

SPECIAL NEEDS STUDENT IN TAKE

UNIVERSITY OF DAR ES SALAAM

CT 107:

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MODULE ONE: **UNDERSTANDING THE PHILOSOPHY AND NATURE OF THE SOCIAL SCIENCE.**

LEARNING UNIT 01: UNDERSTANDING THE BASIC SOCIAL SCIENCE EDUCATION CONCEPTS (History, Civics, Geography, Economics and Literature.

-What do you understand by the concepts History, \civics, Geography, Economics and literature?

-What is common in these concepts?

-How do they relate one another.

Social science subjects deal with man and his relation to the environment example

How man interacts or interacted with the environment in a struggle to survive.

=In Geography for example, a central concern is how these relationships vary over space and time

LEARNING UNIT 02: THE HISTORY AND CHALLENGE OF TEACHING SOCIAL SCIENCE SUBJECTS IN TANZANIA.

-The approach for teaching and learning of social science subjects varied over time.

-But the nature of the subjects remained basically the same with slight modifications of content.

The history can be traced into major period.

01: Curricula and the teaching of social science subjects before the mid 1990s

02: Curricula and the teaching of social science subjects after the 1990s.

Prior to the mid 1990s Curricula for most countries (In Africa) were based on the “TRADITIONAL VIEW OF EDUCATION”

-Focused on knowledge acquisition as the main goal of education.

-Viewed mastery of content as an ultimate and

Viewed knowledge as school based on discipline based

-Did not insist on the integration of school knowledge and real life situation.

-Did not focus on application.

-Traditional view led to content-based curricula in which ACQUISITION and REPRODUCTION of academic content knowledge is the main focus.

-SCHIRO (2013) Refer to this view as the scholar academic ideology.

Under this ideology teaching focused at producing scholars who can master the academic content knowledge.

-but with little emphasis on the relevance or use of this knowledge to solve day to day problems.

-Teaching process was characterized by TRANSMISSION OF KNOWLEDGE from the teacher to the learner.

-through direct teaching methods such as;- Oral exposition, Lectures, Demonstrations, the use of textbooks and other didactical strategies.

-Learning was characterized by CRAMMING/ABSORBING and REPRODUCTION content during examination.

-Today traditional view is increasingly seen as;-

01: Too slow in the production of knowledge.

02: Too inefficient to prepare competent people who can apply the skill and knowledge to solve daily problems at home or work situations.

03: Too outdate with the increasingly competitive global society in which we find ourselves (needs people with generic competencies such as creativity, critical thinking, communication, collaboration-4Cs)

-Syllabuses were lacking example Civics (siasa)-led some teachers to use government documents such as ESR policy document, the Arusha Declaration Manifesto.

-Even textbook were very limited, hence students depended on teacher's notes.

CURRENT TRENDS AND DEVELOPMENTS IN CURRICULUM

(CURRICULA AND THE TEACHING AFTER THE MID-1990S).

-Today, a global education policy discourse has changed.

-The policy context has changed towards more PROGRESSIVE VIEW OF EDUCATION.

-Stresses that knowledge should be applicable in solving real problems.

-Emphasises on development of desired competences.

-The school curricula today seems to be driven by the “SOCIAL EFFICIENCY” or “TECHNICAL INSTRUMENTALISM IDEOLOGIES” which emphasizes that;-

Knowledge and learning needs should interpreted on the basis of market demands and other social needs.

-As a result, curriculum policies adopted by most countries in SSA are based on;- Outcomes or competence-based curricula and learner-centered pedagogy.

Also emphasis is on relevant knowledge and active involvement of learners in the learning process. Teaching process emphasizes on the use of student/learner-centered methods.

Critical reflections on the current trends in curriculum and teaching.

“What do you think are the likely dangers of the content emphasis?”

However a critical analysis show that the contents of social science subject in Tanzania have remained relatively the same/stable.

-But there is a radical shift in the teaching approach-towards more learners-centered approach and methods.

.....End 13th April 2021.....

lecture two 15/04/2021.

Examining Traditional (Content based) and Competence-based Approaches in relation to the Teaching of social science Subject.

Traditional (content) vs Competence based approach.

Traditional/content-based approach

- Focuses on the acquisition and reproduction of academic content knowledge.
- Mainly within the confines of the classroom and subject context.
- No focus on applying knowledge to outside world.
- Focuses on delivery, acquisition and reproduction of content.
- It views the content as an ultimate end.
- Does not go beyond enabling learners to apply this content/ knowledge outside the school system.

-It views knowledge as school.

-Does not insist on the integration of school knowledge and real life situation.

How is the teaching of social science subject within CBA approach?

-Teaching is characterized by transmission of knowledge by the use of direct teaching methods like lectures, laboratory demonstration etc.

Thus teaching involves delivery the content characterized by teacher centered approach where

The teachers come to the fore control everything in the teaching-learning process.

On Other Hand.

COMPETENCE-BASED APPROACH

NB: "Competence are ability to perform things in the determined way".

-Focuses on developing learning ability to apply knowledge, skills and attitudes in a new problems situation.

-Focus beyond classroom and subject contexts.

-Underpinned by a more progressive view of education.

-Progressive view of education stresses that knowledge should be applicable in solving real problems.

-calls for teaching approaches which are learner-centered and activity-oriented.

-It promotes active learning.

Example of T-L methods that promotes learners active involvement.

-Discussion, debates, observation, drills and practice, problem solving, study visits, exploring. Nature/discovery method, laboratory work, independent study/projects and practicums.

For more clarification on T-L methods refer to the below reference in Google scholar;-

Nzima (2016) Competence-based curriculum page 50-70.

.....End.....19/04/2021.....

Lecture Three 19/04/2021

LEARNING STYLE AND THEIR INFLUENCE TO TEACHING

GENERAL CATEGORIES OF LEARNERS.

A) **TACTILE LEARNERS**-They learn best by touching/experiencing the object of learning. If they are given chance to experience or touch they enjoy learning. They prefer learning by activities.

B) **AUDIOTY LEARNERS**-They learn best by hearing/listening example lecture.

C) **VISUAL LEARNERS**-Learn better by seeing. It is until they visualise something that they come into an understand of it.

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MODULE TWO: ANALYSING PARTICIPATORY AND LESS-PARTICIPATORY APPROACHES TO THE TEACHING AND LEARNING, AND APPRAISING

can you differentiate b/n.

teaching approach, teaching method and teaching techniques?

approaches to teaching can be categorised into two orientations these are as follows below;-

A) Teacher centered approach and

b) Learner centered approach

TEACHER CENTERED TRANSMISSION APPROACH

-Teaching is generally seen as the organisation and transmission of content from the teacher to the student,.

The main role of the teacher is to pass on facts, concepts, rules, and produces to students.

All activities such as

structuring, questioning, focusing, motivating, and clarifying goals are performed by the teacher.

Students have to follow what the teacher says and wants.

The approach is consistent with the "Transfer Theory" (Fox 1979), which treats knowledge as a commodity to be transferred from one vessel to another.

Under this approach, learners become dependent on external regulation and learning is regarded as addition or intake of knowledge from the outside world into the learner's mind.

TCA could be equally regarded as characterised by strong **classification** and **framing** which according to Bernstein (1996/2000) may affect student's learning

Classification represents power relations and symbolises the extent of boundaries maintained between teacher and students.

Framing determines the locus of control between teachers and students over selection, sequencing, pacing of the instructional process and evaluation criteria.

Framing tends to be strong when a teacher controls everything in the classroom and **WEAK** when students also have some control over the aforementioned elements.

-Assessment methods involves traditional achievement tests example paper and pencil test.

-Teacher-centered approach promotes *surface learning approach*

Example of teaching methods are less participatory includes;-

.Lecturing

.Demonstration

.Use of films/video

.Drills, Mnemonics/cues

LEARNER CENTERED APPROACH (LCA) (PARTICIPATORY APPROACH)

.LCA has recently become one of the most prevalent education ideas in the most sub-saharan African countries.

-In Tanzania, the learners-centered approach is also commonly as participatory approach.

WHAT LCAS?

-Is a teaching practise that is responsive to learners' needs, interests, background and others.

-It aims to involve students/ learners more actively in the learning process through various activities.

-This is why an approach is called **"PARTICIPATORY"**

.LCTA starts with an understanding of the educational background of the learners example their experiences, talents, interests, capacities and needs.

-So, understand learners, prior knowledge on the topic is essential

-Then, processd to teaching from that understand.

WHAT IS THE ROLE OF TEACHER IN THE LCA?

-The teachers' role remains to be that of facilitating or guiding learners education.

-**Facilitating** means providing opportunities for individual students to acquire knowledge and construct meaning through their own activities.

for example of participatory methods includes but not limited to;-

.discussion (in small groups/plenary or panel discussion)

.debates

.practical work

.experiments\ laboratory work

.learning task example give learners a text to read and summaries main ideas.

.role playing

.simulation

.\gallery walk

.field trips/study tour

.exploring nature/discovery method

.clubs, community participation.

.independent study/ project and practicum

.....End..... 19/04/2021.....

cratelia in selecting teaching media?

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MODULE 04: EFFECTIVE TEACHING.

.Effective teaching or teacher

.Effective teaching is the extent to which teaching leads to increase learning on the part of learners.

.Effective teachers

- Design lessons.
- Utilizes appropriate teaching strategies.
- Implement management techniques.

FACTORS FOR SUCCESSFUL TEACHING AND LEARNING

- Effective use of time.
- Essential teaching skills.
- The teacher's knowledge.
- The teacher's personality especially the way you talk, the way you behave to others as teaching goes with personality.
- The teacher's attitude toward teaching and learning.

01: EFFECTIVE USE OF TIME

.Allocated time: time set aside for each topic that must be covered. This is general planned within then syllabus, that the intended topic should be covered in the particular time even a month for within the one topic.

.Instructional time: the actual time to teacher spends in teaching. As a teacher you can select how you can divide your time especially in preparing the lesson plan with the intended outcomes example within the five minutes for introducing the lesson within the few minutes, the same thing in facilitating knowledge.

.Engaged time: the time that learners pay attention while teaching is taking place.

.Academic learning time: the extent to which learners experience success in their work. At the end of the day the students are evaluated, it can be through the mean of examination or test to measure their learning experience.

02: ESSENTIAL TEACHING SKILLS

.Positive attitudes.

.Organizations.

Management organization

- Conceptual organization.
- Communication

-Precise terminology

-Connected discourse

-Transitional signals

-Emphasis.

.FOCUS

- **Introductory**; as a teacher you must provide a clear introduction to make sure that the learners are taking the seriously participation when it comes in case of learning so that they can be able to learn well within the classroom.
- **Sensory focus**: In learning the use of senses helps learner to maintain the detention to keep things in learning process, as a teacher you must observe this because students can hear can touch and listen as are classified into different learning categories within the class.
- **Academic focus**; the focus in this case as a teacher you think of making sure that all exam they pass very well and this is a focus of the teacher to make them to attend their learning goals.

.FEEDBACK

- **Written feedback**; is all things you write towards the students can be in marking the exams, their exercise book as response to what they have done in learning situation. Giving the feedback make sure that it have a meaning to a students in giving them the new process of learning in the growth of academic matter. Example marking them in correct response their have done you as a teacher you have to offer a good

fortune to them. Remember that focusing into reinforcement and encouragement feedback that discouraging feedback.

- **Verbal feedback;** Is very common in all of our schools, use polite language to your students so that you as a teacher can develop learning relationship between each one within the classroom, do not discourage them. The way you provide the feedback is way it can encourage or discourage learning process.

.MONITORING.

- **Physically;** as a teacher you have to control the class and the activities within in order to create the proper learning environment so that they can develop positivity in their learning process. Example you can tell them "this topic is very simple I think we shall learn without difficulties or I feel glad to have good class like this and I think we shall also reach our goals".

Psychological:

.REVIEW: Introducing the new topic right away or by revising the previous lesson.

.CLOSURE: Conclusion of the lesson.

.QUESTIONING SKILLS:

- Frequency; Arrangement of questions to ask the students.

- Equitable distribution; Balance the class in asking the question, do not base in one side or the same students in pointing them to answer the questions.
- Prompting: **Suggesting correct answer after wrong answers.**
- Wait time; when you ask the student the question you have to wait for their response in a given time, give them time to think because they are not a robot or machine.

03: THE TEACHER'S KNOWLEDGE

- Clarity; as a teacher you have to be clear in your teaching towards the learners.
- Warmth and enthusiasm
- Independent practice: teacher is everything in the classroom, you need some time to share with other teachers to in deep knowledge in case of their subject and see how other teacher use their method in teaching such things.
- Reinforcement
- Self-concept:
- Reading: as effective teacher is the one who like reading more resources to make sure that you earn more information and when it comes to what students give out to what you asked for you can be help them.

04: THE TEACHER'S PERSONALITY

.Cooperation, A democratic attitude, Kindness, Consideration, Patient, Fairness, Consistent behavior, Impartiality, Broad interest, A sense of humour, interests in learner's problems, Flexibility, Pleasant disposition, decent dressing.

05: TEACHER'S ATTITUDE TOWARDS TEACHING AND LEARNING.

- Attitude towards learners
- Attitude towards self.
- Throughout preparation.

....End of Part 01 in module one.....

DESIGNING TEACHING AND LEARNING MATERIAL

Content to be covered

- ☐ Definition of "teaching" and "learning material".
- ☐ Purpose and importance of teaching and learning material.
- ☐ Types of teaching and learning materials.
- ☐ Strategies for effective use of teaching and learning materials.

TRAINING STRATEGIES

- Pair or group work.
- Brainstorming.
- Role plays
- Lectures.
- Classroom presentations.

Teaching and learning materials

- Are the aids by the teacher to help in teaching his or her lesson effectively.
- Are the aids used by the learner or trainee to help him or her learn effectively.
- They can be big or small.
- They can be bought or made easily by both the teachers and students.

Human beings remember;-

- ✓ 10% of what they read.
- ✓ 20% of what they heard.
- ✓ 30% of what they saw
- ✓ 50% of what they saw and heard
- ✓ 70% of what they said.

✓ 90% of what they did and said

IMPORTANCE OF TEACHING AND LEARNING MATERIALS

01: Make lesson interesting.

02: Make learning easy.

03: Help learning to remain in the minds of the learners for a longer time.

04: Help the teacher to deliver his or her lesson successfully and easily.

05: Enable the teacher to express intended concepts of learning effectively.

06: Enable everyone in a classroom situation to participate actively.

07: Helps learners to relate what is being taught to real life situations.

CHARACTERISTICS OF TEACHING AND LEARNING MATERIALS

❖ Well prepared

❖ Well presented

❖ **Readable:** Legible, visible to all, appropriate format for room and audience size.

❖ **Relevant Pertinent to topic:** Up-to-date, consistent with local protocols.

- ❖ Can be **found locally** and are therefore cheap.
- ❖ Are usually **easy to carry** (portable).
- ❖ Should be **simple and adaptable** to the local situation or conditions.
- ❖ Should **be attractive to the learners**
- ❖ The students must **be able to handle** the materials themselves.
- ❖ Are things usually **familiar to the learners**.

TYPES OF TEACHING AND LEARNING RESOURCES

- i. Visual resources
- ii. Audio resources
- iii. Audio-Visual resources
- iv. Community resources.

01: VISUAL AIDS

-The aids which use sense of vision. **Examples of visual materials** are pictures, diagrams, teacher and students, charts, real objects, models, buildings, specimen, handouts, chalkboards, graphs.

02: AUDIO AIDS

-The aids that involve the sense of hearing. **Examples of audio materials are-**

- Tape recording cassettes
- Radio
- CD
- Dramatization.

03: AUDIO-VISUAL AIDS

-The aids which involve the sense of vision as well as hearing. **Examples of Audio-visual materials** are like: Television, video recording, motion pictures with sound tracks, slides, films, multimedia, computer, DVD.

04: COMMUNITY RESOURCES

- Community leaders and members
- Community resource

EVALUATING AND REVIEWING ENABLE

- To plan for the future.
- To see if the materials are relevant
- To see if the materials have been used properly.
- To find out the materials are relevant and easy to understand.
- To ascertain the durability or long lasting nature of the materials.
- To establish the suitability of the materials.

- The evaluation method must be relevant, exact and clear.
- The recommendations made must be implementable.
- The evaluation should have a way forward.
- It should indicate the activity being evaluated.

USING TEACHING AND LEARNING MATERIALS

- Planning.
- During the use.
- After the use.

PLANNING

Scheme of work and lesson plan.

-Availability. the availability of that teaching and learning materials which are very reliable to the students in order to accomplish the planned teaching and goals. We think of the availability in our environment.

-Ability to prepare and use. The teacher you think first on what materials will you use example are you able to draw the map if you

are not you may ask for assistant from other teacher or even your student to draw it in order to achieve the intended teaching and learning lesson within the class. When it come in using the materials, you as a teacher you may ask yourself at what time and period to use that teaching aids within the classroom. Make sure you involve the learners in the maximum level to make them understand the lesson your teaching to them. Showing them teaching materials they will be able to categorize and mention what are in the teaching aid example a map.

-Cost. Think of the cost to avoid your own budget to buy the learning and teaching aids. Choose which is cost less aids.

-Class size, color, number of students. As a teacher you have to think of the nature of the class in preparing the teaching and learning the materials. Then you have to color the materials in order to make the learner to see very clearly.

-Time. The time you are talking here, is the time in terms of parties of the day example in the morning, afternoon or in the evening. Think of the time to use your teaching and learning materials.

-Portability. You can carry it. Plan something which is portable in learning and teaching activity.

DURING THE USE

- Use at the right time.
- Fix it at the center. Put in the position that every student can accommodate it within the classroom.
- Demonstrate.
- Involve learners to the maximum.
- Leave it to the end of the lesson.

AFTER USE

- Test learners understanding.
- Remove the material.
- Clean the chalkboard.
- observed strengths and weaknesses.
- Improvement of the material.

.....Braille Exited above from special unit university of Dar es salaam.

TEACHING METHODS

- The suitability of an approach and methods of teaching depends on the nature of the subjects and purpose of education.
- It could also be as one that depends on the groups of students, when it is applied, under what conditions, etc.
- **Don't take a position! (see for example Varvrus and Bartlett 2012)**
- **The following criteria may help to decide.**

CRITERIA OF SELECTING TEACHING METHODS

01: NATURE OF THE TOPIC AND COMPETENCES:

Whether knowledge, skills or attitude oriented.

If the topics is for skills development-it would necessitate the use of interactive or participatory methods, such as practical.

For example, if the objectives is to enable learners to have ability to conduct chain survey, then.

. A short lecture followed by demonstration and practice (practical work) in the field would appropriate.

A new, unfamiliar and difficult topic or a topic requiring imparting values to learners.

May trigger the use of direct teaching methods such as lecture and demonstration coupled with some question and answers .

02: CLASS SIZE (Number of students in the class).

-large numbers would necessitate the use of transmission pedagogy; while

-small and moderate class size would allow the use of interactive methods like discussion, practical activities etc.

03: CONSIDER AGE, COGNITIVE ABILITY OF THE LEARNERS

❖ The nature of the students in terms of age, ability and interests matters a lot

□ Example consider the Piaget's stages of mental development

01: Sensorimotor stage 0-2 years

02: Pre-operational stage 2-7 years

03: Concrete operational stage 7-11 years.

04: formal operational stage 12-15/16 years

04: TIME AVAILABLE

- ❖ Interactive methods (group discussion, debate, practical etc) would require more time than transmission methods like lectures and demonstration.

05: CONDITION OF THE CLASSROOM

- Room size, presence of movable or fixed chairs, facilitates like displays, models etc.

Example Discussion in small groups requires adequate space and movable chairs as well as desks.

- Displays and models would facilitate interactive methods because learners will have ample materials to interact.

ANALYSIS OF THE TEACHING METHODS

01: LECTURE METHOD: An uninterrupted talk by an expert that makes very little engagement of students.

- Is the most widely used form of presentation.
- Suitable if a topic is complex or it is new and unfamiliar

TYPES OF LECTURES

01: Illustrated Talk/lecture: Where the speaker relies heavily on visual aids to convey ideas to the learners.

-It is useful in geography and history example when teaching about trade routes in history subject or vegetation types and climatic regions of the world-in geography.

-In this case, a teacher may use a wall-ap, a Drawing as well as a concepts map to teach about a concept.

02: Formal Lecture: The speaker's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the audience example speech by the president, priest, politicians etc.

03: Teaching lecture: the instructor plans and delivers an oral presentation in a manner that allows some participation by the students and helps them forward the desired learning outcomes,

Can be combined with Q and A Illustration etc.

TECHNIQUES OF DELIVERING A LECTURE

□ Four ways can be identified

01: Reading from a typed or written manuscript;

02: Reciting memorized materials without the aid of a manuscript.

03: Speaking extemporaneously from an outline: and the last is

04: Speaking impromptu or spontaneously without presentation.

STRENGTHS OF THE LECTURE METHOD

- ☐ Useful for introduction of new subjects/topics, summarizing ideas, emphasizing main points.
- ☐ Adaptable to many different settings, including small or large groups.

WEAKNESSES

- ☐ Not suitable for young children because of short attention span.
- ☐ Weak students can simply hide behind the group; and the teacher can never be sure that everyone is following the lesson.
- ☐ Lecture method is directed to the class as a whole and does not pay much attention to the needs of individual learners.
- ☐ Does not encourage critical thinking to the learners, and interaction among them is minimal.

DEMONSTRATION

Involves showing specific techniques or method of doing something or a process.

Very commonly used in particular lessons.

Example History teachers may use it when teaching about different tools used during the stone age.

THERE ARE TYPES OF (techniques) OF DEMONSTRATION

01: Silent demonstration-No talking to the learners during the process of demonstrating something within the class.

02: Demonstration with commentary/ explanation-showing while talking/elaborating.

03: Participative Demonstration-Using the participants to assist

STRENGTH AND LIMITATIONS OF DEMONSTRATION

STRENGTH

- ✓ Very useful for showing a new procedure/method.
- ✓ Can increase the level of accuracy/precision in performing a skills/activities among the learners.

LIMITATION

-Need a relatively small group so that everyone sees the demo.

DISCUSSION METHOD

- ✓ Is an organized conversation on a relevant topic guided by a teacher in order to exchange ideas, increase knowledge, decide on a course of action, reach an agreement and develop ideas.

HOW TO PREPARE AND ORGANIZE A DISCUSSION?

01: Decide on the objectives.

02: Then choose a small number of discussion points.

03: prepare some question for each group.

04: Usually brief the learners on what they are supposed to do.

05: Pass around to help groups as they proceed.

TECHNIQUES TO CONDUCT A DISCUSSION

- **Can be conducted in different ways**

01: A PANEL DISCUSSION: involve a few presenters, each of whom will have to prepare and present one portion.

- Then the rest of the participants can ask questions or comment after each panelist has given his views.

02: PLENARY DISCUSSION: A discussion organized in small groups.

-Each small group discusses alone and latter brings a report to be discussed by the whole class.

. Here, groups can be 3 to 5 students,

03: THINK-PARE-SHARE (Fikiri-Jozisha-Shirikisha)

-Students are given the same question or task to perform.

-Think or work alone/ individually.

-Then, discuss in pairs.

-Then, share the ideas to the whole class.

- o In all the three types of discussions, a teacher makes a summary or conclusion in the end.

STRENGTHS AND LIMITATIONS OF THINK-PARE-SHARE.

STRENGTHS

- ☐ Can pool ideas and experiences from groups.
- ☐ Very effective after presentation, a film or an experience that needs to be analyzed.
- ☐ Helps to involve learners in the process of knowledge creation and development.
- ☐ It simplifies teacher's work since learners can work out their solutions and mark each other's works
- ☐ Develops sense of collegiality and builds collaborative learning skills among students.

LIMITATIONS

- ☐ Not effective with more than 20 people
- ☐ Few active members can dominate the discussion. Others may not participate.

- ☐ Time consuming
- ☐ Easy to loose direction of not carefully planned and administered

DEBATE METHOD

DEBATE: Is a formal conversation organized to discuss an issue/a motion.

- ☐ Requires presentation of a motion.
- ☐ Usually takes two sides and you choose proposers and opposers of the motion.
- ☐ At the end of a debate participants can be asked to vote which side they have been convinced to join.
- ☐ This method can be used to teach any social science subject.

STRENGTHS OF THE DEBATE METHOD

Very useful encouraging critical thinking skills

- ☐ Can help to arise several issues relate to a discussion topic.
- ☐ Encourage divergent thinking among the learners for example looking at the same thing from different angles or perspective.

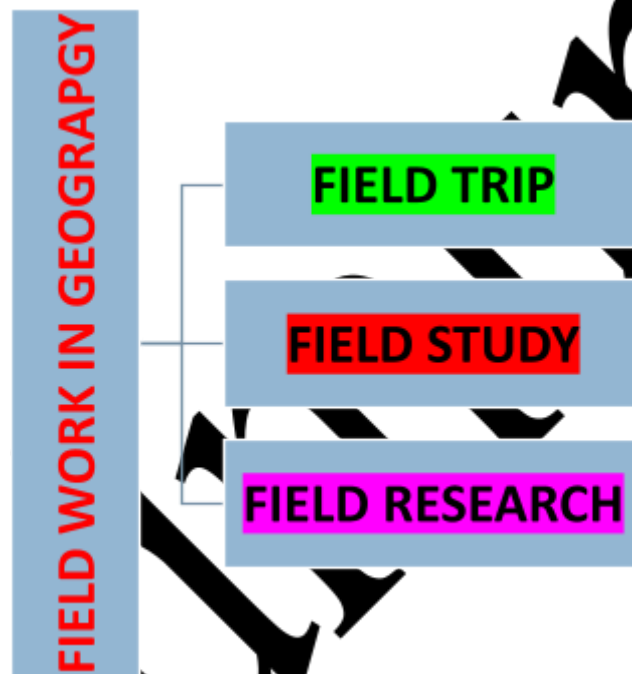
LIMITATIONS OF THE DEBATE METHODS

- Time consuming-Need to have adequate time.

- As it is the case in a group discussion, the method requires careful planning and administration: otherwise members may go astray (off the track).

FIELD WORK

Three types of field work.



FIELD TRIP

Involves riding in a bus to a specific area where the students can see as much as possible the world around them.

Example can take a geography or economics class to a sugar factory, hydroelectric power project, a plantation.

-While out there, students listen to lectures or talk to public officials, taken around, ask question, and take notes.

PROCEDURES OF FIELD TRIP

01: Decide on objectives and hence learning activities to be performed

02: Select the site to be visited.

03: Seek permission from relevant authorities, including parents.

04: Prepare the learners in groups each with an activity to do.

- On the site ensure everyone sees the relevant areas.
- Also, allow the local authorities to talk/explain things to the students.
- The students are taken around and can ask question.
- Encourage students to ask questions and take notes.
- Discuss relevance of the visit and the knowledge gained there in.

STRENGTH OF FIELD TRIP

- Although this method is rather difficult to organize, its advantage is the students are brought in contact with the reality and with firsthand information.
- Helps learners to discover new knowledge on their own.

LIMITATIONS OF FIELD TRIP

- The method is costful in terms of organization, time and money.

FIELD STUDY OR TEACHING

- Entails hours of walking in the field and doing intensive investigation.
- Involves both the teacher and students in the task of closely examining and analyzing a piece of selected landscape.
- It is suitable for higher classes secondary schools and at university, the primary school and lower secondary.
- Very useful method for teaching map work, soil, science, types of rocks.

FIELD RESEARCH OR PROJECT

- ❖ These are guided research activities done by individuals or groups.

- ❖ Normally done under the supervision of a teacher and findings are presented in written report.
 - ❖ Very useful for building practice in fact finding, analysis, interpretation, report writing and decision making.
-

INVITING GUEST SPEAKER.

Not all topics issues can be taught by an individual teacher.

The method involves inviting a guest to teach or give a lecture on a certain topic or issue.

-a guest speaker may come from within the department or our side the department and institution.

WHY WE INVITE A GUEST SPEAKER.

When we speak we cannot guide a certain topic more efficiently.

-The need to tap the experience of an individual who seems to have been or is directly involved in an activity-allow learners to get firsthand info.

ADVANTAGES.

Learners develop interest to the subject which is a pre-requisite for better understanding in memory,

-It breaks monotony in a myth that all knowledge is vested to one teacher.

DISADVANTAGES.

-If guest speakers prove to be competent learners may lose confidence in their subject teacher.

-It is difficult to maintain continuity example the connection between the previous and new lesson.

ROLE PLAY

It involves asking a student to imitate or assume the role of a particular person example a teacher an environment, a historian, a doctor etc.-

In group of five students, then select one major teaching subject.; from the syllabus normally has classes just select one class example form one or form two and etc., from that class prepare a matrix example

Mention Topic or sub topic	(Relevant methods)	REASON(S)
..... Example Topic (CLIMATE) sub topic-(a) Weather	How can I facilitate that topic or sub topic (indicate the relevant methods for strategies	Explain why do you think the methods are appropriate to learn that topic
Go to another sub topic and do the same	- - -	- - -

Edmund

PREPARING TO TEACH/FACILITATE LEARNING

The Basic of Teaching and Learning Process.

ELEMENTS FOR TEACHING

-Teaching involves at least four elements.

- I. The teacher
- II. The learner
- III. Subject matter and
- IV. The surrounding environment.

01: THE TEACHER;

Is the planner and overall facilitator of the teaching process.

-Is the one who mostly make decisions about what to teach (content selection) and how to teach (approach) by organizing the subject matter in view of the learners, available resources, time and space.

02: THE LEARNER;

Is the center of all teaching. Each learner has his own characteristics in terms of background knowledge, abilities, skills and attitudes which cause individual differences.

-Learners need active involvement in the entire process.

03: THE SUBJECT MATTER;

Is the content which is supposed to provide and satisfy the learners' needs in terms of objectives, knowledge, skills and attitudes.

THE ENVIRONMENT;

Include the situations and conditions under which the teaching process operates (example: class size, available resources, support from the school and the community. etc)

THE RATIONALE FOR PREPARATION FOR TEACHING

-Preparation and making decisions about teaching are among the most important aspects in the process because; -

- A. They help to determine in advance what is to be taught, why is it to be taught, and how it is to be taught, when, for how long. etc

- B. Gives both teacher and students a sense of direction and help students become aware of the learning activities ahead of them.
- C. Teacher preparation provides smooth running of the classroom with fewer interruption problems example smooth flow of ideas, activities, and interactions among the elements.

STRATEGIES FOR PREPARING FOR TEACHING

-Preparation for teaching involves various tools and strategies; -

01: Examining the content of the subject-this will essentially requires analysis of the syllabus.

-A syllabus is an official written document which provides a summary of what is to be learnt in particular subject at a given level of education.

-Thus, teachers need to analyze the syllabus to understand the objectives of the subject.

The content of the subject in terms of topics and sub topics (look also at content gradation).

-The approaches to be used.

-The mode of assessment and evaluation and; -

-Resources to be used (textbooks, teaching media).

02: After analysis of the syllabus select the content and prepare a scheme of work. In other words, translate the syllabus into a scheme of work.

- Scheme of work is an action plan prepared by the teacher to enable him or her implement the different units of a syllabus.

RESOURCES TO CONSIDER / MADE AVAILABLE WHEN PREPARING A SCHEME OF WORK.

01: THE SYLLABUS; this is where a scheme of work is derived from. hence, ensure that you have a respective syllabus at hand.

02: School calendar /timetable-before starting developing a scheme of work ensure that you are aware and you have a school calendar or timetable.

Why?

- To be familiar with events that take place within the school.

03: Stationaries/writing materials; Appropriate papers (A3), pen, Pencil, ruler, e.t.c

04: You can even try to foresee the cognitive abilities of your learners, their background, etc. -in order to set a teaching pace/speed.

FUNCTIONS OF A SCHEME OF WORK.

- ☐ A scheme of work is a useful device for time management.
- ☐ It helps teachers in determining pace of teaching, hence it regulates teaching and learning pace (speed).
- ☐ Enables the teacher to evaluate his work and that of the learners.

COMPONENTS OF A SCHEME OF WORK

01; Preliminary/introductory information.

- ☐ Name of the ministry.
- ☐ Name of school.
- ☐ Teachers' name.
- ☐ Class.
- ☐ Date especially terms of year.

02: The main part constituting a matrix of about 11 table.

COMPONENTS OF A SCHEME OF WORK

- I. Competence
- II. Month
- III. Week
- IV. Main topic
- V. Sub topic
- VI. Specific competences
- VII. Number of periods.

VIII. Teaching activities

IX. Learning activities

X. Teaching Aids/resources.

XI. References

XII. Assessment

XIII. Remark

DEVELOPING A LESSON PLAN

-A lesson plan is a document which shows how the topics are going to be handled in the classroom

- Is prepared by the subject teacher
- It is a day-to-day activity.

COMPONENTS OF A LESSON PLAN

01: preliminary information

-Date

-Subject

-Class

-Period

-Time

- Number of students.
- Main topic
- Sub topic
- Main objectives
- Competences
- Specific competences.

PLANNING A LESSON

Specific competence or learning outcome.

By the end of 50 minutes period, a student should show or demonstrate ability to

- Explain the meaning of a planet correctly.
 - Explain any four features of each planet in the solar system
- List two major differences of planets.

Teaching Aids

- The globe solar system, drawing on the blackboard, atlases.

REFERENCES.

Magesa, G. (2008). Geography for primary schools, standard V. student book. Dar es Salaam University Press.

LESSON DEVELOPMENT

- I. Stages; introduction; new knowledge; reinforcement; reflection and conclusion.
- II. Time in minutes
- III. Teachers' activities
- IV. Students' activities
- V. Assessment activities.

LESSON DERIVERLY

This will stick to the lesson events

Introduction

- State instructional objectives
- Arouse interests
- Test on the previous lesson
- Link new information (topic) with the previous one.

Development

- New knowledge
- Reinforcement and reflection
- Use of appropriate methods and resources.

Conclusion

- Highlight major issues
- Classroom exercises
- Provide homework
- Provide future plan

EVALUATION AND REMARK

Evaluation

- Is a continuous process
- Provides feedback from the students.
- Provide the extent to which the instructional objectives have been met.

Example of statements showing the evaluation below; -

Teachers' evaluation.

- 10/12 students showed ability to explain the meaning of a planet, to explain four features of each planet, and to list two major differences of the planets correctly.

Student evaluation

- ✓ Students' responses indicate that they have learned the meaning, features of a planet and the major differences of the planet.

IMPORTANCE OF LESSON PLAN

- Makes learning interesting and easy
- Helps in evaluation
- Helps another teacher in your absence
- Increases creativity
- Attainment of specific competences.
- Can be reused over and over again only if they are updated
- Preparation of teaching and learning materials.
- Planning teaching methods and techniques
- Provides a birds' eye on the topic

INSTRUCTIONAL OBJECTIVES

Are statement which describe the teachers' attention on how student are going to learn in the classroom situation.

They help teachers and students know where and they are going.

TYPES OF INSTRUCTIONAL OBJECTIVES

GENERAL OBJECTIVES a long outcome

SPECIFIC COMPETENCES are short term or immediate outcomes or skills of knowledge of values.

EXAMPLES to understand and appreciate the operations of a computer
(general)

-To describe five functions of a computer **(Specific)**

CATEGORIES INSTRUCTIONAL OBJECTIVES:

1. Cognitive
2. Affective and
3. Psychomotor

COGNITIVE DOMAIN (knowledge-oriented behavior)

- List, name, explain, apply, classify, define, summarize, evaluate, criticize

AFFECTIVE DOMAIN (feelings/attitude-oriented behavior)

- Choose, select, respond, accept, value, organize, characterize, justify

PSYCHOMOTOR DOMAIN (skills Oriented-Behavior)

- Point to, demonstrate, construct, draw, assemble, measure, adapt, adopt.

COMPONENTS OF INSTRUCTION OBJECTIVES

- Conditions: describe situation/environment for behavior change.
- Performance: state the behavior that a student will be able to do.

SPECIFIC OBJECTIVES/COMPETENCES

A- Audience: the learner, participants etc.

B- Behavior: what exactly students are expected to do after the learning experience

C – Condition: important condition under which the performance is to occur

D – Degree of achievement, i.e., to what extent/how well the learner will perform

T: Time bound (by the end of 40 minutes)

SPECIFIC OBJECTIVES

- S: Specific – a from three student
- M: Measurable – for climatic regions
- A: Attainable - Make sure the learner can do what is required.
- R: Relevant/Realistic – should be able to
- T: Time Bound .40 minutes.

SPECIFIC OBJECTIVES/COMETENCE

- At the end of 40 minutes a form our student should be able to define culture and identify five elements of culture correctly
- By the end of 40 minutes a form one student should be able to show / ability to / demonstrate.

TEACHING / LESSON NOTES

- Lesson notes are different from lesson plan
- Lesson notes ate the content subject matter its self
- They may be in the form of major points covered in a lesson, or
- A summary of the content the details of which differ from subject to subject.
- Lesson notes are prepared by the teacher, separately or appended to lesson plan

REFLECTION QUESTION

Give out five reasons for preparing a lesson notes?

ENALYSING AND EVALUATING QUALITY OF BOOKS

TYPES OF BOOKS

01 A TEXT BOOK

- Is a manual of instruction or standard book in any study
- Reproduced according to the needs of the educational system
- Presents the subject matter as defined in the curriculum and syllabus.

ADVANTAGES OF A TEXT BOOK

- Make it easier to follow the syllabus.
- Helps to standardize instruction.
- Maintains the quality
- Provide a variety of teaching resources.

EVALUATING A TEXT BOOK

1. Subject matter.

- Covering variety of topics according to the syllabus

- Logical arranged of the topics/themes.
- Content according to the needs of students
- Manageable in terms of length and depend on how many topics are there in the syllabus.

02: Vocabulary and structure.

- Simple language and reasonably should be at the level of the learners.
- Sentence structure that follows normal word order
- Sentences follow logical order.

03: Exercises

- Should develop comprehension and test knowledge of the main ideas.
- Availability of practical issues, such as reading, writing, speaking and listening
- Pattern to review within a lesson
- Promote meaningful learning.

04: illustrations

- Photographs, charts, diagrams and drawing.
- Favorable atmosphere for learning.
- Clear, simple and free from unnecessary details ‘
- Printed close to the text or directly related to the content

05: Physical make up

- External appearance
- Clear title
- Attractive color of the cover.
- Durability of the binding.
- Size of the print.
- Date of publication
- Clear table of content

06: Pedagogical Quality Standards

- Relating to the learner's life experience.
- Linkage to the prior-knowledge
- Adequacy of the presentation style/ techniques used
- Level of enjoyment/ ex.

07: Assessment of Learning

- Appropriateness of tasks
- Adequacy of the tasks
- Suitability of the tasks in addressing different domains
- Variety of tasks
- Use of variety of assessment items.

02: TEACHER'S GUIDE

- Is a book that helps a teacher to teach effectively a given subject matter or topic
- Is a reaching syllabus or teaching handbook.
- It has more content/materials than what is usually available in student's book
- Suggest detailed classroom guidelines for teachers.
- Provide assistance and guidance to teachers on how to use the accompanying textbooks.

TEACHER'S GUIDE SHALL HAVE--

- Correspondence with the learner's book
- Clarification of lesson objectives and learning outcomes (competence)
- Provision of guidance on the teaching methodology.
- Provision of additional knowledge and techniques especially for challenging areas
- Provision of additional student activities.

IMPORTANCES OF TEACHER'S GUIDE.

- Provides a teacher with various alternative on how to monitoring the syllabus
- Advancing and updating the teacher's own pedagogical competence skills

- Useful to teachers with limited in-service training
- Has content suggest.

03: CONTENT SUGGESTS

- Details of lesson procedures and answer to text book questions.
- Teaching methodologies/strategies/tactics.
- Specific teaching and learning objectives.

04: REFERENCE BOOK

- Is a book in print or electronic form or combination of the two intended as a source of information.
- Is a book selected by the teacher to be used in a particular subject.
- It can be used along with text book

SELECTION OF REFERENCE BOOKS

- Physical appearance
- Structure of the content
- Illustrations
- Vocabulary

EXTERNAL APPEARANCE OF THE BOOK

- Price
- Quality of the papers used.
- Durability of the binding

- Size of the print
- Original date of publication

STRUCTURE AND CONTENT

- Attractive and easy to read

LEVEL	PRINT SIZE
Pre-primary level	Not less than 18 pt
Standard 1 and II	Not less than 16 pt
Standard III and IV	Not less than 14 pt
Standard V and VII	Not less than 12 pt
Secondary level and above	Not less than 12 pt

- Logical presentation of content
- Vocabulary appropriate to the level
- Illustration with good color and attractive.

REFERENCES

- TIE (2005). *Guideline for evaluation of book*. Dar es Salaam: Tanzania Institute of Education

.....END.....

PREPARING TO TEACH

IMPORTANCE OF SYLLABUS

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