

<b>SUBJECT:</b>	<b>EDUCATION</b>
<b>COURSE:</b>	<b>PRINCIPLES OF TEACHING &amp; LEARNING</b>
<b>PROGRAMME:</b>	<b>PRIMARY/SECONDARY</b>
<b>YEAR:</b>	<b>2</b>
<b>SEMESTERS:</b>	<b>1 &amp; 2</b>
<b>CREDITS:</b>	<b>4 (60 CONTACT HOURS)</b>
<b>PRE-REQUISITE:</b>	<b>YEAR 1 COURSE THE EMERGENT TEACHER</b>

### **Course Description**

This course is structured around five units which allow the student teach to think about and develop some principles of and approaches to teaching, learning, and creating classroom environments, and to engage in planning and teaching in different curricular and learning environments. Additionally, the course provides an introduction to principles of and approaches to integration, to alternative approaches to managing classroom environments and specific approaches to dealing with students' behavior.

### **Introduction**

The revision of the Education curriculum became necessary as a result of the reform of the primary curriculum introduced in 1994, as well as the ROSE programme introduced earlier. The content and methods of this course – Principles of Teaching and Learning – were determined by the curriculum writers based on the general direction provided by the steering committee as outlined in the Preface. Please see the *Preface* to the Education programme for a more detailed introduction to this course.

### **Rationale**

This rationale for the course *Principles of Teaching and Learning* recognizes that the teacher's main task is to teach in ways that lead to deep understanding on the part of students. The teacher also has to develop caring relationship with his or her students and to understand them as individuals and as students. He or she has to be able to establish caring and nurturing classroom environments where such child feels safe and cared for. Teaching ideally should be guided by the principles of teaching and learning espoused in the new primary and secondary curriculum, as well as a knowledge of different approaches to teaching and learning. The teacher has to be able to take these principles, a knowledge of students and their communities and the curriculum into account in planning lessons and units, and effecting learning experiences that lead to student understanding. In addition, the teacher has to understand the dynamics of the classroom environment in which he or she will teach and various ways in which to create a caring and democratic classroom for optimal student growth. This course attempts to achieve all these aims.

## **Aims**

Students will become familiar with various ways and tasks of teaching, understand important principles of teaching and learning, plan lessons for various groups of learners, develop skills and understandings related to teaching students of different grade levels, and create democratic and caring environments for students of different age levels, abilities and backgrounds.

## **Objectives/Content/Examples of Activities/Assessment and Standards**

The objectives, content, examples of activities, assessment and standards of the course are presented in each unit below.

## **Pedagogical Orientation Of The Course/Role Of The Lecturer**

Because of the vision of the new teacher outlined in the new K-12 curricula, and methodology advocated in these curricula, the college lecturer is expected to use participatory, active teaching strategies i.e. model the teaching learning strategies of the new classroom. The lecturer is expected to teach in constructivist ways allowing student teachers to build on their own knowledge and experiences and develop their own meanings and understandings. As much as is possible, the start of each unit or lesson will begin with something concrete or exceptional, e.g. with student teachers reflecting on their own experience, or on conclusions drawn previously or the discussion of a case or example. The lecturer is expected to allow student teachers to reflect on their own experiences, initial definitions and conceptions and scrutinize them in the light of new knowledge. Although students would have had a chance to begin to examine these definitions and images of teaching, in the course *The Emergent Teacher*, the first week of this course continues this self examination. Student teachers will also as much as is possible, engage in collaborative learning activities, and negotiate meaning and understanding through discussion and group and individual assignments. In addition, student teachers are required to draw conclusions and develop their own assessment of situations described.

This course also helps student teachers to learn various skills required for the classroom. Thus there will be interviews of teachers and children in different types of schools, development of observation instruments, visits to different types of schools with instruments and checklists, and demonstrations of teaching approaches. There are some lessons where the teacher educator is expected to review and explain basic information. Handouts and flowcharts of procedures help to support this kind of explanation. One of the main activities of the course is the interpretation the National curriculum, the planning of teaching learning experiences based on this curriculum, and the teaching and evaluation of those lesson plans. It is recommended that his course be time-tables so that students can use an actual classroom and pupils as the basis for lesson planning.

## **Relationship to the Practicum**

Development of Observation Instruments, Observing in classrooms, Analysis of what was observed using concepts learned in this course, Child Study, Interviewing of Teachers, viewing of Classroom Teaching Episodes, Year 2 Teaching Practice.

## Overview of Course Content

The course is divided into 5 units as follows:

Unit 1	-	(20 hours)	Principles of and approaches to teaching, learning, and creating classroom environments
Unit 2	-	(10 hours)	Planning and teaching in different curricular and learning environments
Unit 3	-	(14 hours)	Principles of and approaches to integration
Unit 4	-	(10 hours)	Approaches to managing classrooms and influencing student behavior
Unit 5	-	(6 hours)	Classroom mechanics

## Assessment

**The Scheme of assessment is as follows:**

### **Course Work = 60%**

5 Course work assignments (one of which will be a Portfolio of students' best work and reflections)

### **Examinations = 40%**

Final examination with essay and multiple choice items

## **Unit 1 Principles of and approaches to teaching, learning, and creating classroom environments.**

**Number of Hours: 20**

### **Objectives**

1. To develop a point of view about their own learning (and where appropriate) their own teaching experiences
2. Determine the central tasks and purposes of teaching
3. Explain various principles/theories of learning and their implications for teaching and the teacher's role
4. State the implications of *Multiple Intelligences* for teaching, learning, the curriculum and assessment
5. Explain different causes of motivation, describe different approaches to motivating students and develop strategies for motivating students in different classroom environments
6. Describe alternative approaches to teaching and ways of creating a student centred classroom
7. Analyze/evaluate different episodes/examples of teaching from pedagogical and student centred and learning viewpoints
8. Describe the social curriculum of the classroom and state the criteria of a student centred and caring classroom

**Objective 1:** To develop a point of view about their own learning (and where appropriate) their own teaching experiences

**Objective 2:** Determine the central tasks and purposes of teaching

**Note to lecturer.** Objective 1 is meant to be an introduction to the course and review.

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
1. Overview of, rationale for, and objectives of the course.	Discuss the rationale for the course, its significance in the programme, and the requirements for completion.
	Handout course objectives and discuss
2. Portfolio requirements for the Course. Review 5 elements of a portfolio: Evidence of: Reading, thinking, and Reflection, Writing, Interacting over Ideas Demonstrating new skills and understanding	Explain portfolio requirement. Students and lecturer review experiences problems etc. With portfolio development and use and agree on procedures.
3. Review of students' reasons for wanting to be a teacher discussed in the course The Emergent Teacher (e.g. public service, love of children)	Students share in groups their ideas for choosing teaching, as well the significant insights developed from that course.
4. Significant learnings from the course The Emergent Teacher (e.g. the ways in which labels have affected them as individuals)	Students begin their portfolio entries.
5. Assignment 'My best and worst learning experiences'	Students share experiences certain principles of which teachers should be mindful. (Principles/thoughts should be derived from the experiences)

<p><b>What is important in teaching</b></p> <p><i>Some Central tasks of teaching e.g.</i></p> <ul style="list-style-type: none"> <li>-Listen to/understand students' thinking</li> <li>-understand their experiences</li> <li>-organize subject matter/plan for</li> </ul>	<p>Let students report answers to questions posed on the readings (below). Discuss in class.</p> <p>Draw on assignments and readings and the principles they developed earlier to develop a set of criteria for what is important in teaching.</p> <p>Organize students' responses</p>
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<p>Teaching</p> <ul style="list-style-type: none"> <li>-Get students to learn worthwhile things</li> <li>-Create a safe learning environment</li> <li>-Affirm students' sense of self etc.</li> </ul>	Students continue portfolio
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**Reading Assignment:** Nancy Balaban, "Seeing the child, knowing the person"

- Objective 3:** Explain various principles/theories of learning and their implications for teaching and the teacher's role
- Objective 4:** State the implications of Multiple Intelligences for teaching, learning, the curriculum and assessment
- Objective 5:** Explain different causes of motivation, describe different approaches to motivating students and develop strategies for motivating students in different classroom environments

<p>Student Learning Style inventory</p> <p>Students' lay theories of learning (i.e. how people learn/what are the conditions for learning) based on their best and worst experiences and their learning styles.</p> <p>Various learning theories or views of how people learn. These can be divided into 5 broad categories of theory viz:</p> <ol style="list-style-type: none"> <li>1. <i>Social learning</i> (observational) (Bandura as one theorist)</li> <li>2. <i>Cognitive/information processing</i> Focus on thinking/reasoning, memory, attention, perception, schema/ta Representation of ideas etc (Ausubel as one theorist) Importance of creating representations of the idea in the mind of the learner. Ways in which this can be achieved e.g. a/v aids, discussion, actual experience etc.</li> <li>3. Behaviorist theories of learning</li> </ol>	<p>Students complete and present their style</p> <p>Discuss and draw conclusions about differences in learning style</p> <p>Allow students to state their own theory of learning</p> <p>Present overview of the main categories, pointing out what each emphasizes and de-emphasizes and how learning is conceived by each.</p>
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<p>various concepts in this theory. (Skinner and Dreikurs as 2 theorists)</p> <p>4. Social cultural Major concepts in this theory ZPD, Scaffolding etc (Vygotsky as major theorist)</p> <p>5. Constructivist (Based on ideas of Piaget and Dewey) Each theory has implications for teaching and the teacher's role. They can also be compared in terms of the criteria for student-centredness.</p> <p><i>Different conceptions of intelligence</i></p> <p>One's conception of human capacity or intelligence influences one's views of development, developmental paths and human potential. Some stress the scientific and logical thinking. E.g. Piaget viewed human thought as striving toward the idea of scientific thinking).</p> <p>Multiple intelligences (MI) Howard Gardner has posited the theory of multiple intelligences – human being as having many talents – many intelligences. 7 talents/intelligences – linguistic, musical, logico-mathematical (scientific), spatial, bodily-kiesthetic, interpersonal and intrapersonal.</p> <p>Implications of theory of MI for the curriculum that is offered in the school, the method of teaching, assessment etc.</p>	<p>Allow students to study readings and handouts on each theory</p> <p>Allow students to role play a debate among the different theorists/positions regarding learning. Instead of a debate students could prepare posters depicting each theory. Students discuss implications of each theoretical position for teaching, the teacher's role and student centredness in a co-operative learning activity in class. Students examine level of student centredness in each.</p> <p>Students examine the level of student centredness in each position.</p> <p>Allow students to give their views of what makes an intelligent person or their expectations of an intelligent person.</p> <p>Categorize responses. Explain/review the concept of intelligence in terms of human capacity/abilities, and human development.</p> <p>Explain Gardner's theory of multiple intelligences and link the 7 intelligences to what students had identified as intelligent behavior.</p> <p>Examine written scenarios describing persons with different abilities aptitudes or responses to tasks. Students identify implications of each theory for the school, the curriculum, and for teaching, based on scenarios and the theory. Lecturer elaborates on implications offered. Additional readings on the curricular implications of MI.</p>
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<p><b>Motivation</b>  <i>Causes of motivation</i> i.e. reasons that motivate humans to certain behaviours and actions. Link to the theories of learning.</p> <p><b>Examples of causes are:</b>  Need satisfaction (Physiological, safety, love, sense of belonging, esteem, etc.  Reinforcers  Self efficacy  <i>What factors influence student motivation?</i>  Anxiety, classroom conditions, liking for and attitude to teacher, teaching methods and interest in subject etc.  <i>Intrinsic/extrinsic motivation</i>  <i>Strategies for increasing student motivation</i></p>	<p>Use a case or student's experience to link the topic to an actual experience. Develop from this case/experience some causes for motivation.</p> <p>Explain causes.</p> <p>Students work in groups to develop some strategies based on the factors discussed</p> <p>Additional reading assignment on strategies for motivating students.</p>
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**Objective 6: Describe alternative approaches to teaching and ways of creating a centred classroom**

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
<p>Questionnaire – Students' pedagogical images</p> <p>Each image/model of teaching related to views/theories of learning. Images evident in this questionnaire are:</p> <ol style="list-style-type: none"> <li>1. The delivery model of teaching (or Lecture)</li> <li>2. Developmental model</li> <li>3. Nurturing model</li> <li>4. Co-operative learning model</li> <li>5. Constructivist model</li> <li>6. Social reformist/critical model</li> </ol> <p>Main features of 3 of these approaches –</p> <ul style="list-style-type: none"> <li>• The lecture (delivery approach)</li> <li>• Co-operative learning</li> <li>• Constructivist approaches to</li> </ul>	<p>Discuss the various teaching models evident in students' responses to the questionnaire.</p> <p>Discuss images and models of teaching. Explain or help students explain link between teaching and learning.</p> <p>Describe the main features/assumptions of each model in turn</p> <p>Explain with handouts</p> <p>Let students role play the teaching of a topic (briefly described) using the 3 approaches</p>

<p>teaching</p> <p>Other approaches to active teaching.</p> <p>Student-centredness in various methods of teaching.</p>	<p>Students may do additional research on these 3 approaches to answer e.g. what makes for a good lecture or a good lesson using co-operative learning strategies?</p> <p>Students read handouts on active teaching and present in class. Make links to best and worst learning experiences if necessary.</p> <p>Students discuss the degree of student centredness in each of the 6 models and in approaches to active teaching.</p> <p>Develop with students or refer to criteria for student centredness in teaching. Student draw comparisons and map each model/approach along a continuum of student centredness.</p>
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**Objective 7:** Analyze/evaluate different episodes/examples of teaching from pedagogical, student centred and learning viewpoints

**Objective 8:** Describe the social curriculum of the classroom and state the criteria for a student centred and caring classroom

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
<p>Students' criteria for evaluating episodes of student centred teaching based on discussion and implications developed so far</p> <p>Viewing of videotapes of different teaching episodes</p> <p><b>The Social curriculum</b> The context for learning created by the teacher and students. It is as important as the academic curriculum in shaping students' personalities and character, and providing a caring welcoming learning oriented context, where students are</p>	<p>Students develop criteria. (Portfolio)</p> <p>Class develop one set of criteria</p> <p>Students work in groups to apply criteria to the episodes</p> <p>Examine cases (written or videotaped) of two classrooms differing in tone, atmosphere, caring, order etc. OR refer to students' best and worst learning experiences where the context influenced learning.</p>



<p>treated with respect.</p> <p>Aspects of the social curriculum</p> <ul style="list-style-type: none"> <li>• Teacher’s goals and personal philosophy re: classroom management student development etc.</li> <li>• Teacher’s expectation for all</li> <li>• Creating students who are responsible and respectful of self and others</li> <li>• Rules for behavior, for responding to teacher etc.</li> <li>• Relationships among students</li> <li>• Teacher student relationships</li> <li>• Student responsibilities and ways for determining these</li> <li>• Classroom procedures and routines</li> <li>• Routines for dealing with infractions</li> <li>• Penalties and how to determine them</li> <li>• Caring attitude to teacher and among students</li> <li>• ETC</li> </ul> <p>How teachers can develop the social curriculum</p> <p>Processes to follow in developing the social curriculum</p> <p>Considerations in working with students and assigning responsibilities. E.g. gender, skills, interests, need</p> <p>Processes to follow:</p> <ul style="list-style-type: none"> <li>• Beginning of the year</li> <li>• Beginning and ending of the day</li> <li>• Beginning of the lesson</li> <li>• Time management</li> <li>• Ways of increasing time on task</li> </ul>	<p>Discuss the differences.</p> <p>Draw out meaning of these differences re the teacher’s role, goal, etc.</p> <p>Develop attributes of a good caring classroom and one that is the opposite.</p> <p>Reading assignment ‘Dealing with everyday classroom life’</p> <p>Students may develop criteria for the social curriculum based on the case and the reading or on their best and worst learning experiences. Or they can reflect on the best teacher they had and use this as a starting point.</p> <p>Students may consult the reading assignment and discuss in class.</p>
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## Standards

Students can:

1. Explain the important tasks of/responsibilities in teaching
2. Make connections between various theories of learning and teaching activities
3. Describe how they would create student centred classrooms

4. Analyze teaching from various perspectives
5. Explain to put into effect various aspects of the social curriculum

**Readings and Resources for Unit 1**

**A. Handouts**

1. Course Objectives (p.1)
2. Assignment #1 – My best and worst learning experiences (p. 5)
3. Written scenarios describing persons with different abilities, aptitudes or responses to tasks (p. 8)
4. Questionnaire – Students’ pedagogical images (p. 8)
5. Handouts explaining the lecture

**B. Readings**

1. Nancy Balalban. *Seeing the child, knowing the person*
2. Wilcox and Tomie – *The smart Portfolio from the Teacher as Learner pages 31 – 40*
3. *Readings on Multiple Intelligences*
4. *Characteristics of constructivist teaching and learning*
5. Vito Perrone - *How to engage students in learning*
6. NCRTL - *How to engage students in active learning*
7. R. Powell, H. McLaughlin, T. Savage & S. Zehm *Classroom management: Perspectives on the social curriculum, Chapter 4 entitled Dealing with everyday classroom life.*
8. B. Matalon - *Classroom Behaviour Management, Chalkboard Press, Chapters 1 & 2.*

**UNIT 2 - (10 hours) Planning and teaching in different curricular and learning environments.**

1. Explain how principles of teaching and learning influence the design of a lesson
2. Describe the factors to consider in lesson planning
3. Describe different processes and steps to follow in planning a lesson
4. Given subject matter content, plan and teach lessons that meet given criteria
5. Discuss the implications of constructivisms, student centredness and the social curriculum for planning and teaching
6. Teach and evaluate lessons reflecting student centredness
7. To become reflective in evaluating and improving lessons taught

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
All that has been learned in the previous Unit - one’s views of learning, motivation, the social curriculum and central tasks of teaching - have an influence on teaching & planning for teaching.	Allow students to think about the ideas discussed so far which they think could/should influence their teaching and the ways in which they influence teaching.

<p>Specific ways in which principles of learning influence lesson planning, design and method. E.g. active learning means activities for students)</p> <p>What must be considered in lesson planning? Who are the visitors? Age, Education, interests, purpose of the visit etc. What information will be provides? E.g. How the introduction will be done, with what materials etc.</p> <p>Planning a lesson entails similar considerations. Importance of:</p> <ul style="list-style-type: none"> <li>• Knowing who the students are the topic/are (Subject/topic/concepts)</li> <li>• What they will learn (objectives)</li> <li>• The performance indicators of learning</li> <li>• How they will learn (Method)</li> <li>• Materials and resources to be used</li> <li>• How important principles of learning will be incorporated.</li> </ul> <p>ETC.</p> <p>Handout of lesson plan formats. (Formats differ by grade level, subject etc.)</p> <p>Different terminologies used in lesson planning (e.g. instructional objectives, content, content page, development, anticipatory set, method, procedure, activity, culminating activity, etc.</p> <p>Important elements:</p> <ul style="list-style-type: none"> <li>• Students – Age, grade, ability, previous experiences etc.</li> <li>• Content – how to choose organize and sequence</li> <li>• Objectives – various ways of expressing (behavioural, expressive etc.)</li> <li>• Performance indicators and when needed</li> <li>• Dimensions of learning (intellectual, social, moral,</li> </ul>	<p>Let student list these ideas and ways, based on the principles documented in their portfolios</p> <p>Groups discuss Assignment of preparing a brief introduction made to visitors to the college. What would they have to consider?</p> <p>Explain and discuss.</p> <p>Discuss each element of the Lesson Plan formats. Discuss the different formats. Point out the format developed by the MOEYC. Explain terms and the similarities of meanings of some terms (e.g. procedure, method, activity all refer to the same concept)</p> <p>Explain each of these in turn.</p>
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<ul style="list-style-type: none"> <li>physical) and the associated skills</li> <li>• Method of learning/teaching approach activity</li> <li>• Assessment/culminating activity</li> </ul> <p>Taxonomies of educational objectives</p> <p>Aims, and general and specific objectives</p> <p>Planning a lesson</p> <p>Implications of constructivism and student centredness and the social curriculum</p> <ul style="list-style-type: none"> <li>• For teaching method and materials</li> <li>• Role of the teacher and students</li> <li>• Lesson planning</li> </ul>	<p>Group assignment: Students choose a topic and a subject matter from curriculum guide (primary/secondary) and work in pairs to</p> <ol style="list-style-type: none"> <li>1) Develop a lesson plan using all elements</li> <li>2) Show how their principles of learning are incorporated in the plan</li> </ol> <p>Let students review the features of constructivism, student centredness and the social curriculum.</p> <p>Students develop implications for planning teaching</p> <p>Students review lesson plan developed in group assignment and modify based on implications developed.</p> <p>Review or allow students to review theory of multiple intelligences and the ways in which it influences teaching and lesson planning</p> <p>Group assignment: Using the same topic and subject matter as in the first group assignment, students develop a lesson plan that reflect principles of Multiple Intelligences Additional individual assignments of lesson planning based on topics in curriculum guides.</p>
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<p><i>Peer teaching of lessons planned</i></p> <p>Peer teaching of lessons developed including those that reflect student centredness.</p> <p>Criteria for evaluating these teaching episodes (developed earlier)</p> <p>Applying criteria to teaching episodes</p> <p>Reflecting on lesson plan based on the evaluation.</p> <p>What has been learned. Changes in views about teaching and learning based on</p>	<p>Students work in small groups to teach a group of their peers the lessons they planned. In each group, other students apply the criteria developed for evaluating teaching episodes.</p> <p>Students reflect on the evaluation of the peer teaching episode and determine changes to be made</p>
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evaluation.  Reflectiveness in teaching. Ways and importance of being reflective	Review reflectiveness as discussed in <i>The Emergent Teacher</i>  Additional readings on being reflective
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## Standards

Students can:

6. Explain how the principles of teaching and learning learned in Unit 1 influence the design of a lesson
7. Describe the process of planning a lesson
8. Plan a variety of lesson based on different teaching approaches and using different lesson planning formats (including the MOEYC format)
9. Teach and evaluate teaching episodes
10. Evaluate different teaching episodes and explain how the evaluation influences their thinking

## READINGS AND RESOURCES FOR UNIT 2

### A. Handouts

1. Lesson Plan Formats

### B. Readings

1. Various readings on being reflective

## UNIT 3 - Principles of and approaches to integration

**Number of Hours: 14**

### Objectives

1. Justify and integrated approach to teaching and learning
2. Explain the meaning of key terms used in curriculum integration
3. Describe, recognize and use the different approaches to integration
4. Analyze/interpret the National curriculum
5. Plan and teach lessons using principles of integration and incorporating learning principles
6. Prepare lesson plans using principles of integration with learning activities focused on primary pupils interests, experience and thinking



<p>insight</p> <ul style="list-style-type: none"> <li>• Importance of discernment of relationships</li> <li>• Importance of free enquiry</li> <li>• Meaning is essential</li> <li>• Importance of learners' interests</li> </ul> <p>b) <i>Justification from the psychology of learning</i></p> <ul style="list-style-type: none"> <li>• Learning and the individual construction of knowledge, importance of interaction and intellectual activity</li> <li>• Importance of activity, thinking and reflection for significant learning</li> </ul> <p>c) <i>Justification from curriculum theorists</i></p> <ul style="list-style-type: none"> <li>• <i>Importance of relationships among ideas</i></li> <li>• <i>Criteria for valuable useful knowledge</i></li> <li>• <i>Changing needs of society and students' interests</i></li> </ul>	<p>philosophers/psychologists/curriculum theorists as assignment</p> <p>Students share the main points of each reading in groups in a co-operative learning activity.</p>
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**Objective 2 - Explain the measuring of key terms used in curriculum integration**

<p><b>Key terms used in integration</b></p> <ul style="list-style-type: none"> <li>- Multi-/inter-disciplinary</li> <li>- The thematic approach</li> <li>- Fusion</li> <li>- Correlation</li> <li>- Major differences and advantages of each method of integration</li> <li>- Their appropriateness for each grade level</li> </ul> <p><b>Key terms used in the National Curriculum</b></p> <ul style="list-style-type: none"> <li>- Philosophy</li> <li>- Objectives</li> <li>- Themes</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the meaning of each of these terms (or refer students to Appendix – Key Concepts in Curriculum Integration)</li> <li>- Let students examine examples of curriculum guides or curricular materials that use these methods of integration.</li> <li>- Distribute copies of the National Curriculum and point to definitions</li> <li>- Let students examine the National</li> </ul>
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<ul style="list-style-type: none"> <li>- Sub-theme</li> <li>- Topics</li> <li>- Windows</li> <li>- Focus questions</li> <li>- Key concepts</li> <li>- Attainment Targets</li> <li>- Assessment Strategies</li> <li>- Portfolios</li> <li>- Journals</li> </ul>	<p>Curriculum guide and identify the concepts (Key Terms) in use</p> <ul style="list-style-type: none"> <li>- Allow students to identify other examples of the concepts (Key Terms) in use in other sections of the National curriculum guide.</li> </ul>
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**Objective 3** - Describe, recognize and use the different approaches to integration

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
Procedure for integrating using the thematic approach	<ul style="list-style-type: none"> <li>- Distribute Flowchart of activities for integrating by themes</li> <li>- Draw attention to the problems to be avoided in this exercise, and the importance of achieving a balance between breadth and depth in content</li> <li>- Allow students to apply the procedures for the thematic approach to a unit in the grades 1 – 3 curriculum</li> </ul>
Procedure for correlating knowledge organized according to subject matter	<ul style="list-style-type: none"> <li>- Distribute Appendix 4 – Flowchart for correlating content</li> <li>- Distribute Appendix 5 – Flowchart for integration by fusion</li> </ul>
Procedure for integrating using the fusion approach	<ul style="list-style-type: none"> <li>- Allow students to apply these approaches to a unit in the grades 4 – 6 curriculum guide</li> </ul>

**Objective 4** - Analyze/interpret the National Curriculum

**Objective 5** - Plan and teach lessons using principles of integration and incorporating learning principles

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
Example of integration used in the National Curriculum (Grades 1 – 3)	Allow students to work in groups to identify examples of integration used in the National Curriculum (Grade 1 – 3)



Key concepts in use in the National Curriculum	Allow students to identify the key concepts (discussed in Appendix 1 Key Concepts in Curriculum Integration) in use in the National Curriculum
Principles of lesson planning	Review procedures for lesson planning and the various formats used to plan lessons Distribute lesson plan format based on integration
Activities that reflect student centredness and integration	Let students work in groups to review and research interesting teaching learning activities that reflect student centredness integration and principles of good practice (Portfolio)
Planning lessons based on student centredness and integration and good practice	Students work in groups to develop lesson plans based on topics in the Curriculum guide, using the criteria for student centredness and the procedures for thematic integration.
Justifications for methods and materials used in lesson plans	Students explain the rationale for the methods and materials and activities in lesson plans. (Students will require much practice, examples and sample lesson plans before proficiency is achieved). Let students develop criteria for evaluating a lesson based on thematic integration and student centredness and assess the validity of these criteria
Teaching and evaluation of lessons developed	Students peer teach micro-teach or teach in some other controlled environment the lessons prepared  Students to evaluate lessons taught based on the criteria developed. (Portfolio)

*Note to lecturer:* In preparing the above section of the course Unit, it is recommended that you collaborate with lecturers of the subjects – including the aesthetic subjects. These subjects matter experts may be invited to collaborate in the planning and presentation of the lessons as well as in suggesting ideas for activities for the students’ lesson plans. They may also be invited to comment on the teaching of lessons.

**Objective 9** - Develop positive/appropriate attitudes toward teaching and learning in an integrated environment. Appreciate the value of team work and group processes in teaching and integrated curriculum

<p>Implications of an integrated curriculum for certain aspects of the school's functioning</p> <p>Attitudes toward teaching and learning in an integrated environment</p> <p>The value of team work and group processes in an integrated curriculum. (Examples are; sharing of good ideas in unit and lesson planning, sharing of materials, team work in addressing difficulties, giving and receiving feedback.</p>	<p>Invite a teacher experienced in teaching the National Curriculum and teaching in an integrated environment to discuss his/her experiences. (Alternatively, allow students to interview such as teacher and report to the class)</p> <p>Show a videotape of the teaching of an integrated lesson</p> <p>Discuss. Students give their impressions (e.g. what did you find most striking, most difficult)</p> <p>Lead a discussion on the traditional way in which teachers work at the primary level. (Individual teachers work on their own and are responsible for their own class).</p> <p>Students work in groups to consider the benefits to them as teachers and the implications for their teaching of co-operative planning.</p>
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**Standards**

Students can:

11. explain key terms used in curriculum integration
12. describe alternative approaches to integrating curriculum
13. plan lessons from grades 1 – 3 National Curriculum
14. teach and evaluate/reflect on lessons based on the National Curriculum explain how the evaluation/reflection has changed their thinking about integration

**READINGS AND RESOURCES FOR UNIT 3**

**A. Handouts**

1. Key Concepts in Curriculum Integration (Objective 2.2)
2. Flowchart for thematic integration (Objective 2.3)
3. Flowchart for integrating by correlation (Objective 2.3)

4. Flowchart for integrating by fusion (Objective 2.3)

**B. Readings**

1. L. Katz The Project Approach Eric Documentation No 368509, 1984
2. Copies of the National Curriculum

**Resources**

Videotapes of integrated teaching

**UNIT 4 Approaches to managing classrooms and influencing students' behavior**

**Number of Hours: 10**

**Objectives:**

1. To explain the ways in which the social curriculum can influence students' behavior in classrooms
2. Show specific ways in which approaches to managing classroom behavior can be implemented in different classroom environments
3. To discuss some management skills required of the teacher and management procedures necessary for today's classroom
4. To identify some causes of students disruptive behavior or misbehavior in the classroom
5. To describe and implement procedures for dealing with student misbehavior

<b>CONTENT</b>	<b>EXAMPLES OF ACTIVITIES</b>
Review of main aspects of the social curriculum, which is intended to create an environment where rules are clear, students feel safe and accepted etc. (Unit 1)	Discussion
The social curriculum and students' behavior	Discussion and explanation of main concepts
Skills and obligations of the teacher derived from the social curriculum	

<p>Management skills required in the classroom</p> <ul style="list-style-type: none"> <li>-communication</li> <li>-negotiating</li> <li>-ETC</li> </ul> <p>Classroom dynamics and effective communication</p> <p>Types of conflicts in the classroom</p> <p>Dealing with conflicts in the classroom</p> <p>System of logical consequences (Dreikurs)</p> <p>Social learning – the role of the teacher</p> <p>Typical classroom behavior problems</p> <p>Reasons for these misbehaviors – why some students act up (personal, curricular, insecurity, mischief, failing to keep up etc.)</p> <p>Relationship to student development and age characteristics</p> <p>Managing behavior problems in the classroom. Behaviour modification procedures.</p> <ul style="list-style-type: none"> <li>Reinforcement</li> <li>Rewards</li> <li>Negative reinforcers</li> <li>Effective use of reinforcement</li> <li>punishment</li> </ul> <p>The role of the family in changing behaviours. When to call in the parents ETC.</p>	<p>Co-operative learning activity based on different readings. Alternatively, students could role play various scenarios and then in groups make deductions about required skills. Discussion based on role play or co-operative learning actively</p> <p>Explain and discuss</p> <p>Discussion of a case</p> <p>Discussion centred on behavior problems they have experienced or observed</p> <p>Students allowed to make connections to theories of development in the course <i>Understanding the Learner</i></p> <p>Explain main concepts</p> <p>Discuss and examine cases</p>
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## STANDARDS

### Students can:

15. Discuss curriculum integration showing a clear understanding of key terms
16. Describe alternative approaches to integrating curriculum
17. Plan teach and evaluate lessons that reflect principles of integration
18. Explain how an integrated curriculum influences the organization of teaching and the work of the teacher

## READINGS AND RESOURCES

### A. Handouts

1. Various cases of Behaviour problems in class/school

### B. Readings

1. Dreikurs Logical Consequences

## UNIT 5 Classroom mechanics

**Number of Hours: 6**

### Objectives:

1. To use some mechanics such as chalkboard writing creating and organizing centres of interest
2. To develop and use teaching aids

CONTENT	EXAMPLES OF ACTIVITIES
Review of the role of teaching aids in learning (creating representations of ideas and concepts that aid learning etc.)	Explain and review notion of representation of ideas/concepts learned earlier
Some basic classrooms teaching aids Pocket chart Flannel board Puppets ETC	Describe and demonstrate
The use of the chalkboard in teaching. The functions that the chalkboard serves.	Describe and demonstrate. Students allowed practice in chalkboard writing
How to organize information on the chalkboard for effective teaching and to create impact	Describe and demonstrate. Students allowed to practice on chalkboard
Basic chalkboard writing Script Cursive ETC.	Describe and demonstrate. Students allowed much practice.

## **Standards:**

### **Students can:**

19. write legibly and neatly on chalkboard
20. organize information in a way that enhances pupil learning

## **Course Work Assignments**

An addition to the portfolio requirements which will form part of the coursework. Students are required to complete four course work assignments. These are as follows:

### **Unit 1**

Students should complete not more than two of the following

1. An explanation of the implications of at least one theory of learning for teaching, the teacher's role and classroom environments.
2. Development of criteria to be used to judge student centred teaching and student centred classrooms. Explain and justify these criteria
3. Development of strategies for motivating students, given their age and grade level, subject and other characteristics. Justify the choice of strategies.

### **Unit 2**

Students should complete **one** of the following:

4. Plan and teach a lesson of their choice. Justify the methods and materials used
5. Reflection on what has been learned based on an evaluation of a lesson

### **Unit 3**

Students should complete **one** of the following:

6. A lesson plan for an integrated unit of lesson that reflects an approach to integration.
7. Teaching of an integrated lesson and an explanation and justification of the revisions planned based on their reflection on the lesson.

#### **Unit 4**

8. Given an instance of misbehavior in the classroom, explain and justify the steps that the teacher should take to address the situation.

#### **Standards for Course Work Assignments**

**Course Work Assignment #1** should describe the main ideas of the theory, and be specific in describing what teaching activities/behaviours the theory requires. In describing the role, it should also be specific in the ways in which she would relate to students, the classroom environment created and aspects of the social curriculum created.

**Course Work Assignment #2** should demonstrate the students' understanding of student centred teaching. The criteria should include ideas related to student participation, use of students' ideas and experiences, teachers' understanding of students' thinking, the quality of the teacher's question that would elicit students' thinking and their understanding, a willingness to address misconceptions use of teaching strategies that involve students and pay attention to the social