

An Analysis of Educational Psychology Curriculum in Myanmar Teacher Education: A Comparative Study

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Abstract

The main purpose of this study was to evaluate the Educational Psychology curriculum in Myanmar teacher education through comparative document analysis with selected international curricula. Document analysis form was used in this study. The Educational Psychology course curriculum in Myanmar teacher Education was compared with selected international curricula using the document analysis approach. All universities emphasized understanding learning theories and individual differences. Most universities follow a 70/30 exam/internal assessment ratio, except the Philippines (60/40) and the United States (50/50). Indian universities lead in guidance and counselling content; Pakistan emphasizes practical counselling application; Myanmar uniquely includes educational research but not formally stated the objectives in the available official documents; Australia provides the most balanced assessment model and strong theory-practice linkage. These differences reflect each country's educational priorities and teacher preparation needs. The findings suggest that Myanmar could benefit from incorporating more structured guidance and counselling modules, techniques and new trends in evaluation, and psychological assessment as seen in the Philippine curriculum, while retaining its research-oriented strengths.

Keywords: Curriculum Evaluation, Educational Psychology, Teacher Education, Document Analysis

Introduction

The teaching profession stands as a cornerstone of societal development, entrusted with the monumental task of shaping future generations. The teacher plays a number of different and challenging roles: instructional manager, caring person, and generous expert learner (Conway, Murphy, Delaney, & Hall, 2009). As Darling-Hammond (2006) describes, pre-service teacher education programmes are the critical incubators where raw pedagogical passion is transformed into professional competence, equipping novice teachers with the knowledge, skills, and dispositions necessary for classroom practice.

Training of quality teachers depends on the kind of curriculum provisions tailored to the teacher training institutions (Ampiah, 2008). Teachers gain frameworks for understanding variations in intelligence, learning styles, cultural backgrounds, and socio-economic factors by understanding Educational Psychology (Banks & Banks, 2019). Educational Psychology Course provides foundational knowledge for identifying and supporting students with learning disabilities, giftedness, and other special needs.

The curriculum of the Educational Psychology Course must be regularly and rigorously evaluated to ensure it remains relevant and effective. Curriculum evaluation is essential to ensure that it meets the demands of modern teaching and learning (Popham, 2020). This evaluation is particularly critical within the context of Myanmar's ongoing educational reforms. As outlined in the National Education Strategic Plan (NESP), the shift towards a competency-based, child-centered approach, the integration of 21st century skills, and the emphasis on inclusive pedagogy all require teachers to possess a deep understanding of Educational Psychology (Ministry of Education, 2021).

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Literature Review

The Concept of Curriculum

The curriculum serves as the foundational blueprint and structured pathway for any educational endeavour (Kelly, 2009). The conceptualization of curriculum has evolved to encompass multiple dimensions. It represents both an ideological foundation for educational programmes and their practical implementation framework (Grossman & Thompson, 2008). This duality is critical: the curriculum embodies the values and aims of an education system while simultaneously providing the tangible structure for teaching and learning. According to Tsui (2009), curriculum fundamentally addresses six essential questions of education: why, what, when, where, how and who should teach. In addition, Okoro (2015) defines curriculum as preconceived intentions or mapped-out plans of all learning activities deliberately chosen and directed by schools to help learners reach predetermined goals.

Components and Coherence of Curriculum: The Curriculum Spider's Web

One of the major challenges for curriculum improvement is creating balance and consistency between the various components of a curriculum. The relatively simple curriculum definition by Walker (1990) includes three major planning elements: content, purpose and organization of learning. A powerful metaphor for understanding curriculum coherence is the “curricular spider’s web” (Figure 1). This framework posits that a curriculum consists of ten interconnected components: rationale, aims and objectives, content, learning activities, teacher role, materials and resources, grouping, location, time, and assessment. The “rationale” (the central mission) anchors the web, and all other components must align with it and with each other to maintain structural integrity and achieve intended outcomes.

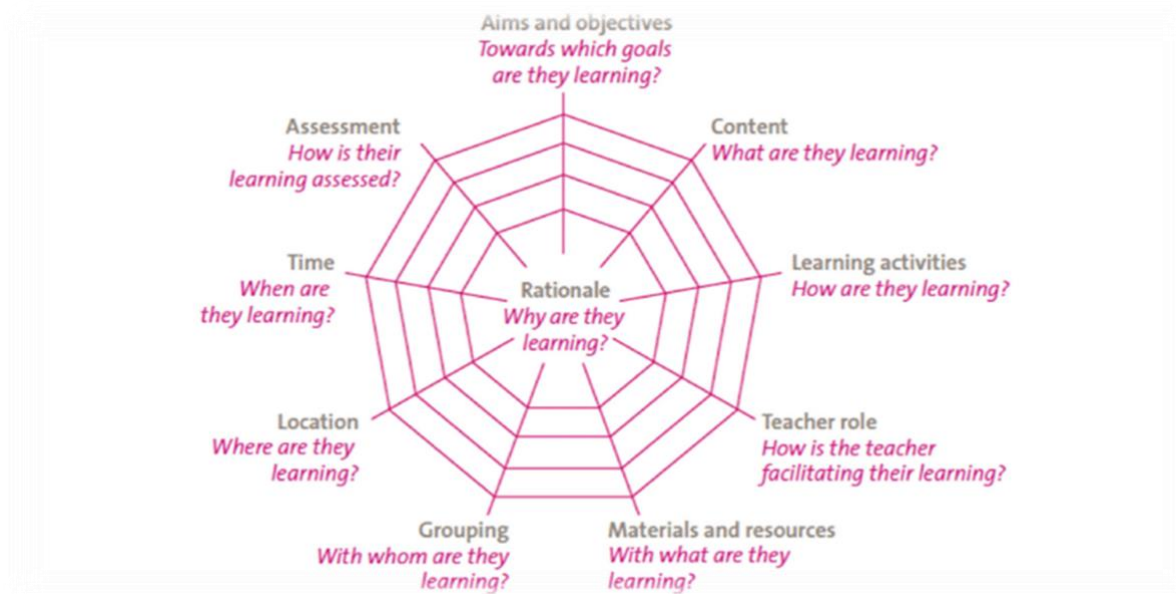


Figure 1: Curriculum Spider's Web

Integrated Framework: OBE and DACEM

This study adopts a synthesized framework integrating the philosophical direction of Outcome-Based Education (OBE), with the structured, multi-dimensional analysis of Demirel's Analytical/Beneficiary Curriculum Evaluation Model (DACEM).

Outcome-Based Education (OBE) Framework

Outcome-based education represents a fundamental paradigm shift in educational philosophy, moving the focus from what is taught (inputs) to what students can actually do as a result of learning (outcomes) (Spady, 1994). OBE starts with a clear vision of the essential knowledge, skills and attitudes that students should demonstrate upon completing a programme, then designs curriculum, instruction, and assessment backward from these outcomes. It aligns with global trends toward competency-based education and is explicitly advocated in Myanmar's teacher education reforms under the NESP. In pre-service teacher education, OBE translates into a programme structure that is explicitly organized around professional teaching standards. The framework typically cascades from broad institutional goals to specific course-level outcomes.

Programme Educational Objectives (PEOs): PEOs describe the broad goals that graduates are expected to achieve a few years after completing a programme. These objectives are aligned with the institution's mission and reflect the skills, knowledge, and attitudes that graduates should possess to succeed in their careers or further education.

Programme Learning Outcomes (PLOs): PLOs define what students are expected to achieve by the time they graduate. These outcomes are more specific than PEOs and often align with national teacher standards. PLOs typically encompass knowledge, skills and professional attributes. Examples of PLOs include "graduates will exhibit effective communication skills."

Course Learning Outcomes (CLOs): CLOs are specific, measurable statements describing what students should achieve upon completing a course. Each course contributes to one or more PLOs, ensuring alignment across the curriculum.

Demirel's Analytical/Beneficiary Curriculum Evaluation Model (DACEM)

The Analytical Curriculum Evaluation Model (2006) has two main dimensions: data analysis and stakeholder/beneficiary views. The first dimension is the curriculum itself and written materials about the curriculum, while the second dimension includes the opinions of the stakeholders affected by the curriculum. In both dimensions of the model, emphasis is placed on the evaluation of curricula by considering the dimensions of the curriculum (Demirel, 2013). The dimensions of the curriculum are summarized below:

Context: Curriculum evaluation studies begin with the identification of the educational philosophy and learning-teaching theories on which the curriculum is based. At the stage of curriculum design and preparation, all dimensions of the curriculum development process are shaped according to the educational philosophy and learning theories on which the curriculum is based.

Objectives and Attainments: These are the cognitive, affective and kinetic features that will be gained to the students with the implementation of the curriculum. Outcomes should be prepared in a way that creates a relational and holistic structure with the content, learning-teaching process and measurement-evaluation dimensions of the curriculum in accordance with the level of the student.

Content: It is the set of topics and activities related to the objectives. While arranging the content dimension, a goal/benefit relationship should be established, the content should be arranged in accordance with the subject area, and the learning-teaching principles should be arranged in a meaningful way for the student, taking into account the student's interest and development characteristics.

Teaching-Learning Process: It is the process dimension of the curriculum, which includes activities and explanations on how to gain students the target-related content. This dimension determines whether the teaching process is student-centered; teaching strategies, methods and techniques and teaching materials should be handled depending on the suitability of the objectives/achievements.

Measurement and Evaluation: It covers the measurement and evaluation process to determine the level of cognitive, affective and psychomotor characteristics aimed to be gained by the students in the curriculum. In this dimension of the curriculum, the measurement methods and techniques applied to determine the qualifications that are expected to be gained by the students (Demirel, 2013).

Teacher Education in Myanmar: Reform and Context

Myanmar's education system has undergone significant transformation in the past decade, emerging from decades of isolation and underinvestment. These reforms, particularly those initiated under the National Education Strategic Plan (NESP) 2016-2021 and its successor NESP 2021-2030, aim to overhaul the system to foster quality, equity, and relevance in line with national development goals and global commitments such as Sustainable Development Goal 4 (SDG 4) (Ministry of Education, 2016). NESP framework outlines a comprehensive vision for change, with direct implications for teacher preparation:

- **Shift to a Competency-Based, Learner-Centered Approach:** Moving away from content-heavy, examination-focused instruction, the reforms advocate for a curriculum that develops competencies and active learning. This requires teachers to adopt facilitative rather than didactic roles (Ministry of Education, 2021).
- **Expansion of Access and Equity:** Efforts to reach marginalized communities, including ethnic and linguistic minorities, demand teachers who are skilled in multilingual education, inclusive pedagogy and understanding diverse learner needs (UNICEF, 2019).
- **Professionalization of Teaching:** The reforms aim to elevate the status of teaching through improved recruitment, training, and career pathways. This includes revising pre-service curricula to be more rigorous, practical, and aligned with national teacher competency standard (Tanaka, 2019).

Educational Psychology in Teacher Education

Educational psychology serves as the scientific foundation of effective teaching, providing pre-service teachers with evidence-based insights into how students learn, develop, and are motivated.

Educational Psychology equips teachers with a deep understanding of learners' cognitive, emotional, and social development. It transforms teaching from an intuitive practice into a reflective, evidence-based profession (Woolfolk, 2019). For the course in educational psychology to function in the work of the teacher, only that content should be selected and emphasized which has maximal educational applicability. The teacher who would successfully guide the development, learning, and adjustment of children must:

- possess a comprehensive and integrated set of psychological principles that explain human behaviour,
- possess a technique for studying the individual child in order to determine which principles explain its behaviour in a given situation, and
- be able to analyse his own teaching and learning procedures.

If educational psychology is to function in the work of the teacher, it will have to assist him to develop competence in studying children, in utilizing psychological principles, and in evaluating his own teaching methods (James, 2014). Educational psychology courses synthesize educational research and derive classroom practice recommendations. Happily, recent research in educational psychology has become increasingly relevant to classroom practice, making the task of deriving practical recommendations more straightforward (Lambert & McCombs, 1998). Prospective teachers clearly need knowledge about how students learn, develop, and think, particularly within specific subject domains. These needs are addressed through four major theoretical perspectives that have shaped Educational Psychology, each offering distinct but complementary insights into learning and teaching.

Research Gap

Although previous studies have examined the role of Educational Psychology in teacher education and the development of teacher education curricula, there is still limited research that systematically compares the Educational Psychology curriculum in Myanmar with selected international teacher education programs. Educational Psychology has been recognized as an important foundation of teacher preparation because it helps prospective teachers understand learning, development, cognition, motivation, and classroom processes (Peterson, 1989). Patrick et al. (2011) further emphasized the need to demonstrate how Educational Psychology courses contribute to effective teacher preparation and classroom practice.

In the Myanmar context, previous research has examined teacher education curriculum more broadly. For example, Padauk Win (2019) investigated the first-year curriculum of Education Colleges in Myanmar and identified Educational Psychology as one of the foundation subjects in teacher education. More recent studies have also examined reforms in Myanmar's initial teacher education and highlighted changes in curriculum structure, content, and teacher preparation. However, these studies have generally focused on the overall teacher education system or curriculum reform, rather than conducting a detailed comparative analysis of the Educational Psychology course itself.

Furthermore, existing research has examined particular aspects of Educational Psychology courses, such as learning opportunities and changes in pre-service teachers' views of learning (Azam, 2016), while research in Myanmar has also examined the development of Educational Psychology knowledge among student teachers (Soe & Min, 2023). Nevertheless, a clear research gap remains in comparing the objectives, course content, learning theories, teaching approaches, assessment practices, and theory–practice connections of Educational Psychology curricula in Myanmar and selected international teacher education programs. Therefore, the present study seeks to address this gap through a comparative document analysis of Educational Psychology curricula, identifying similarities, differences, strengths, and areas for possible curriculum improvement in Myanmar Teacher Education.

Purpose of the Study

To evaluate the Educational Psychology curriculum in Myanmar teacher Education through comparative document analysis with selected international curricula.

Definitions of Key Terms

Curriculum Evaluation: A systematic process of information collection, analysis, and interpretation aimed at measuring the success of a curriculum (Gay, 2004).

Educational Psychology Course: A compulsory foundational teacher education module that systematically translates psychological principles into actionable pedagogical knowledge to cultivate reflective practitioners (Ormrod & Jones, 2018).

Document Analysis: Systematic procedure for reviewing or evaluating documents-both printed and electronic material (Bowen, 2009).

Method

This study follows the systematic document analysis framework proposed by Bowen (2009), which outlines five key stages: (1) defining the purpose and research questions, (2) selecting relevant documents, (3) skimming the documents, (4) reading and interpreting the content, and (5) synthesizing the findings.

The documents examined in this study consisted of available Educational Psychology curriculum and course-related documents from Yangon University of Education in Myanmar and selected teacher education programmes from other countries. The international programmes included Cebu Normal University in the Philippines, selected universities in India, selected universities in Pakistan, and the University of Notre Dame in the United States. The documents were examined according to the information available in the respective curriculum and course-related materials.

The analysis was also informed by the curriculum evaluation perspectives discussed in the literature review, particularly the dimensions of context, objectives or attainments, content, teaching-learning processes, and measurement and evaluation. These dimensions provided a basis for organizing and interpreting the information obtained from the selected curriculum documents.

Results

The findings of the comparative document analysis of Educational Psychology course curricula across Myanmar and selected international teacher educational programmes are presented in the following sections. The results focus on course objectives, curriculum content, teaching-learning process and assessment procedures.

Comparison on Course Objectives

Course objectives provide direction for the selection of curriculum content, learning activities, and assessment procedures. The comparative analysis revealed differences in the way Educational Psychology course objectives are stated across the selected universities.

The international universities explicitly stated objectives related to learning theories, learner development, individual differences, guidance and counselling, psychological assessment, and the application of psychological knowledge. Cebu Normal University emphasized major theories and concepts of psychology, psychological inquiry, ethical practice, psychological assessment, and the application of psychological knowledge in personal and professional contexts. Similarly, the selected Indian universities included objectives related to cognitive and affective development, intelligence, personality, adjustment, assessment techniques, guidance and counselling, special needs, and teacher development.

The University of Notre Dame emphasized developmental domains and their implications for learning, the application of psychological and educational theories to diverse learning needs, and the influence of family, community, culture, and digital environments. The selected Pakistani universities focused on psychology concepts, learning theories, individual differences, learner growth, guidance, and counselling techniques.

In contrast, the available official curriculum information for Yangon University of Education does not formally state the course objectives. Therefore, a direct comparison of formally stated objectives between Yangon University of Education and the other selected universities could not be fully established.

Table 1
Educational Psychology Course Objectives Across Universities

University	Course Objective
Cebu Normal University (Philippines)	- To demonstrate the capability to discuss and analyze the major theories and concepts in psychology, - To demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context, - To demonstrate and apply psychological theories and methods in personal and professional setting, - To demonstrate professional and ethical behaviors in research and practice in Psychology (ethics), - To demonstrate the ability to conduct psychological assessments and evaluation.
Glocal University (India)	- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners, - To familiarize them with the concept and nature of Intelligence, Personality and adjustment, - To know different techniques of evaluation, tools of evaluation and their uses, - To sensitise the student-teachers with the need and relevance of Guidance and Counselling, - To analyse the role of the teacher in the provision of Guidance and Counselling.
Indira Gandhi National Open University (India)	- To get acquainted with the concept of childhood and adolescence; - To examine the different perspectives in child development; - To develop competencies to help students resolve their social, emotional, academic and career problems to achieve optimum potential - To understand the constructivist paradigm of assessment used in teaching-learning situations; - To use ICT for assessing performance of the learners.
Indira Gandhi National Tribal University (India)	- To understand the dynamics of human development in order to - facilitate student trainees' and their students' personal growth, - To explain and understand the intellectual, social and emotional changes that occurs during different development stage, - To know different characteristics of instruments of evaluation, - To build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
Alagappa University (India)	- To acquire knowledge of nature and scope of Educational Psychology, - To understand cognitive, emotional, and social development, - To apply mental health principles in educational settings, - To develop skills in administering and interpreting testing and non-testing devices in guidance, - To identify children with special needs and inclusive strategies, - To apply measurement and evaluation in their teaching field, - To understand the different approaches to evaluation.
University of Notre Dame	To identify and evaluate the physical, cognitive, social, emotional, and cultural domains of child development and their implications for classroom learning,

(The United States)	• To utilize major psychological and educational theories to design instructional strategies that cater to the diverse learning needs of primary school students, • Examine how family, community, culture, and digital environments influence a child's developmental trajectory and educational engagement.
Allama Iqbal Open University (Pakistan)	• To understand psychology concepts, • To define learning and explain different theories of learning and their application in the classroom, • To apply a variety of techniques designed to help students grow as efficient learners, • To foster understanding of individual differences and guidance.
University of Education, Lahore (Pakistan)	• To understand psychology concepts, • To categorize individual differences based on physical, intellectual, emotional, and socio-cultural differences, • To analyse the impact of educational psychology on the processes of teaching and learning, • To apply counselling techniques for student support.
Yangon University of Education (Myanmar)	Have not yet been formally documented or publicly published.

Comparison on Curriculum Content

The comparative analysis showed that the selected Educational Psychology curricula share a number of common content areas. These include the meaning and nature of Educational Psychology, the relationship between Educational Psychology and teaching-learning, growth and development, learning and cognition, learning theories, learning styles, motivation, intelligence and creativity, personality and adjustment, mental health, guidance and counselling, testing and measurement, and assessment.

The curricula also include different types of tests and evaluation-related topics, such as norm-referenced and criterion-referenced tests, achievement and diagnostic tests, essay and objective tests, and the planning, administration, and evaluation of tests. Statistical methods, including measures of central tendency, variability, and correlation, are also included in several programmes.

In addition to these common areas, some universities provide distinctive content. Alagappa University includes contemporary trends in evaluation, grading systems, computer-based examinations, choice-based credit systems, examination reforms, online examinations, and open-book examinations. Glocal University provides comparatively extensive content related to the organization of guidance services, the teacher's role in guidance and counselling, counselling skills and techniques, career counselling, teacher-as-counsellor roles, and school guidance planning.

Yangon University of Education includes cyber analysis of learning theories and research-related content, including topic selection, literature review, data analysis, and research reporting. Cebu Normal University includes psychological assessment and evaluation, interpersonal skills in diverse cultural settings, and self-reflection.

Table 2
Common Topics and Unique Topics of Educational Psychology Course

Common Topics	Unique Topics	University
• Meaning and Nature of Educational Psychology, • Educational Psychology and Teaching Learning Process, • Growth and Development (Physical, Intellectual, Cognitive, Emotional and Social), • Learning and Cognition • Learning Theories • Learning Styles • Motivation • Intelligence, Creativity • Personality and Adjustment • Mental Health • Guidance and Counselling • Test, Measurement and Evaluation • Assessment • Norm-referenced and criterion-referenced Test • Achievement Test and Diagnostic Test • Statistical Methods • Essay Tests, Objective Tests, Planning the Test, Assembling, Administering and Evaluating Tests, • Measures of Central Tendency, Measures of Variability, Correlation	• Techniques of Evaluation (General Techniques of Evaluation, Quantitative technique and Qualitative technique, Self-reporting techniques, Observation techniques, Projective Techniques, Sociometric Techniques), • New Trends in Evaluation (Grading system, Computer based Examination, Choice Based Credit System-other New Trends) • Instructional Objectives and Evaluation • Present Examination System, • Examination Reforms • On-Line Examination: Meaning, Advantages, Limitations, Requirements for on-line Exam. • Open Book Examination (OBE): Meaning, Types, Objectives, Advantages, and Limitations.	Alagappa University
	• Organization of Guidance Services, • Role of teacher in organization of guidance services • Problem in setting up guidance services and measures of improvement • Professional ethics of counselor. • Techniques of Guidance Services • Skills in guidance & Counseling, • Role of teacher as a counselor and professional ethics associated with it. • Career counseling and dissemination of occupational information.	Glocal University

	• Planning of guidance in school	
	• Cyber Analysis of Learning Theories, • Research Methods (Selecting and Defining a Research Topic, Literature review, Data Analysis, Reporting Research).	Yangon University of Education
	• Psychological assessment and evaluation, interpersonal skills in diverse cultural settings, self-reflection	Cebu Normal University

Comparison on Learning-Teaching Processes

The comparison of learning-teaching processes showed that the selected universities use a variety of instructional approaches. Yangon University of Education uses interactive lectures, cooperative learning, discussions, presentations, portfolios, and assignments. Cebu Normal University uses lectures, discussions, online activities, database searching and analysis, research workshops, software training, and multimedia-based learning.

The Indian universities also employ a variety of learning activities. Glocal University includes school visits, record analysis, reports, journals, and portfolios. IGNOU uses multimedia and self-learning materials, audio and video resources, teleconferencing, assignments, counselling activities, practice teaching, and school or workshop activities. IGN Tribal University employs lectures, discussions, case studies, experiments, problem-solving activities, film shows, pair-and-share activities, group work, panel discussions, assignments, and school visits. Alagappa University includes lectures, demonstrations, panel discussions, school visits, experience sharing, assignments, guest lectures, individualized instruction, and field visits.

The Pakistani programme at the University of Education, Lahore, uses interactive lectures, brainstorming, cooperative learning, group discussions, handouts, role play, and case studies. The University of Notre Dame uses interactive lectures, case-based learning, collaborative group work, reflective journals, and online modules.

Comparison on Assessment Procedures

The assessment procedures differed among the selected universities in terms of the proportion assigned to final examinations and internal or continuous assessment.

Yangon University of Education, IGNOU, IGN Tribal University, and the University of Education, Lahore use assessment structures in which the final examination represents a relatively larger proportion of the total assessment. Yangon University of Education uses 70% for the final examination and 30% for internal assessment, including tutorials, assignments, and portfolios. IGNOU and IGN Tribal University also use a 70% final examination and 30% internal assessment structure.

Cebu Normal University allocates 60% to the final examination and 40% to internal assessment. Its internal assessment includes experimental research, group presentations, individual research papers or reports, case studies, quizzes, and group assignments. Glocal University uses 30% internal assessment

and 70% external assessment, while Alagappa University uses 25% internal and 75% external assessment.

The University of Notre Dame provides a comparatively balanced assessment structure, with 50% allocated to the final examination and 50% to internal assessment. Its internal assessment includes lesson plan analysis, group presentation, reflective journal, and case study report. The assessment structure of the selected programmes therefore shows differences in the balance between examination-based and continuous or performance-based assessment.

Table 3
Methods and Techniques for Learning-Teaching, and Assessment Procedures of Educational Psychology Course

University	Learning- Teaching Process	Assessment Procedure
Yangon University of Education	Interactive Lecture, Cooperative Learning Techniques, Discussion, Presentation, Portfolio, Assignment	Final Exam -70% Internal assessment-30% (Tutorial, Assignment, Portfolio) Total-100%
Cebu Normal University	Lecture, Discussion, Online-based activities, Database search and analysis, Research workshop, Software training, Multimedia	Final Exam -60% Internal assessment-40% (Experimental research 10% Group presentation 10% Individual research paper 20% or Research Report 30% Case Study 10% or Quiz 15% Group assignment 25%) Total-100%
Glocal University	Visit to school and analysis the various records of learning and teaching and prepare a report, Journal, Portfolio.	Internal assessment -30% External assessment- 70% Total-100%
Indira Gandhi National Open University	multi-media approach (self-learning material), audio/ video programmes, tele-conferencing, assignments, counseling session, practice-teaching and school-based activities and workshop-based activities.	final exam: 70% internal evaluations: 30% Total-100%
Indira Gandhi National Tribal University	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, pair and share, group work, panel discussion, assignments, school visits and sharing if experience.	final exam: 70% internal evaluations: 30% Total-100%

Alagappa University	Lecture, Demonstration, panel discussion, school visits, sharing of experience, tasks and assignments, guest lectures, individualized instructional method field visit.	Internal assessment -25% (Test- 10%, Assignment- 5%, Seminar/Discussion-5%, Practical/ Attendance-5%) External assessment- 75% Total-100%
Allama Iqbal Open University, University of Education (Lahore)	Interactive lectures, Brainstorming, Cooperative learning techniques, Group discussions, Handouts, Role play, Case study analyses	Midterm exam: 15% Final exam: 55% Internal evaluations: 30% (assignments: 10%, presentation: 10%, attendance, portfolio, and tests: 10%). Total-100%
University of Notre Dame	Interactive lecture, case-based learning, collaborative group work, reflective journals, online modules	Final exam- 50% Internal assessment- 50% (Lesson plan analysis 15%, Group presentation 10%, Reflective journal 15%, Case Study Report 10%) Total-100%

Discussion

The findings of this comparative study indicate that Educational Psychology is a common and important component of teacher education across Myanmar and the selected international universities. Despite differences in curriculum structure and emphasis, all of the programmes include core areas such as learning theories, learning and cognition, development, motivation, intelligence, individual differences, and assessment. This commonality suggests that these areas are regarded as essential knowledge for preparing prospective teachers to understand learners and respond effectively to their educational needs.

However, the comparison also reveals important differences in the breadth and practical orientation of the curricula. The curricula of Indian universities place relatively strong emphasis on guidance and counselling, including the role of teachers in providing guidance services, counselling techniques, career counselling, and support for students' social, emotional, academic, and career problems. Similarly, the University of Education, Lahore emphasizes the practical application of counselling techniques for student support. These findings suggest that Educational Psychology can extend beyond theoretical knowledge of learners to provide prospective teachers with practical skills for addressing students' emotional, social, developmental, and educational needs.

The Philippine curriculum demonstrates a broader integration of psychological assessment, research methods, professional ethics, and the application of psychological theories in personal and professional contexts. Its inclusion of psychological assessment and evaluation indicates a stronger emphasis on developing practical competencies that teachers may use to understand and support learners. The findings therefore suggest that Myanmar's Educational Psychology curriculum could be strengthened by incorporating more systematic content on psychological assessment, practical evaluation techniques, and contemporary approaches to assessment.

Another important finding concerns the relationship between teaching-learning processes and assessment. Most of the universities examined use a 70/30 ratio between final examination and internal assessment. In contrast, Cebu Normal University uses a 60/40 ratio, while the University of

Notre Dame uses a more balanced 50/50 model. The latter approach includes lesson-plan analysis, reflective journals, group presentations, and case-study reports, which provide opportunities for students to demonstrate the application of psychological knowledge in practical contexts. This indicates that assessment practices can play an important role in strengthening the theory-practice connection in teacher education.

The Myanmar curriculum also has a distinctive strength in its inclusion of educational research, including research topic selection, literature review, data analysis, and research reporting. This provides an important foundation for developing teachers who are able to engage with educational evidence and reflect systematically on teaching and learning. However, the available official documents do not formally state the course objectives. From an Outcome-Based Education perspective, clearly stated and measurable Course Learning Outcomes are important because they provide a basis for aligning content, learning activities, teaching approaches, and assessment. Therefore, formally documenting the objectives and expected learning outcomes of the Myanmar Educational Psychology course would improve curriculum coherence.

The findings should also be considered in relation to Myanmar's movement toward competency-based and child-centered teacher education. The study indicates that the Educational Psychology curriculum already provides a foundation through its coverage of learning theories, individual differences, and research. Nevertheless, greater emphasis on practical counselling, psychological assessment, contemporary evaluation approaches, and theory-practice activities could make the course more responsive to diverse learner needs and the changing demands of teacher education.

Overall, the comparison does not suggest that one international curriculum should simply be adopted in Myanmar. Rather, the international curricula provide examples of potentially useful components that can be adapted to the Myanmar educational context. Curriculum improvement should therefore retain the existing research-oriented strengths while developing clearly articulated learning outcomes, more structured guidance and counselling content, practical psychological assessment skills, and more diverse forms of assessment.

Conclusion

This study evaluated the Educational Psychology course curriculum in Myanmar teacher education through comparative document analysis of selected international teacher education programmes. The findings show that Educational Psychology curricula across the universities share several fundamental areas, particularly learning theories and individual differences. At the same time, substantial differences exist in course objectives, content, teaching-learning approaches, counselling and guidance components, psychological assessment, and assessment practices.

The comparison indicates that Myanmar's Educational Psychology curriculum has a valuable research-oriented strength, particularly through its inclusion of educational research content. However, the available official curriculum documents do not formally state the course objectives, which may make alignment among objectives, content, learning activities, and assessment more difficult. In comparison, several international curricula provide more explicit learning outcomes and stronger connections between psychological knowledge and practical teacher competencies.

The study also highlights the potential value of strengthening guidance and counselling, psychological assessment, contemporary evaluation approaches, and practical learning activities in Myanmar. The more balanced assessment approach and stronger theory-practice linkage found in some international programmes may also provide useful directions for future curriculum development.

Therefore, the improvement of the Educational Psychology curriculum in Myanmar should focus not on directly copying international models, but on selectively adapting relevant practices to the Myanmar educational context. In particular, the curriculum could retain its research-oriented strengths while incorporating clearly defined course learning outcomes, structured guidance and counselling modules, practical psychological assessment, new trends in evaluation, and more varied forms of internal assessment. Such improvements could contribute to preparing prospective teachers who are better equipped to understand learner diversity, support students' academic and psychosocial development, and apply Educational Psychology effectively in classroom practice.

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