AI technology-based environment and effectively cope with psychological and social problems caused by excessive use and problem behavior.

- **Career Development and Counseling (3)**

It explores the client's aptitude, personality, and ability, helps them understand and prepare for the professional world that suits them, and in terms of society, it explores ways to promote efficient use of human resources by deploying human resources in the right place.

- **Independent Study (3)**

For the smooth work of the thesis, the subject is selected individually, a research plan is submitted, and the thesis guidance work is supplemented through regular guidance with the supervisor.

- **Basic Statistics for Educational Research (3)**

Basic statistics for education research includes topics such as descriptive statistics, statistical distributions and their uses, hypothesis testing using z-test and t-test, analysis of difference in two means, simple linear regression and correlation. In addition, this course on statistics emphasizes applications in education and use point-and-click statistical software(SPSS).

- **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.

- **Construction and Use of Evaluation Instruments (3)**

Introduce development of scale and its application. Topics include various statistical approaches and procedures which are necessary for designing, collecting, analyzing data and utilizing results and applications.

- **Item Response Theory (3)**

Introduce concept and key assumptions of item response theory(IRT). Specifically, 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.

- **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.

Introduces concepts and key assumptions of classical test theory that predicts outcomes of psychological testing such as item difficulty, item discrimination or test-takers' ability.

- **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 divers 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.

□ **Creative Convergence & Educational Technology Major**

- **Individual Research I**

This class is for students enrolled in the first semester of graduate program to receive one-on-one guidance with their supervisors on overall issues such as prior research methods, research method design, subject sampling methods, and statistical techniques for individual research. In particular, it is a class where active interaction and feedback with supervisors take place with the aim of final selection of thesis topics and determining research tools.

- **Individual Research II**

This class is for students enrolled in the second semester of graduate program to receive one-on-one guidance with their supervisors on overall issues such as prior research methods, research method design, subject sampling methods, and statistical techniques for individual research. In particular, the final goal is to design a specific instructional program based on the final results from the class of Individual Research I, modify and supplement measurement tools, and complete final research tools and research programs to draft a thesis proposal.

- **Individual Research III**

This class is for students enrolled in the third semester of graduate program to receive one-on-one guidance with their supervisors on overall issues such as prior research methods, research method design, subject sampling methods, and statistical techniques for individual research. In particular, the final goal of this class is to conduct a formative evaluation based on the final results from the class of Individual Research II, collect data, conduct statistical analysis, and analyze in-depth what the research plan needs to be revised and supplemented.

- **Individual Research IV**

This class is for students enrolled in the fourth semester of graduate program to receive one-on-one guidance with their supervisors on overall issues such as prior research methods, research method design, subject sampling methods, and statistical techniques for individual research. In particular, the final goal is to publish a research paper in an academic journal by exchanging specific feedback from the advisor so that the final results of the thesis can be written at a level that can be published in a professional journal.

- **Qualitative Research in Curriculum Studies (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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

• **Future Education Research**

The class will explore in-depth the ideal image of human resources required in the rapidly changing 4th and 5th industrial revolution era and the desirable state of competence, knowledge, and technology that future human resources must have. Students will analyze the needs of the current school curriculum, and find suitable instructional and non-instructional alternatives and solutions.

• **Artificial Intelligence & Education**

The class will discuss various characteristics and aspects of artificial intelligence and how it affects human education. The class will analyze in-depth how artificial intelligence can affect human learning and education through the use of various artificial intelligence software. Basic research will be conducted to design an educational artificial intelligence program.

• **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.

• **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**

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