

Four-Year B.Ed. Course Manual

COMMUNICATION MODES FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SEN)









The Government of Ghana









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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce these sets of resources for tutors/lecturers, mentors and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copies resulting in a set of materials that are easy to use, read and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team is approach used to produce these manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and who have directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

Course Manual

- 1. This course needs to *explicitly* prepare student teachers to meet the expectations for year one regarding enquiry.
- 2. There probably needs to be some guidance to tutors regarding how lessons in this course may need moving depending on the pattern of STS
- 3. The third lesson is about (lesson description) equipping student teachers with the knowledge and skills to manage data on learning. None of the topics are to do with this. The lesson description is achieved through the related topics. This needs to be revised. These topics are also not reflected in the CLO
- 4. Where lessons only have one learning outcomes this must fully capture what the lesson is intended to do as written in the description these reflect the course learning outcomes. These lessons need to be revised with a set of learning outcomes and indicators linked to the description. The topics and activities need to fully reflect these
- 5. Suggest the team read the Pedagogy foundations course to support them in the revision

A. Course Information

Title Page

i.

The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Cour	se Deta	ails								
Course	Comn	Communication Modes for Learners with Special Educational Needs (SEN)								
name										
Pre-										
requisite										
Course	200	Course	Credit	3						
Level		Code	Value							
Table of conte	ents									

1. Goal for the Subject or Learning Area

The goal of the lesson is to expose student teachers to some classroom implications and ways of managing learners with communication disorders in schools. The course will address the role of sign language interpreters, note takers, braillers, audiologists, language and speech therapists in managing learners with communication needs. Additionally, student teachers will explore how diversity could impact communication and what student teachers could do to support learners with communication problems. This course will also address Teachers Professional Practice and Professional Knowledge. The teaching approaches will include communication games, puzzles, invitation of resource persons, student-teacher/tutor-led seminars, demonstrations, outdoor pedagogy, simulations, computer–based instructions, interactive and collaborative group work, check lists, data collection and management strategies **(NTS 3i,; 2e, 3d, 3e, 3m.)**

2. Key contextual factors

Effective communication is critical to teaching and learning in early adolescence. Teachers often encounter learners with different communication difficulties, for example, those who are deaf or hard-of-hearing, those who are blind or have low vision, those with speech and language problems/deviations and those with multiple disabilities. However, these teachers have not been exposed to developmentally/age specific and gender responsive strategies/skills and technology, to effectively identify, provide support and teach learners in Junior High schools that include learners with diverse needs. This course is a specialism which seeks to provide student teachers with the characteristics of learners with specific communication problems and the techniques that could be used to address these needs to facilitate learning among students with these challenges. Specifically, this curriculum is designed to train teachers to acquire developmentally age specific and gender responsive skills needed to identify, support and to teach and communicate with learners with communication difficulties.

3. Course Description

The purpose of this course is to expose student teachers to some definitions and terminologies related to communication modes for persons with SEN and how to identify learners with communication disorders for appropriate early intervention. The course would also address types of communication modes such as, augmentative and alternative modes e.g., sign language and braille; language and speech deviations. Additionally, the course will expose student teachers to the causes, characteristics, classroom implications and ways of managing learners with communication disorders in classrooms. Student teachers will explore the misconceptions that surround communication disorders, how diversity impacts communication how student teachers could address their misconceptions and ways to support learners with diverse communication problems. The course will focus on communication disorders such as stuttering, cluttering, substitutions, omissions, distortions additions etc). Additionally, this course will address Teachers Professional Practice and Professional Knowledge. The teaching approaches will include: Communication games and puzzles, Student teacher/Tutor-led seminars and demonstrations,

outdoor pedagogy, simulations, computer-based instructions, interactive and collaborative group work, check lists, data collection and data management, shower thoughts and debates. The modes of assessment of student teachers will include examinations, students' reflective journals, individual and group demonstrations (braille and sign language) and seminars, audio visual analysis. (NTS 3i, 2e, 3d, 3e, 3m.)

4. Core and transferable skills and cross cutting issues, including equity and inclusion

Respect for diversity and Individual differences would be engendered in student teachers by applying appropriate interventions, examining and reflecting their usefulness (CLO 1, CLO 2, CLO 5)

Honesty and Accountability (CLO 5, CLO 6)

Digital literacy of student teachers will be enhanced by giving them opportunities to search for information on the internet and present information on ways learners with communication disorders communicate and the assistive technology used to enhance communication.

Critical thinking is developed in student teachers when they collect data, analyse and reflect on interventions (CLO 5). **Collaboration** is fostered through assigning group projects and presentations on various forms of communication disorders, how to communicate with learners with communication difficulties, assistive devices used to enhance communication and encouraging a healthy school-community relationship by inviting resource persons to share their experiences with student teachers or visiting resource centres within the community.

Communicative skills of student teachers would be enhanced through the examination, interrogation and presentation of their experiences with learners who have communication problems **(CLO 1, CLO 2, CLO 3)**

Personal development & Enquiry skills in action research would be fostered by acquiring skills for collecting data, analysing the data and initiating interventions for individual learners with communication difficulties (CLO 2, CLO 4).

5. Course Learning Outcomes	Indicators
CLO 1. Demonstrate knowledge of the	LI 1.1 Discuss the various communication modes (sign language,
communication modes modes (sign language,	braille etc)
braille)	
brancy .	1.2 Read, pair share and discuss the causes of communication
CLO 2. Demonstrate knowledge of the causes of	disorders (e.g. environmental vs biological; pre/peri/post natal)
communication disorders (e.g. environmental and	among learners in Schools.
biological; pre/peri/post natal) among learners.	
	1.3 Read, discuss and write comprehensive notes and do individual
CLO 3. Demonstrate knowledge of factors that may	and group presentations on factors that interfere with effective
interact with and interfere in the effective	communication (e.g. dialect, ethnicity, bad models, misconceptions,
communication of learners (e.g. dialect, exposure to	gender, exposure of young children to several languages at the same
several languages at a time (NTS 2c,3i)	time) and ways in which they impact learning. Keep reports in
	reflective journals.
CLO 4.	LI 4.1.
Demonstrate knowledge and understanding of the	Interact with learners with significant communication disorders
characteristics of learners with communication and	within the school and within the community and record the
speech disorders (age of acquisition of speech	characteristics of learners with the disorders (age of onset of
sounds; manner of acquisition of speech sounds,	acquisition of speech sounds, manner of articulation of speech
developmental delays, withdrawal, shyness, physical	sounds; significant developmental delays, withdrawal, shyness,
characteristics such as cleft and lip palate, . (NTS 2f)	physical characteristics such as cleft and lip palate.
CLO 4.2.	
Demonstrate skill and knowledge in the	4.2
development of checklists and questionnaire to	Develop checklists and questionnaires to determine and establish
determine and establish baseline measurements of	baseline measurements of characteristics of learners with
the characteristics of learners with communication	communication disorders in schools and within the community .
disorders and to conduct basic action research and	Conduct basic action research method and enquiry with a focus on
enquiry to enable student teachers focus students	students learning and progress in the subject.
learning and progress in the subject.	4.2. Observe and descent the characteristics and three of
CLO 4.3	 Observe and document the characteristics and types of communication disorders.
Demonstrate knowledge and skills in the appropriate	
observation techniques required in documenting	
communication disorders.	
CLO 5	L.I 5.1 Discuss the use of manipulates, TLMs including ICT to include
Demonstrate knowledge and skill in the use of	learners with communication disorders. Write down your findings
manipulatives, TLMs including ICT to include learners	in your reflective journals
with communication disorders. (NTS 3g)	
	5.2 Discuss how to use TLMs, including ICT: - mobile technologies
	[e.g., tablets and smart phones e.g. proloquo2Go i.e. a mobile
<u>L</u>	

			speech output disorders and o notes in your ref				
skills to with co impact	nstrate knowledge understanding o design strategies to support lear mmunication disorders to minimize of communication difficulties an s in the classroom (NTS 3g)	rners e the	L.I 6.1 Read and discuss ways of minimizing learners' specific communication difficulties to promote understanding of and acceptance of diverse learners with communication disorders.				
of effective	nstrate knowledge and skills in the evaluative and reflective skill ased enquiry (NTS 1a, p.12; 3b, 3	s in	 L.I 7.1 Prepare evaluative and reflective notes that portray your reflections on interventions implemented by teachers during STS. 7.2 Show an appreciation of honesty in data presentation and respect for learner diversity through small group discussions. Note your findings for future classroom based enquiry. 				
personal tea and digital accurate dat 3b, 3f, 3n p.1		anual eping	L.I 8.1 Display pers	onal teaching portfolio with relevant artefacts eed for keeping accurate data and profile of			
	rse Content						
Unit/ Week	Торіс	Sub	-topic (if any)	Teaching and learning activity to achieve the learning outcomes			
1	Teaching Communication Modes	Mar	oduction to Course nual and nmunication Modes	Tutor leads a discussion to introduce student teachers to the course manual for Year 2 Students reflect on the expectations for the year			
2	Teaching Communication Disorders	Com Disc Type (Ver Pant	aning and types of munication and its orders es of communication - 'bal/non-verbal; tomime, Art, Sign gage, Braille etc)	Tutor uses communication games, puzzles and videos to explain the meaning of communication and the types of communication disorders to student teachers.			
3 Teaching Characteristics of C Communication Disorders w			racteristics of learners Communication orders	Tutor uses communication games, demonstrations and puzzles to explain the meaning of communication disorders and some of the characteristics of learners with disorders of communication. Students reflect and share their experiences about some communication disorders.			
4	Teaching the prevalence, and Misconceptions about Communication disorders	miso com –e.g	valence, and conceptions of munication Disorders , Biological and ronmental Causes	Tutor asks student teachers to read discuss and share their thoughts about the prevalence and misconceptions they have about learners with communication disorders.			
5	Implications of Communication disorders for teaching and learning	Implications of communication disorders on learning.		In mixed and small groups student teachers discuss the implications of communication disorders for learning.			
				By using DVDs, YouTube and other computer applications Tutor leads students to watch clips on some of the ways of Identifying/screening learners within a class, who might need group, targeted, intensive interventions and reflect on the implications of communication disorders for learning. Student teachers discuss the need to work			

			with families and external professionals to ensure that barriers to learning are identified, addressed and overcome.
			Think pair and share their ideas about the need to collaborate with partners and team up with them (parents and families and other related professionals) who can support learners to overcome their barriers to learning
			Be familiar with the power relationships that exist between different stakeholders that have to be acknowledged and effectively dealt with.
6	Teaching Introduction to Braille	Equipment and materials used in writing Braille	Tutor-led sessions to demonstrate how to hold the stylus and the frame to braille.
7	Teaching Preliminary Braille Literacy	Letters of the alphabet and, Simple upper word signs	Tutor-led demonstrations on the order of brailing and how to slot the braille sheet and the order of brailing (e.g. Brailing from right to left and reading from left to right). Using effective Communication, Flexible scheduling and social skills in presenting the content.
8	Teaching Introduction to Braille Mathematics	Braille mathematical notations	Tutor-led discussions on how technology could be used to enable learners with visual impairment access written material, mathematical and advance mathematics such as algebra etc.
9	Teaching Introduction to Sign language	Hand shapes and parameters of signing the letters of the alphabet	Demonstrate basic skills (hand shapes) of the letters of the alphabet in Sign Language.
10	Teaching Basic Sign Language	Signing names of basic items in the home and school	Students watch videos, DVDs and computer- based applications to learn basic signs of items in the home and school.
11	Teaching Signing Commands	Signing simple commands (e.g., come, go, clap)	Communicate simple commands using sign language
12	Implementing intervention activities to improve communication disorders	Using Games, demonstration, fieldtrips, role plays, individual and group projects as Intervention Strategies for individual attention	Demonstrate the design and use of various interventions/activities to improve communication among learners. Use audio-visuals and the use of interventions to support learning with language and communication disorders; analyse data on learners with language and communication disorders, using appropriate applications/
			tools. This should be co-planned and co- taught.
7. Tea	ching and Learning Strategies		
 Coo Indi Wri Thir Talk 	perative learning vidual and group presentations ting of reflective notes ık-pair-share	ometimes, never true, convinc	ce yourself, convince a friend; pyramid
	imunication games		

- communication games
- Puzzles
- Student-teacher/tutor-led seminars demonstrations

Outdoor pedagogy
Simulations
 Computer-based instructions, interactive and collaborative group work
Check lists
Data collection and management strategies
• Visits to schools with SEN resource centres within the community to observe how sign and sign interpreting are
done
 Interact with resource persons, with individuals with communication (speech deviations)
 Interact with resource persons, with individuals with communication disorders (sign language and braille)
 shower thoughts and debates.
8. Course Assessment Components
Component 1 – Subject Portfolio Assessment: (30% overall score)
 Selected items of students work (3 of them-10% each) =30%
Midterm/semester assessment (20%)
Reflective journals projects and learning (40%)
• Organization and Presentation of the subject portfolio (10%) (how it is presented/organized)
1. Student teachers identify learners with communication disorders, conduct follow up visits and interviews with teachers, parents, friends etc
2. Prepare an Individualized Education Plan (IEP) for the learners
3. Small mixed- ability group presentations on implementation of the IEP and the outcome.
Component 2: Subject Project (30% overall semester score)
 Introduction; a clear statement of aim and purpose of the project – 10%
 Methodology; what the student has done and why to achieve the purpose of the project – 20%
 Substantive or main section – 40%
 Conclusion – 30%
1. Observe a teaching session in a class that includes an individual with a special need.
2. Write a report on the observations and submit a report.
3. Select audio-visual clips from YouTube or record a teaching session in a class that includes an individual with a special
need.
4 Show to the video to the class, adding verbal descriptions where appropriate.
5, Lead a discussion on the clip for class to critique.
6. Write a report and submit together with the clip.
Component 3: End of Semester Examination (40%)
1. Meaning and Types of communication disorders
2. Characteristics, prevalence, causes, misconceptions and implications of communication disorders
3. Preliminary braille and braille Mathematics
4. Basic sign language, teaching sign language commands
All assessments should address critical thinking skills, personal development, problem solving, reflection, communication and
collaboration skills and evaluation.
9. Required Reading and Reference List
Gadagbui, G. Y. (2014). The teaching of speech and language. Winneba: Department of Special
Education, UEW-Ghana
Gadagbui, G. Y. (2007). Communication disorders and performance in learning environment.
Winneba: Department of Special Education, Winneba
Gargiulo, R.M. &Bouck, E. (2018). Special Education in contemporary society: An introduction to
exceptionality (6 th ed.). Thousand Oaks, CA. SAGE Publications.
Howse, J. (2006). Unified English braille primer. Australian Edition. Sydney: Australian Braille Authority.Oppong, A. M. (2006).
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Offei, Y.N., Diedong M., Essel, J. (2008). Communication Competencies of student trainees in the schools for the deaf in Ghana. African Journal of Special Educational Needs 5 (4) 48 – 55.

Royal National Institute for the Blind (2005). Braille Primer. London: RNIB.

Ticha, R., Abery, B., Johnstone, C., Poghosyan, A., @ Hunt, P., (Eds.) (2018). Inclusive Education Strategies: A Textbook. Minneapolis, MN, USA: University of Minnesota; Yerevan, Armenia: UNICEF Armenia & Armenian State Pedagogical University.
10. Teaching and Learning resources
1. Video Tapes
2. Hand frames
3. Stylus
4. Perkins Brailler, Braille sheets
5. Audio-visuals from YouTube
6. Samples of inventories and checklists
7. Samples of Individual Learning Plans
11. CPD NEEDS
Seminar on Characteristics, prevalence, causes, misconceptions and implications of communication disorders

Year of B.Ed. 2 Se	mester	er 1 Place of lesson in semester		ester 1	1 2 3 4 5 6 7 8 9 10 11 12				
Title of Lesson	Teaching	Communic	ation Mod	es I	esson Duration		3 Hours		
Lesson description	1	Teaching Communication ModesLesson Duration3 HoursThe purpose of this lesson is expose tutors to the course manual and its implication to							
Lesson description				-					
	student teachers and, to explicitly prepare student teachers to meet the expectations for the year regarding enquiry.								
			-	-		ow communicatio	-		
	-	the age ranges at which "normally developing/average" children acquire these skills as well as some of the basic structures involved in speech and communication acquisition. The							
					-				
						lisorder. Specific			
		-				Tutor-led discuss			
						eachers. Additio	-		
	-					course may need	-		
						dently student te			
						nd the learning of	-		
						earners and to pro			
						e teaching is base	ed on a		
				-		work in teams.			
					rs to the course	learning outcom	ies and the		
		sessment co	•						
Previous student teacher		teachers ha	ve taken a	general peo	lagogy course in	n language devel	opment in Year		
knowledge, prior learning	1.								
(assumed)					n. Year Jour: "i	teaching all lear	rners; learners,		
		nd commun	-	-					
Possible barriers to learning in					-	classroom suppo	ort for learners		
the lesson					speech disorder		Durantiaura		
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Independent	e-learning	Practicum		
support students in achieving	to-	Activity √	Based		Study	opportunities			
the outcomes	face √		Leaning	V		V			
	V								
Llosson Dolivory - main mode of	Eaco to	faco							
Lesson Delivery – main mode of	Face-to-		manuala	d its implica	tions to studen	t teachers Prena	are student		
delivery chosen to support	Introduc	e the course				t teachers. Prepa			
delivery chosen to support student teachers in achieving the	Introduc teachers	te the course to meet the	e expectati	ons for the y	ear regarding er	nquiry. Additional	lly, guide		
delivery chosen to support	Introduc teachers student	te the course to meet the teachers reg	e expectati	ons for the y	ear regarding er		lly, guide		
delivery chosen to support student teachers in achieving the	Introduct teachers student pattern	te the course to meet the teachers reg of STS.	e expectati	ons for the y	ear regarding er	nquiry. Additional	lly, guide		
delivery chosen to support student teachers in achieving the	Introduct teachers student pattern Seminar	te the course to meet the teachers reg of STS.	e expectation arding how	ons for the y v lessons in t	ear regarding er his course may	nquiry. Additiona need moving dep	lly, guide pending on the		
delivery chosen to support student teachers in achieving the	Introduc teachers student pattern Seminar Lead a so	te the course to meet the teachers reg of STS. eminar or inv	e expectation arding how vite a resou	ons for the y v lessons in t urce person	ear regarding er his course may to lead a discuss	nquiry. Additional need moving dep ion on the definit	lly, guide pending on the tions,		
delivery chosen to support student teachers in achieving the	Introduct teachers student pattern Seminar Lead a si termino	te the course s to meet the teachers reg of STS. eminar or inv logies and st	e expectation arding how vite a resourages (deve	ons for the y v lessons in t urce person lopmental m	ear regarding er his course may to lead a discuss hilestones) of co	nquiry. Additional need moving dep tion on the definit mmunication dev	lly, guide bending on the tions, velopment with		
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•	Overarching outcomyou want the stud achieve, serves as here the learning outcomexpanded version description. Write in full aspect NTS addressed	lents to basis for mes. An of the	The student teacher (s): It is expected that this lesson will equip student teachers with knowledge about how communication is developed and acquire skills in how to identify and manage learners with communication disorders. It is also expected that the lesson will enable student teachers to critically and collectively reflect to improve teaching and learning (NTS 1a); have secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in (NTS, 2c); carry out small-scale action research to improve practice(NTS 3b, p.14); manage behaviour and learning with small and large classes(NTS 3d, p.14); employ a variety of instructional strategies that encourage student participation and critical thinking (NTS 3e, p.14); pay attention to all learners, especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keep meaningful records of every learner and communicate progress clearly to parents and learners (NTS 3n, p.14). The lesson will address the following: CLO 1,2, and 3.					
•	Learning Outcome for	or the			Learning Indicat		Identify which cross cutting	
•	lesson, picked and developed from the specification Learning indicators f	course	Learning Outcomes				issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	of cu stu co hig of kn un in cli to lea rel			nding and skills olication of video other activities s diverse needs specifically communication nent and	 manual. A group report writteon group discussions following the viewing videos (on TV, Youtu on characteristics of with language disorce A draft list of characteristics 	ent se en based g of ibe etc) learners ders teristics	Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice. Inclusion?? Addressing the need for student teachers to discourage learners from making fun of colleagues with communication disorders.	
Тор	pic Title:		disorders.		Teaching and learning	g activities	to achieve outcomes	
-	abian ta	Cult of	Change (time		depending on the delivery mode selected. Teacher-led			
	uching Language uisition and	Sub-topi	C	Stage/ time	collaborative group we Teacher Activity	ork or inde	Student Activity	
	anguage Disorders Introducing course ma and expectations student teach Teaching Components, terms characteristic		manual 20 minutes the cions of teachers. g the ents, and 40 minutes		Face-to-Face Discuss the course manual and the expectation of students. Seminar Tutor led seminar on communication	Student teachers brainstorm on the course manual and list their expectations. Student teachers interact with tutor, reflect, interact on the course manual and write a 1 page report Student teachers review lesson on communication modes		
	language and language impairments			60 minutes	modes Student clips on prepare characte e-learning commun opportunity Provide links to Student YouTube videos, checklist provide video clips, with lan		unication modes In teachers watch videos/ video In their i-phones, TVs etc., and re a report on some steristics of students with unication disorders. In teachers prepare a draft ist of characteristics of learners anguage disorders that they will a guide to observe during STS.	

		communication disorders.Retrievedfrom https://www.youtub e.com/watch?v=jOZc tsQyNhctsQyNhconJune, 2019.Retrieved from https://www.yo utube.com/watch?v= RAtNNsOUgjoon18th June, 2019.				
	60 minutes	Practical Activity Guide student teachers to prepare a draft checklist of characteristics of learners with language impairments that will guide their observation during STS.				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 Student teachers discuss and present individual reports based on small and mixed group discussions on the types of communication modes. Student teachers reflect, discuss and write a one-page report on the videos. Meaning and Types of communication disorders and how disorders impact learning Instructional strategies that encourage students with communication disorders participate and engage in critical thinking in class Characteristics, prevalence, causes, misconceptions and implications of communication disorders 					
Instructional Resources	Audio-visuals from YouTube,videos	s, computers, laptpos, mobile phones				
Required Text (core)	 Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Gargiulo, R.M. &Bouck, E. (2018). Special Education in contemporary society: An introduction to exceptionality (6th ed.). Thousand Oaks, CA. SAGE Publications. 					
Additional Reading List	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to special education.</i> Boston: Pearson. Yekple,E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019. Retrieved from <u>https://www.youtube.com/watch?v=RAtNNsOUgjo</u> on 18 th June, 2019. PDP: Themes 2, 4, 7, 8 and 9.					
CPD needs	Workshops on Types of Communic	cation Modes, Causes and Implications for learning				

Year of B.Ed.

Semester

1

2

Place of lesson in semester

 $1\ 2\ 3\ 4\ 5\ 6\ 7\ 8\ 9\ 10\ 11\ 12$

Title of Lesson	Teaching Communication Disorders					Lesson Duration 3 Hours				
Lesson description		The purpose of this lesson is to expose student teachers to what constitutes a communication disorder. Specific examples of forms/types of communication disorders will be discussed.								
Previous student teacher		Student teachers have watched videos on Communication and language disorders. They have								
knowledge, prior learning	also participated in a moderated discussion on language and language disorders.									
(assumed)		Reference: JHS Curriculum. Year four: teaching all learners; learners, school and community.								
		This first lesson introduces student teachers to the course learning outcomes and the three								
	assessment	assessment components.								
Dessible benziens te les mine	Etudent teachare do not have the chille to teach /arrivide classroom averaget for large with									
Possible barriers to learning in the lesson	Student teachers do not have the skills to teach/provide classroom support for learners with educationally significant language disorders and speech disorders.									
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independ	e-learning	Practicum			
support students in	face	Activity	Based	Jenninars	ent Study	opportunities				
achieving the outcomes	V	V	Leaning	v	chi Study	v v	,			
Lesson Delivery – main mode	Face- to- Fac	-								
of delivery chosen to support			evious week	's lesson on "	Teaching Co	mmunication N	1odes". In small			
student teachers in achieving		-			-		on and responds			
the learning outcomes.	to leading q	uestions ask	ed by the Tu	itor. Make a p	presentation	(preferably pov	ver-point) on			
			inication and	l communicat	ion disorder	S				
	Practical Act	-								
						nication disord				
						or diagram on th	ne developmental			
				developmen ne causes of c		on disorders				
							orders they will			
	use as a guid					internet ton the	orders they will			
	Seminar :									
	Tutors partic	ipate in a m	oderated se	minar with a i	resource per	son on " Comm	unication and			
	Communicat	ion disorder	rs"							
	e-learning o	-								
					-		ge learners with			
			s in class. Tu	tors watch th	ese videos o	n their i-phone	s, TVs etc., and			
	prepare a re The teacher									
Overarching outcome, what you want the		.,	ant teachers	would be at	le to nav at	tention to all I	earners especially			
what you want the students to achieve,							es of instructional			
serves as basis for the	-						cal thinking. They			
learning outcomes. An	-			-			nunicate progress			
expanded version of the							te knowledge and			
description.	understandi	ng of the ne	ed for inclus	ive school-ba	sed enquiry	by focusing on	ways of exploring			
• Write in full aspects of		-					achers, who have			
the NTS addressed	-		-		-	-	ve about teachers			
	and ways of	teaching lea	rners with s	pecial needs (SEN) and gei	nder issues.				
	Student too	chors woul	d demonstr	ate the use	of the leas	rning storios	and socio cultural			
							and socio-cultural ate their thinking,			
				-		-	rriers to learning.			
			-		-		classmates, views			
					-	-	achers who teach			
			-		-		wards teaching in			
							ive evaluative and			
				nquiry that w	ill positively	impact on their	r roles as teachers			
	in future.(NT	S 3e, 3n, 3f	p.14)							

 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes 1) Demonstrate skill using video clips, demonstration and other activities to	s in	Learning Indicators A group report written based on group discussions following the viewing of videos (on TV, You tube) on characteristics of			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? Communicative skills of student teachers would be enhanced through the examination, interrogation and presentation of	
	address diverse learning needs specifically related to communication and communication disorders.		 g learners with communication disorders A draft list of characteristics of learners with communication disorders developed. A report written after student teachers visit their communities to observe characteristics of individuals 		their experiences with learners who have communication problems (CLO 1, CLO 2, CLO 3)		
Topic Title:				nmunication disorders.			
Teaching Language	Sub-topic	Stage	e/time		very r	mode selected. Teacher-led	
acquisition and Language Disorders				Teacher Activity		Student Activity	
	The meaning and forms/types of communication (Verbal/non- verbal; Panthomime, Art,	10 m	inutes	Face-to-Face Review of previous wee lesson on communicatio disorders		Student teachers in small mixed groups review the previous week's lesson on language and its disorders	
	Sign language, Braille etc	10 m	inutes	Guide student teachers discuss and list the type and characteristics of communication disorde in small and large mixed groups.	es ers	Student teachers discuss and list the types and characteristics of communication disorders in small and large mixed groups.	
	Outdoor pedagogy	20 minutes		Seminars: Teacher led moderated discussion on "Communication Disorders". Instruct student teachers to write a report based on the interaction.		Student teachers engage participate in the moderated discussion and write a report on what constitutes a communication disorder.	
	pedagogy		inutes	Visit the community to interact with individuals with communication disorders and their families.		-Student teachers visit families within the community that have relatives with communication disorders to interact them especially families with children with communication disorders and to note how families manage their relatives with communication disorders within the community.	

		40 minutes	Practical Activity Instruct student teachers to (in small mixed groups), reflect, discuss and write a 2-page report on how they will communicate with a child with a particular communication disorder. Instruct student teachers on how to carry out small-scale action research to improve practice(NTS 3b, p.14)	Student teachers write a report after their visit Student teachers in small mixed groups, reflect, discuss and write a 1 page report on how they will communicate with a child with a particular communication disorder. Carry out small-scale action research to improve practice(NTS 3b, p.14)			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 Student teachers, make a presentation on how to communicate with a child with a specific communication disorder) Student teachers brainstorm, on types of communication disorders and how they may impact learning Student teachers reflect, discuss and write a one page report on their findings. Presentations on: Characteristics, prevalence, causes, misconceptions and implications of communication disorders 						
Instructional Resources	Audio-visuals from Y	ouTube,videos,	, computers, laptops, mobil	le phones			
Required Text (core)			pecial Education, Accra: City F 9). <i>How to design and evaluat</i>	Publishers. te research in education. New			
Additional Reading List	York: McGraw-Hill. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to special education</i> . Boston: Pearson. Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019. Retrieved from <u>https://www.youtube.com/watch?v=RAtNNsOUgjo</u> on 18 th June, 2019. PDP: Themes 4, 7, 8 and 9. Theme 8: Units 2&7,						
CPD needs	Workshops on integ report writing	ration of techn	ology into teaching, modellir	ng, task analysis; Workshop on			

Year of B.Ed. 2	Semeste	er 1	Place of	lesson in sem	ester	1 2 3 4 5 6 7 8 9 10 11 12				
Title of Lesson	Teaching C	Teaching Characteristics of Communication and Speech Disorders Lesson 3 Hours Duration Duration								
Lesson description	t s	The purpose of this lesson is expose student teachers to the characteristics of communication and speech disorders. The characteristics, genetics and some terminologies related to speech and language disorders (such as articulation disorders, stuttering) will be discussed. This first lesson introduces student teachers to the course learning outcomes and the three assessment components.								
Previous student teacher knowledge, prior learning (assumed)		Student teachers have done a course on "Teaching Communication Disorders".								
Possible barriers to learning in the lesson	disorders.	chers do not h nts have negat						ual with speech		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity	Work- Based Leaning	Seminars √	Independe Study		ning tunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Review of p reflect and Seminars Invite a res	Face-to-face Review of previous lesson on "Teaching Communication disorders. In large mixed groups review, reflect and discuss previous lesson on language and language disorders Seminars Invite a resource person to engage student teachers in a moderated seminar on "Characteristics of Communication and Speech Disorders, Genetics and terminologies related to speech disorders								
Overarching outcome,	e-learning Provide lini	opportunities <s to="" v<br="" youtube="">netics of Speecl</s>	videos, prov	vides video cli	ps, etc about			ommunication r i-phones, TVs		
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.	This lesson communica research to and learnin Furthermon Special Edu	is expected to ation disorders. improve pract g with small an re, student tead cation Needs e records of eve	The course ice (NTS 3b d large clas chers will p nsuring the	e is to enable s , p.14). The st sses (NTS 3d, p ay attention to eir progress (N	student teacl udent teach p.14). p all learners ITS 3f, p.14).	hers to carr ers would a , especially Student tea	y out som lso manag girls and achers wil	ne action ge behaviour students with Il Keep		
Write in full aspects of the NTS addressed	enquiry by use of effect impact on t	14), demonstra focusing on wa ctive evaluative cheir roles as te d digital artefac	ys of explo and reflec achers in f	ring varying co tive skills in cla uture. They wi	onceptions Fi assroom-bas II develop te	inally stude ed inquiry t aching port	nts will de hat will p folio with	emonstrate the ositively relevant		
Learning Outcome for the lesson, picked and developed from the course specification	Learning O			arning Indicat		 – core a inclusivity, diversity. addressed 	nd trans equity a How w or develo	-		
Learning indicators for each learning outcome	use of vide demonstra strategies t diverse lear specifically language d	tion and other o address rning needs	on grou the vie Youtub Commu genetic	p report writ up discussions wing of video e) on Charact unication a cs of Speech D	following os (on TV, ceristics of and the	Addressing thinking, creativity, reflective p	proble collab	gration, critical em solving, oration and		

			list of characteristics of	
			earners with speech disorders eveloped.	
			roport writton after student	
			a report written after student eachers visit communities to	
			nteract with families that	
			ave relatives with speech lisorders.	
Topic Title:			Teaching and learning activit	ies to achieve outcomes
		c. /::	depending on the delivery m	
Teaching Characteristics	Sub-topic	Stage/time		Student Activity
of Communication	Characteristics		Teacher Activity Review previous week's	Student teachers review
Disorders	of learners with Communication Disorders	15 minutes	-	previous week's lesson on communication disorders
	Disorders		e-learning	Student teachers watch YouTube
		60 minutes	Provide links to YouTube videos, provides video clips, etc about the characteristics	videos, video clips, etc about the characteristics and genetics of speech disorders.
			and genetics of speech	speech disorders.
			disorders. Student teachers watch these videos on their i-phones, TVs etc.,	Student teachers reflect, discuss and list characteristics of learners with speech disorders
			Instruct student teachers to reflect, discuss and list these	Student teachers use characteristics to design
			characteristics	checklists to identify learners with speech disorders during
			Instruct/guide students teachers to use characteristics to design	STS.
			checklists to identify	Student teachers participate in a
		60 minutes	learners with speech disorders during STS.	moderated seminar on " Characteristics, Genetics and terminologies related to speech
			Seminars	disorders (e,g, articulation
			Invite a resource person to make a presentation to student teachers on the	disorders, stuttering, cluttering etc)" and write a 3-5 page report after the seminar
			characteristics, genetics and	
		45 minutes	terminologies related to speech disorders (e,g, articulation disorders,	Student teachers discuss ways in which they could identify and manage learners with speech
			stuttering, cluttering etc)" and write a 3-5 page report on the interaction.	disorders in class.
			Discuss ways in which	
			student teachers could	
			identify learners with	
			speech disorders and manage them in their classrooms.	
Lesson assessments – evaluation of learning:	1. In-Lesson Assess speech disorders	sment: - Stuc		esentations on characteristics of
of, for and as learning within the lesson			p presentations on characteristic ns of communication disorders	s, prevalence, causes,

	1. The characteristics of communication disorders
	2. Prevalence, causes, misconceptions and implications of communication disorders on learning
Instructional Resources	Audio-visuals from YouTube,videos,
Required Text (core)	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.
	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York:
	McGraw-Hill.
Additional Reading List	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to
	special education. Boston: Pearson.
	Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education.
	Winneba: Department of Special Education Book
	Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019.
	Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019.
	Retrieved from <u>https://www.youtube.com/watch?v=RAtNNsOUgjo</u> on 18 th June, 2019.
	PDP: Themes 4, 7, 8 and 9.
CPD needs	Workshops on implications and impact of communication disorders on learning

Year of B.Ed. 2	2	Semester	1	Place of les	son in seme	ster	12	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson		Teaching	Teaching the Causes of Communication disorders Lesson Duration 3 Hour								
Lesson description			The lesson is also designed to enable student teachers acquire knowledge on the Biolo and environmental causes of communication disorders.								
Previous student knowledge, prior (assumed) Possible barriers to lea the lesson	teache learnin arning ir	r Tutors ha	0 0								
Lesson Delivery – chose support students in act the outcomes		Face- to-face √	Practical Activity √	Work- Based Leaning	Seminars √	Independ Study		e-learning opportunities √	Practicum		
Lesson Delivery – mai of delivery chosen to student teachers in a the learning outcomes	suppo support	t Review of g language Seminar Invite a r Practical identify I Guide stu profile of Group Tu learners Role play e-learnin	Invite a resource person to do a presentation on the causes of communication disorders Practical Activity: identify learners with speech disorders Guide student teachers to develop individual portfolios and ways to keep accurate data and profile of learners in portfolios Group Tutors into small mixed groups and guide them to design tools/ checklists to identify learners with speech disorders Role play addressing a learning need (how to manage learners with speech disorders								
what you wa		disorders intervent , The teac e It is expe	s as well as p tion. Watch t her (s): ected that the	brocedures us these videos e lesson will	sed to identif on their i-pho equip studen	y learners ones, TVs e	s with sp etc., s with ki	•	for early the causes of		
serves as basis learning outcom expanded version description. • Write in full aspec NTS addressed	nes. A n of th nts of th	e (NTS 3b, n students e meaning learners e school-ba prejudice educatio with spea collection would ha classmat and tuto	It is expected that the lesson will equip student teachers with knowledge about the causes of communication disorders and to carry out small-scale action research to improve practice (NTS 3b, p.14). The student teacher will also pay attention to all learners, especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keep meaningful records of every learner and communicate progress clearly to parents and learners (NTS 3n, p.14); demonstrates knowledge and understanding of the need for inclusive school-based enquiry by focusing on ways of exploring varying conceptions, misconceptions, prejudices and biases that student teachers, who have just transited into a college of education from senior high schools may have about teachers and ways of teaching learners with special needs (SEN) and gender issues; demonstrate the use of appropriate data collection methods and inventories for varying learning needs and abilities. Student teachers would have the opportunity to interact with their colleagues, recollect the experiences with classmates (pre-tertiary) who had SEN/gender issues and interact with seasoned lecturers and tutors who have the experience of teaching learners with such difficulties.								
 Learning Outcome lesson, picked and developed from th course specificatio Learning indicators each learning outcome 	l ne on s for	Learning	Outcomes	A grou	Learning Indicators Identify which cross cut issues – core transferable sl inclusivity, equity addressing diversity. H will these be addressed developed?						
		applicati	on of video monstration	group	discussions of videos (s followir	ng the	critical thin	CT Integration, king, problem creativity,		

Topic Title:	other activities to address diverse learning needs specifically related to language development and delays. CLO 2		lan A l wit de ^v A tea KG	characteristics of learners with aguage disorders list of characteristics of learners th specific language disorders veloped. report written after student achers visit schools (nurseries, is, crèches) to observe aracteristics of learners with aguage disorders. Teaching and learning activities depending on the delivery mode					
Causes of Communication disorders:	Sub-topic	Stage/ me	'ti	collaborative group work or inde	ependent. Student Activity				
		me		Teacher Activity	Student Activity				
	Biological and Environmental Causes of Communication Disorders	30 minute	es	Face –to-Face Revision of previous week's lesson. Instruct students to reflect, and discuss the topic	Student teachers engage in a discussion of the previous week's lesson				
		60 minutes 90 minutes		minutes 90				Seminar Invite a resource person to make a presentation on the causes of communication disorders	Student teachers listen to presentation "causes of communication disorders", reflect and ask questions on the Topic presented. Student teachers write a report on lessons learned in the presentation.
						e-learning opportunities Provide links to YouTube videos and give videos on Causes of Communication disorders to student teachers to watch. Instruct student teachers to take notes and list and discuss the causes of communication disorders .	Student teachers Students watch videos "Causes of Communication disorders. Student teachers take notes, list and discuss the causes of communication disorders and present group reports.		
Lesson assessments –	1. Student teachers	s will do	indi	ividual presentations on causes of	communication disorders				
evaluation of learning: of, for and as learning within the lesson	and learners 3. Student teacher their impact on lea 4. The causes of co 5. Prevalence, cau learning	rs will wi rning. mmunic ses, mis	rite a catio	ceptions and implications of comm	ommunication disorders and				
Instructional Resources	dio-visuals from You	Tube,vic	leos	, laptops, iPhone, projectors					
Required Text (core)	Fraenkel, J. R., & W York: McGraw-Hill.	/allen, N	. E.	to Special Education, Accra: City P (2009). <i>How to design and evaluate</i>	e research in education. New				
Additional Reading List	<i>to special educatio</i> Yekple,E. Y. & Deku Winneba: Departm	n. Bosto u, P. (20 ient of S ps://ww	on: P 17) peci w.y	Ed. Exceptional Learners: An Intro	duction to Special Education.				
CPD needs	Workshops on inte	gration	ofte	echnology into teaching, modelling					

Year of B.Ed. 2 Sem	nester	1 Pla	ce of lessor	ı in semeste	r 123	4 5 6 7 8 9 1	0 11 12
Title of Lesson	Teaching disorders	the Impl	ications c	of Commu	nication Lesso	on Duration	3 Hours
Lesson description		n is also de ns of Commu	-		lent teachers	acquire knowled	lge on the
Previous student teacher knowledge, prior learning (assumed)	Tutors ha semester	ve taken a o week 4	course in "	Teaching ca		unication Disord	
lesson	impact on	the individual	with the di	sorder		nmunication dis	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity √	Work- Based Leaning	Seminars	Independent Study	e-learning opportunitie s V	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Comm Do a p Practical A Discuss ar e-learning Provides li communic	w of lesson 4. ninication disc presentation/ Activity: nd role play th s opportunitie inks to YouTul cation disorde	orders Class discus e implicatio s be videos, p rs as well as	ns of commo rovides vide procedure	unication disorc o clips, etc abou s used to identii	communication c lers	
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Empand Pay Nee Kee par Der edu lear Der bas thir bar Stu- clas sea pos Der inq 	nages behavic ploys a variety l critical thinki s attention to eds ensuring t ps meaningfu ents and learn nonstrates kn judices and bi ication from s rners with spe nonstrate the ed enquiry. T nking, develop riers to learnin dent teacher ssmates, view soned teacher itive orientati nonstrate the uiry that will	y of instruct ng (NTS 3e, all learners heir progres I records of hers (NTS 3r owledge an sing on wa ases that st cial needs (use of the his would e ways of a ng. s will refle vs collected rs who tead ons toward use of effe positively in	ional strateg p.14) . Especially g ss (NTS 3f, p. every learned n, p.14) ad understar nys of explo udent teach schools may SEN) and gen learning sto enable the st ddressing th ect on thei d from the ch children v s teaching in ective evalua npact on the	ies that encours girls and studen 14) er and commun ading of the nee ring varying co ers, who have ju have about tes nder issues. ries and socio-c udent teachers eir own miscon r own miscon r colleagues a vith learning dif the future. tive and reflect ir roles as teach	asses(NTS 3d, p.1 age student parti ts with Special Ec icates progress cl ed for inclusive so onceptions, misc ust transited into achers and ways ultural approach reflect and inter neeptions and, re ceptions, experi and experiences fficulties in order ive skills in class ers in future gital artefacts and	cipation lucation learly to chool-based onceptions, a college of of teaching es in school rogate their moving the ences with had from to develop room-based

 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 		Learning Outcome Demonstrate appli of video clips, demonstration and activities to addres diverse learning ne specifically related language developr and delays.	lication nd other ess d to oment to characteristics to f implications to f implications to f implications to f implications f f f f f f f f f f f f f f f f f f f		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.		
Topic Title:				learners. Teaching and learning activities to	o achieve outcomes		
Implications of Communicatio	Sub-topic	Stage/time		depending on the delivery mode se collaborative group work or indep	selected. Teacher-led		
n disorders:	·		Теа	acher Activity	Student Activity		
	Educational (Classroom), Social, Economic implications of communication	20 minutes	studen previou Semina	n of previous week's lesson. Instruct ts to reflect, and discuss the us topic	Student teachers engage in a discussion of the previous week's lesson		
	disorders	s 70 minutes	presen commu	class discussion/ do a power-point tation on the implications of inication disorders. t students to present a report on the tions.	Student teachers listen to presentation on implications of communication disorders, reflect, discuss and ask relevant		
		90 minutes <mark>.</mark>	Provide commu	ing opportunities e e-books on implications of unication for student teachers to ad summarize.	questions. Student teachers write a report on the presentation.		
			provide commu teache Instruc list a commu	e links to YouTube videos and e videos on implications of unication disorders to student rs to watch. t student teachers to take notes and and discuss the causes of unication disorders Retrieved from	Student teachers read and summarize e-books on implications of communication. Students watch videos " implications of Communication		
			<u>https://</u> <u>QyNhc</u>	/www.youtube.com/watch?v=jOZcts on 18 th June, 2019.	disorders. Student teachers take notes, list and discuss the implications of communication disorders and present group reports		

Lesson assessments – evaluation of	1. Student teachers will do individual presentations on implications of communication disorders
learning: of, for and	1. Student teachers will write a 2-page report on their reflection on the presentation by their Tutor on
as learning within the	the implications of
lesson	
	1. Student teachers write a 2-page report on the implications of communication disorders and their
	impact on learning
Instructional	Audio-visuals from YouTube, videos, laptops, iPhone, projectors
Resources	
Required Text (core)	Gargiulo, R.M. & Bouck, E. (2018). Special Education in contemporary society: An introduction to
	exceptionality (6 th ed.). Thousand Oaks, CA. SAGE Publications.
Additional Reading	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to special
List	education. Boston: Pearson.
	Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba:
	Department of Special Education Book
	Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019.
	PDP: Themes 4, 7, 8 and 9.
CPD needs	Workshops on integration of technology into teaching, modelling,

Year of B.Ed. 2 S	emester 1	Place of lesso	on in semeste	r 123	1 2 3 4 5 6 7 8 9 10 11 12				
Title of Lesson	Teaching the Im disorders	Teaching the Implications of Communication Lesson Duration 3 Ho disorders							
Lesson description		The lesson is also designed to enable student teachers acquire knowledge on Implications of Communication disorders.							
Previous student teacher knowledge, prior learning (assumed)	Tutors have taken semester week 4	Tutors have taken a course on "Teaching Characteristics of Communication Disorders" dur semester week 4							
Possible barriers to learning in the lesson									
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- facePractic Activity√√		Seminars	Independent Study	e-learning opportunities √	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	language disorders Do a presentation/ Practical Activity: Discuss and role pl e-learning opportu Provides links to Yo	Review of lesson 4. Review and discuss issues raised in previous lesson on language and language disorders Do a presentation/ Class discussion on the implications of communication disorders							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The teacher (s): It is expected that a and learning with s strategies that enc attention to all lead their progress (NTS progress clearly to understanding of t exploring varying c who have just tran teachers and ways develop teaching p need for keeping a	student teachers w mall and large cla purage student pa ners especially gi 3f, p.14); keeps r parents and learn ne need for inclus pnceptions, misco sited into a college of teaching learne ortfolio with relev	will develop k sses(NTS 3d, j articipation an rls and studer neaningful re- ers (NTS 3n, p ive school-bas onceptions, pr e of educatior ers with specia- vant manual a	nowledge and s p.14); employs ad critical thinkin its with Special cords of every l p.14); demonstr sed enquiry by rejudices and bin n from senior h al needs (SEN) and digital artef	skills to manage a variety of instr ing (NTS 3e, p.14 Education Need learner and com rate knowledge focusing on way iases that studer igh schools may and gender issue	ructional (); pays (s ensuring municates and s of t teachers, have about es and			
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcome	cutting issue transferable inclusivity, addressing How will addressed developed?	equity and diversity. these be or						
	Demonstrate activi address diverse lea specifically related development and o	rning needs on to language ch lelays. CLO2 co A co de A im	group discus aracteristics c mmunicatioir list of implicat mmunication veloped. report writter	of learners with a disorders tions of disorders a on communication	solving, crea collaboratio reflective pr	critical oblem itivity, n and			

Topic Title: Implications of Communication disorders:	Sub-topic	Stage/time	Teaching and learning activities depending on the delivery mode collaborative group work or inde	selected. Teacher-led		
			Teacher Activity	Student Activity		
	Educational (Classroom), Social, Economic implications of communication	20 minutes	Face -to-Face Revision of previous week's lesson. Instruct students to reflect, and discuss the previous topic	Student teachers engage in a discussion of the previous week's lesson		
	disorders	60 minutes	Seminar Lead a class discussion/ do a power-point presentation on the implications of communication disorders. Instruct students to present a report on the implications.	Student teachers listen to presentation on implications of communication disorders, reflect, discuss and ask relevant questions. Student teachers write a report on the presentation.		
		90 minutes	e-learning opportunities Provide e-books on implications of communication for student teachers to read and summarize.	Student teachers read and summarize e-books on implications of communication.		
			Provide links to YouTube videos and provide videos on implications of communication disorders to student teachers to watch. Instruct student teachers to take notes and list and discuss the causes of communication disorders.	Students watch videos "implications of Communication disorders. Student teachers take notes, list and discuss the implications of communication disorders and present group reports		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson						
Instructional Resources	Audio-visuals from	m YouTube, vid	eos, laptops, iPhone, projectors			
Required Text (core)). Special Education in contemporar Thousand Oaks, CA, SAGE Publication			
Additional Reading List	to exceptionality (6 th ed.). Thousand Oaks, CA. SAGE Publications. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to special education</i> . Boston: Pearson. Yekple,E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019. PDP: Themes 4, 7, 8 and 9.					
CPD needs			hnology into teaching, modelling,			

Year of B.Ed. 2	Semester	1 Place of lesson in semester			er 12	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Teaching Int	troduction to	Braille		Les	son Duration	3 Hours	
Lesson description Previous student teacher knowledge, prior learning (assumed)								
Possible barriers to learning in the lesson	Tutors do not have the skills needed to teach braille to students who are blind							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity √	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brailing, pro brailing equ	erPoint prese wide a histor ipment to stu	ntation to stu	and show so		ners on the concepets, brailed mate		
	 Practical Activity: Student teachers form small groups to reflect on the presentation, discuss and present a report. e-learning opportunities Tutor provides links to YouTube videos, provides video clips, etc about brailling showing the aquinment used in brailing, how to braille. Watch these videos on in phones, TVs etc. 							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	and learning (NTS 1a, p.12); manage behaviour and learning with small and large classes(NTS 3d, p.14); pays attention to all learners especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keeps meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14)							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou	itcomes	Learning	; Indicators		Identify which issues – transferable inclusivity, e addressing div will these be a developed?	core and skills, equity and versity. How	
	Demonstrat application clips, demor and other ac address dive learning nee specifically r braille and b CLO2	of video nstration ctivities to erse eds related to	discussions videos (on characteristi impairment : A list of equ with visual disorders de A report writ	following th TV, You cs of learne and blindnes upment use impairme veloped. ten after stun a lecture p	rs with visua	Addressing ICT critical thinkir solving, collaboration a practice.	ng, problem creativity,	

Topic Title:	Equipment		Teaching and learning activities to achieve	outcomes depending on the			
	And Materials		delivery mode selected. Teacher-led collaborative group work or				
Teaching	used in writing	Stage/time	independent.				
Introduction Braille to Braille			Teacher Activity	Student Activity			
	Equipment and materials used in Braille writing	60 minutes	Face-to-Face: Give a PowerPoint presentation to students on the Student teachers on the concept of brailing, provide a historical overview and show some brailing sheets, brailed materials and brailing equipment to student teachers.	Student teachers reflect on the presentation on concept of brailing, students to present a report on the presentation			
		60 minutes	Practical Activity: Student teachers form small groups to reflect on the presentation, discuss and present a report.	Student teachers form small groups to reflect on the presentation, discuss and prepare a list of some equipment for brailing.			
		60 minutes	e-learning opportunities Tutor provides links to YouTube videos, provides video clips, etc about brailing showing the equipment used in brailing, how to braille. Watch these videos on i- phones, TVs etc.,	Student teachers watch the videos and make a presentation on their realisations about brailing. Student teachers will list some of the equipment used in brailing and in their own words describe the process of brailing i.e how to braille.			
Lesson	Student teachers will o	lo individual p	resentations on how to hold the stylus the h	and frame to braille			
assessments – evaluation of learning: of, for and as learning within the lesson	1. In-Lesson Assessme	nt: Student te	achers will be given a short passage to braill	e.			
Instructional	dio-visuals from YouTub	dio-visuals from YouTube,, Video Tapes, Hand frames, Stylus, . Perkins Brailler, Braille sheets, Audio-visuals					
Resources	from YouTube, . Samp	from YouTube, . Samples of inventories and checklists, Samples of Individual Learning Plans					
Required Text (core)	Howse, J. (2006). Unifie	Howse, J. (2006). Unified English braille primer. Australian Edition. Sydney: Australian Braille Authority.					
Additional Reading List	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York: McGraw- Hill.						
CPD needs	Workshop on how to r	ead and write	in braille				

Year of B.Ed.	2	Semester 1 Place of lesson in semester					ter	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson		Teaching Pre	Teaching Preliminary Braille Literacy						Duration	3 Hours
Lesson description	l		The purpose of this lesson is to expose tutors to introduce tutors to the letters of the alphabet- simple upper word signs.							
Previous student	teache	r • Student	teachers	have s	een peopl	e reading or	writing	in braill	е	
knowledge, prior	learnin	Student	teachers	know t	that perso	ns who are b	olind rea	ad and w	vrite	
(assumed)								•	are educated (
					-		ne comr	nunity a	and/or hold pos	sitions such as
Possible barriers to	alearnin		-		s/ minister		ito in hr	مالام		
in the lesson		Some student								
		Student teach							a braille	
		There are no						-		
					-				e centre for th	
								ersons w	vho are blind an	d interact with
Lesson Delivery – o	shocon to	the resource	persons of Practic a		whey supp	Seminars		endent	e-learning	Practicum
support students i		face	Activity	-	Based	v Seminars	Study		opportunities	Practicum
achieving the outc		V	√ ×		Leaning	•	Study		v v	
Lesson Delivery		Face-to-face								
mode of delivery	chosen t	-Teacher-led	discussio	on on v	what is bli	ndness and	how the	e blind c	communicate. Ir	struct student
support student te							-		Students take r	notes on their
achieving the	learnin	g understandir	ng of blin	dness a	and how th	ne blind com	munica	te.		
outcomes.		Practical Act	i.,i . ,							
			-	achers	to blindfo	old (closing	the ev	ves /usir	ng a piece of	cloth or their
							-		to avoid or m	
		Teacher posi	tions hin	nself at	t a particu	ilar spot and	d instru	cts stud	ent teacher to	come and give
		-	-		ent teachei	rs may do s	ame in	pairs (pr	eferable a pair	must be made
			up of a male and a female. -Tutor demonstrates how to hold the frame and the stylus and how to slot the braille paper into							
		the braille m		now to	noid the i	rame and tr	ie stylus	s and no	w to slot the bra	alle paper into
			achine.							
		Seminars								
		-Invite a reso	ource per	son to	the schoo	l to introduc	e lead a	discuss	ion or make a p	resentation on
		-							hers to be dired	-
							of bet	tween 5	-10 per group,	produce a 3-5
		page report o			ations and	findings				
			e-learning opportunities -Instruct student teachers to search the internet, use their iPhones to browse the internet,							
			provide links to on-line sites or let student teachers watch a video on persons who are blind and							
			ways in which they communicate. Instruct student teachers to write a report on their							
			observations and present their observations in small mixed groups.							
Overarching what you you			. ,	studo	nt teacher	will critically	/ and co	llactival	y reflect to impr	ove teaching
what you v students to		-								-
serves as bas		-	and learning (NTS 1a, p.12); carries out small-scale action research to improve practice(NTS 3b, p.14); manage behaviour and learning with small and large classes(NTS 3d, p.14); employs a							
learning outco			variety of instructional strategies that encourage student participation and critical thinking (NTS							
expanded ve			3e, p.14); pays attention to all learners, especially girls and students with Special Education							
the description			Needs ensuring their progress (NTS 3f, p.14); keeps meaningful records of every learner and							
Write in full a	-		communicate progress clearly to parents and learners (NTS 3n, p.14); demonstrate knowledge							
the NTS addre	ssea		and understanding of the need for inclusive school-based enquiry by focusing on ways of exploring varying conceptions, misconceptions, prejudices and biases that student teachers,							
			who have just transited into a college of education from senior high schools may have about							
		teachers and ways of teaching learners with special needs (SEN) and gender issues ;								

Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to visual impairments. CLO4		Learning Indicators A group report written based on group discussions following the	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?Addressing ICT Integration, critical thinking, problem	
Learning indicators for each learning outcome			 viewing of videos (on TV, You tube on characteristics of learners with visual impairments A list of characteristics of learners with visual impairments develope A report written after student learners handle the frame and sty and slot the paper in the machine 	e) solving, creativity, collaboration and reflective practice. d.	
Topic Title:	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.		
			Teacher Activity	Student Activity	
Teaching Preliminary Braille Literacy	Letters of the alphabet, Simple upper word signs	30 minutes	Practical Activity Instruct student teachers to blindfold (closing the eyes/using a head piece of cloth or their handkerchief. In a safe place or on the field wherever is safe to avoid or minimize injury) Teacher positions himself at a particular spot and instructs student teacher to come and give him/her a "high five". Student teachers may do same in pairs (preferable a pair must be made up of a male and a female	Student teachers blindfold themselves by closing the eyes (be honest); using a piece of cloth or neat r handkerchief. In a safe place (well-arranged classroom with ample space created in the middle of the class, or on the field, or wherever is safe to avoid or minimize injury) Teacher positions himself at a particular spot and instructs student teachers to walk toward him/her and give him/her a "high five". Student teachers may do same in pairs (preferable a pair must be made up of a male and a female).	
		40 minutes	Face-to-Face Tutor led discussions on student teachers' understanding of who is a visually impaired person. Instruct student teachers to reflect, discuss in small groups and present a 3-5 page report on their understanding of who a visually impaired person is -Teacher led discussion on the order of brailing	Student teachers reflect, discuss in small mixed groups(of no more than 10 in a group) and present a 3-5 page report on their understanding of who a visually impaired person is Student teachers hold the handframe and the Stylus in the correct order and slot the paper in the machine	
		20 minutes	 Practical Activity Tutor led sessions Demonstrate how to hold the stylus and the frame and how to slot the paper in the machine. Instruct the student teachers to watch closely and take turns to hold the stylus and the frame in correct order 	• Student teachers search the internet, use their iPhones to browse the internet, links to on-line sites or watch a video on persons who are blind and ways in which they communicate.	

				. Chudant tarahan naflaat			
		Tutor-led	e-learning opportunities -Instruct student teachers to search	 Student teachers reflect, 			
		session/work	the internet, use their iPhones to	discuss their observations in small mixed groups and write			
		based	browse the internet, provide links to	a 3-5 page report on their			
		learning	on-line sites or let student teachers	observations.			
		45minutes	watch a video on persons who are	observations.			
		45111111111111	blind and ways in which they				
			communicate. Instruct student tears	Student teachers interact with			
			to write a report on their observations	the invited resource person			
			and present their findings in small	reflect on the topic "how persons			
			mixed groups.	who are blind communicate".			
				Student teachers reflect and in			
				small mixed groups of between 5			
				10 per group, produce a 3-5 page			
				report on their observations and			
			Seminars	findings.			
		45 minutes	-Invite a resource person to the school				
	to introduce lead a discussion or make a presentation on "how persons who						
			are blind communicate. Instruct				
			students teachers to be directly				
			involved in the discussion, reflect and				
			in small mixed groups of between 5-				
		10 per group, produce a 3-5 page					
			report on their observations and				
			findings.				
Lesson	1. Student teachers will do individual presentations on how to hold the stylus the hand frame to braille						
assessments –	2. Using Games, demonstration, fieldtrips, role plays, individual and group projects as Intervention						
evaluation of	Strategies for individual attention.						
learning: of, for	3.Student teachers will be given a short passage to braille.						
and as learning	4. Students take turns to braille letters of the alphabet, mathematical notations and simple upper word						
within the lesson	signs self- and peer- assessment.						
Instructional	Audio-visuals from YouTube, videos, Hand frames, Stylus, Perkins Brailler, Braille sheets, samples of						
Resources	inventories and checklists, samples of individual Learning Plans.						
Required Text	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.						
(core)		Howse, J. (2006). Unified English braille primer. Australian Edition. Sydney: Australian Braille Authority.					
Additional Reading	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York:						
List	McGraw-Hill.						
CPD needs	Workshops on how to use the computer brouse for information on the internet.						
	Worshops on how to braille using the frame and stylus or the Perkings Brailler						

Year of B.Ed.	2	Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12) 11 12		
Title of Lesson		Teaching Introduction to Braille Mathematics Lesson 3 Hours Duration									
Lesson description		The purpose of this lesson is to expose students to how learners with visual impairment can access written material, mathematical and advanced mathematics such as algebra.									
Previous student te	acher	Student teachers have seen people reading or writing in braille									
knowledge,	prior	Student teachers know that persons who are blind read and write									
learning (assumed)		Student teachers	s know m	embers withi	n the commu	nity who	are edu	icated (h	nave attend	led schools,	
		some of whom	-	ninent in the	community a	and/or h	old pos	itions su	ch as teac	hers, public	
		servants/ ministe									
		Student teachers				-		-			
		Student teachers	have s	een a persor	is who is blin	nd writir	ng with	a braille,	, at least o	on video or	
		internet Some students 1	toachors	know that r	ersons who	aro blini	d can le	arn and	wite evan	pinations in	
		mathematics	leachers						wite exam		
Possible barriers to		Tutors do not hav	e the ski	lls to read and	l write in brail	le					
learning in the lesso	n	Most schools and					gy requi	ired for le	earners wit	h blindness	
J J		to study math					0, 1				
		Student teachers	do not l	now how to i	ead and write	e in brail	le There	are no h	and frames	s/ stylus nor	
		Perkins Brailler av									
		There is no schoo		-							
		teachers may vis				persons	who ar	e blind a	and intera	ct with the	
Lessen Delivery ch		resource persons				Indone	andant			Dracticum	
Lesson Delivery – ch to support students		Face-to-face	Practica Activity	-	Seminars	Study	endent	e-learni opportu	-	Practicum	
achieving the outcor			Activity √	Leanin	z V	Study		opportt √	unities		
Lesson Delivery –		Face-to-Face	•	Leanni							
mode of delivery ch		Tutor led discuss	ions on s	tudent teache	ers' understan	ding of v	who is a	visually in	mpaired pe	rson.	
-	udent	Instruct student				-		-			
teachers in achievin	g the	understanding of	f who a v	isually impair	ed person is.						
learning outcomes.											
		Practical Activity					, .		· · · ·		
		Instruct student handkerchief. In				-	-	-			
		positions himsel							-		
		"high five". Stud									
		and a female		,		u					
		Seminars									
		-Invite a resource	e person	to the school	/ or teacher le	eads sen	ninar to	introduce	e student	teachers on	
		" how technolo									
		overcome obstac									
		directly involved						s of bet	ween 5-10	per group,	
		produce a 3-5 pa	ge repor	t on their obs	ervations and	findings					
		e-learning oppor	tunition								
		-Instruct student		s to search th	e internet us	e their il	Dhones t	o brows	- the inter	net provide	
		links to on-line s									
		use technology								-	
		Instruct student					-				
		small mixed grou	ips								
Overarching		The teacher (s):									
outcome, what	-	The student teac					-	-			
want the studer		p.12); carry out s			-	-		-	-		
achieve, serve basis for the lea		and learning with that encourage s		-			-	-		-	
	ii iiii ig	that encourage s	tuuent p	ai deipation a		111 8 (111	5 56, p.	<i>,</i> , µay a		uli	

 outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	p.14); keep mea learners (NTS 3r	ningful records of , p.14); Demonstr	ents with Special Education Needs ensuevery learner and communicates prog ate the use of effective evaluative and positively impact on their roles as teac	ress clearly to parents and reflective skills in				
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 	Learning Outcor	nes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?				
outcome	 1) Employs a variety of instructional strategies that encourage student participation and critical thinking (NTS 3e, p.14) Pays attention to all learners. Especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14) 		 A list of characteristics of learners with visual disorders developed. A report written after student teachers handle equipment used to braille. 	Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.				
Topic Title:			Teaching and learning activities to a depending on the delivery mode sel					
Teaching Introduction to Braille Mathematics	Sub-topic Stage/time		collaborative group work or independent. Teacher Activity Student Activity					
		10 minutes	Face to Face Review previous lesson	Student teachers review previous lesson				
		80 minutes	Practical Activity: Tutor led demonstrations on the order of brailing and how to slot the braille sheet and the order of brailing (e.g. Brailing from right to left and	Students practice the order of brailing and how to slot the braille sheet and the order of brailing (e.g. Brailing from right to left and reading from left				
		40 minutes	reading from (left to right), simple Braille mathematical notations' Students to practice, reflect and discuss the procedures involved	to right), simple Braille mathematical. Students discuss and reflect on the procedures involved				
		50 minutes	Seminars Teacher/resource person - led discussion on Braille MathTechnology and Mathematics					
			e-learning opportunities: Provide e-books and other references, video links, videos on obstacles that students with visual disorders may encounter with mathematical language (such as : ambiguity, poor translations, pacing (Bouke &Meyer, 2012;					

-Options that are available for helping learners who have visual impairment to access written material, mathematics (e.g. algebra), accessing standard scanned textbooks, audiobooks, e- text and Braille. Accessing digital talking book players with specialized language, technology such as REadHear TM (gh, LLC, 2006), with its mathematics language, MathSpeak					
mathematics language, MathSpeak etc.					
 Using demonstration, individual and group projects as Intervention Strategies for individual attention In-Lesson Assessment: Students take turns to braille letters of the alphabet, mathematical notations and simple upper word signs self- and peer- assessment. Student teachers present a 2 page report on the tools for writing braille and the procedures involved . 					
Audio-visuals from YouTube,videos, Video Tapes, Hand frames, Stylus, Perkins Brailler, Braille sheets. Audio-visuals from YouTube, Samples of inventories and checklists, Samples of Individual Learning Plans					
Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers. Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York: McGraw-Hill.					
Oppong, A. M. (2006). Fundamentals of sign language: A text book for colleges and universities. Department of special education. Winneba: Special Educational Books. Bouke &Meyer, 2012; Isaacson, Schleppenback, &Lioyd, 2010/2011					
Workshops on how to braille and interprete braille					

Year of B.Ed. 2	Semester	1	Place of	f lesson in se	emester	1234567	8 9 10 11 12		
Title of Lesson	Teaching Int	Teaching Introduction to Sign Language Lesson 3 Hours Duration							
Lesson description	developmer (GSL) specifi and use of G	The purpose of this lesson is to expose student teachers to a brief historical background to the development of sign language in general from 1957 to date and the Ghanaian Sign Language (GSL) specifically. Learners will be taken through the rudiments in the learning, acquisition and use of GSL, handshapes and parameters of signing. Learners will observe competent Signers interacting among themselves and try to learn to imitate some of the signed concepts.							
Previous student teache knowledge, prior learning (assumed)	· Student tead		-		•	Church and at of			
Possible barriers to learning in the lesson	Student teac	her have tl	he impress	sion that sigr	n language is dif	ficult to learn			
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Work- Based Leaning	Seminars √	Independent Study	e-learning opportunities √	Practicum		
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome 	 Face to Face Presentation to reflect, di Seminars -Invite a res deaf commune report. e-learning of -Instruct stuprovide link and ways in observation Student tead 	n to studer iscuss and source pers unicate". S opportuniti udent teach is to on-lin n which th is and prese chers will c	nts on the write a rep con lead a tudent tea tudent tea es tes to se e sites or ey commu ent their o ritically an	oort discussion o achers intera arch the int let student unicate. Inst <u>bservations</u> id collectivel	or make a prese act with resource ernet, use their teachers watch ruct student te in small mixed g y reflects to imp	Ghanaian Sign La entation on "how ce person and pr r iPhones to bro a video on pers achers to write groups prove teaching an	• •		
 what you want the students to achieve serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects o the NTS addressed 	 behaviour a instructiona p.14); pays a ensuring the communicat appropriate Student tead experiences seasoned lead difficulties ; 	Student teachers will critically and collectively reflects to improve teaching and learning (NTS La, p.12); carry out small-scale action research to improve practice(NTS 3b, p.14); manage behaviour and learning with small and large classes(NTS 3d, p.14); employ a variety of instructional strategies that encourage student participation and critical thinking (NTS 3e, p.14); pays attention to all learners. Especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keeps meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14); Demonstrate the use of appropriate data collection methods and inventories for varying learning needs and abilities. Student teachers would have the opportunity to interact with their colleagues, recollect the experiences with classmates (pre-tertiary) who had SEN/gender issues and interact with such difficulties ; develop teaching portfolio with relevant manual and digital artefacts and							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou CLO6 1) Pays all learn Especial student Special Needs e their pro	difficulties ; develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners. Learning Outcomes Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How wil these be addressed on developed?							

Topic Title: Teaching Introduction to Sign	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.					
language			Teacher Activity Student Activity					
		40 minutes	Face to Face Presentation to students on the historical overview of the Ghanaian Sign Language.	Student teachers listen and discuss, reflect and write a 3-5 page report on the historical overview of the Ghanaian Sign Language.				
		90 minutes	Seminars -A resource person leads a discussion or makes a presentation on "how persons who are deaf communicate". Student teachers interact with resource person and produce a 3-5 page report.	-Student teachers interact, discuss and reflect on "how persons who are deaf communicate. Student teachers write and present a 3-5 page report.				
		50 minutes	e-learning opportunities -Instruct student teachers to search the internet, use their iPhones to browse the internet, provide links to on-line sites or let student teachers watch a video on persons who are deaf and ways in which they communicate. Instruct student teachers to write a report on their observations and present their observations in small mixed groups	-Student teachers search the internet, using their iPhones to browse the internet, explore links to on-line sites or watch a video on persons who are deaf and ways in which they communicate. Student teachers write a report on their observations and present their observations in small mixed groups.				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	instructions to d	mixed groups. 1. In Lesson Assessment: Student teachers use DVD, YouTube and other Computer –based instructions to demonstrate to each other and explain how the deaf communicate. 2. Student teachers present a 2 page report on the historical overview of sign language in Ghana.						
Instructional Resources			deos, sign language mirrors					
Required Text (core)	Fraenkel, J. R., 8 York: McGraw-H		(2009). How to design and eval	uate research in education. New				
Additional Reading List	Avoke, M. (2005). Introduction	to Special Education, Accra: City	y Publishers.				
CPD needs	Workshops on s	ign language						

Year of B.Ed. 2	Semester 1 Place of lesson in semester				23456789	10 11 12			
Title of Lesson	Teaching B	Teaching Basic Sign languageLesson Duration3 Hours							
Lesson description	Т	he purpose of this	lesson is to expose	e tutors to braille	Maths notations.				
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	Student tea religious oc		f communicating u	sing the sign lang	guage on TV and d	uring social and			
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main	Face-to- face √	Activity B √ Le	/ork- Seminars ased eaning	Independent Study	e-learning opportunities √	Practicum			
mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical Ac Demonstrat e-learning c -Instruct st provide link Instruct stu their observ	 Face to Face: Presentation to students on the hand shapes. Practical Activity Demonstrate hand shapes. Students to observe and practice the hand shapes e-learning opportunities -Instruct student teachers to search the internet, use their iPhones to browse the internet, provide links to on-line sites or let student teachers watch a video on how the deaf communicate. Instruct student teachers to reflect, discuss and write a report on their observations and present their observations in small mixed groups 							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	1a, p.12); m variety of in 3e, p.14); pa ensuring the	Student teachers would critically and collectively reflects to improve teaching and learning (NTS 1a, p.12); manage behaviour and learning with small and large classes(NTS 3d, p.14); employs a variety of instructional strategies that encourage student participation and critical thinking (NTS 3e, p.14); pays attention to all learners especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keeps meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	effective reflective sl based inqu positively i	e the use of evaluative and kills in classroom-	group discussio viewing of vide	ritten based o ns following th	issues – transferable s equity and diversity. How addressed or o n Addressing 10 e critical think u solving,	will these be			

Topic Title:			Teaching and learning activities to achieve outcomes depending on				
Teaching Basic Sign	Sub-topic	Stage/time	the delivery mode selected. Teacher-le independent.	ed collaborative group work or			
language	Sub-topic	Stage/ time	Teacher Activity	Student Activity			
	Names of		Face to Face:				
	basic Items	60 minutes	Presentation to students on the hand	Student teachers listen to			
			shapes.	presentation, reflect and			
				discuss hand shapes.			
		60 minutes	Practical Activity Demonstrate basic hand shapes.	Student teachers observe and demonstrate basic hand			
		oo minutes	Students to observe and practice the	shapes in small mixed			
			hand shapes	groups.			
			e-learning opportunities				
		60minutes	-Instruct student teachers to search	-Student teachers search for			
			the internet, use their iPhones to	videos on You-tube and			
			browse the internet, provide links to	other the interne and			
			on-line sites or let student teachers watch a video on how the deaf	practice how the deaf communicate. Student			
			communicate. Instruct student	teachers to reflect, discuss			
			teachers to reflect, discuss and write	and practice on their own			
			a report on their observations and	and in small mixed groups.			
			present their observations in small				
1			mixed groups.				
Lesson assessments – evaluation of learning:			cussions on Strategies for improving imp YouTube and other Computer –based ins				
of, for and as learning			the deaf communicate.	tractions to demonstrate to			
within the lesson							
	1. Student tea	achers present	a 3 page report on the importance of lea	rning to communicate with the			
	deaf.	<u> </u>					
Instructional Resources	Audio-visuals	trom YouTube,	videos, sign language mirrors				
Required Text (core)	-	., & Wallen, N.	E. (2009). How to design and evaluate re	search in education. New York:			
	McGraw-Hill.						
Additional Reading List	Avoke, M. (20	005). Introducti	on to Special Education, Accra: City Publi	shers.			
CPD needs	Workshops o	n integration of	f technology into teaching, of sign langua	ge			

Year of B.Ed.	2	Semester	1	Place o	1 2 3 4 5 6 7 8 9 10 11 12					
Title of Lesson		Teaching Signin	Teaching Signing Commands Lesson 3 Hour Duration						3 Hours	
Lesson description		sign l	The purpose of this lesson is to expose tutors to expose Tutors to the fundamentals on sign language.							
Previous student knowledge, prior (assumed)	teacher learning		Tutors see people using the sign language within their communities, on TV etc							
Possible barriers to le in the lesson		Tutors do not ha	utors do not have the skills to communicate with individuals who are deaf							
Lesson Delivery – cho support students in a the outcomes		Face-to-face	Practio Activit √			Independ Study		learning pportunities √	Practicum	
Lesson Delivery – ma of delivery chosen to student teachers in a the learning outcome	support achieving	Student teache e-learning oppo Tutor provides teachers watch	Practical Activity: Student teachers sign simple commands. e-learning opportunities Tutor provides links to YouTube videos, provides video clips, etc about sign language. Student teachers watch these videos on their i-phones, TVs etc., and observe competent Signers interacting among themselves and try to learn to imitate some of the signed concepts.							
 Overarching of what you was students to serves as basis learning outcom expanded version description. Write in full as the NTS address 	achieve, for the mes. An on of the spects of	p.12); carries ou behaviour and l instructional str pays attention t their progress (Student teachers critically and collectively reflects to improve teaching and learning (NTS 1a, p.12); carries out small-scale action research to improve practice(NTS 3b, p.14); manage behaviour and learning with small and large classes(NTS 3d, p.14); employ a variety of instructional strategies that encourage student participation and critical thinking (NTS 3e, p.14); pays attention to all learners especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keeps meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14).							
 Learning Outcon the lesson, picke developed from course specificat Learning indicate 	ne for ed and the ion	Learning Outco CLO 4,6	mes		Learning Ind	icators	– co inclu diver	ore and tran sivity, equity rsity. How	ss cutting issues nsferable skills, and addressing will these be loped?	
each learning ou		-Demonstrate a video clips, den and other activi address diverse needs specifica language develo delays.	nonstrat ities to learnin Ily relate	ion g ed to and •	based on group discussions following the viewing of videos (on TV, You tube) on simple sign language commands					
Topic Title:	nmands	Subtonic	Stage	or	the delivery m	node select			mes depending porative group	
Teaching Signing Con	mands	Sub-topic	Stage/	unie W	ork or independ Teacher A			Student	Activity	
		Signing names of basic items in the home and school.	60 mir	utes sig w	Teacher Activity Practical Activity: Instruct student teachers to sign simple commands as well as names of basic items in the home and school.		comr basic schoo	ent teachers mands as well c items in the ol individually large mixed gr	as names of home and and in small	

		120 minutes	e-learning opportunities Provide links to YouTube videos, provides video clips, etc. about signing basic items in the home and school. Student teachers to watch these videos on their i-phones, TVs etc., observe competent Signers interacting among themselves and try to learn to imitate some of the signed concepts.	Student teachers watch video clips, etc about signing basic items in the home and school and, observe competent Signers interacting among themselves and try to learn to imitate some of the signed concepts.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	based instructic home 2 Using group p student teacher	ons to demonst resentations, ro rs manage beha n Test: Student	rate to each other how to sign s ole pay, and discussions as Strat aviour and learning with small a teachers Students present a 3-p	-			
Instructional Resources		lio-visuals from YouTube, videos, sign language mirrors					
Required Text (core)	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York: McGraw-Hill.						
Additional Reading List	Avoke, M. (2005	5). Introduction	to Special Education, Accra: Cit	y Publishers.			
CPD needs	Workshops on i	ntegration of te	echnology into teaching, of sign	language			

Year of B.Ed. 2	Semester	1	Place	of lesson in s	semester	1	23456789	0 10 11 12		
Title of Lesson		Implementing Intervention activities to improve Lesson 3 Hours Communication disorders Duration								
Lesson description	The purpose communicati	The purpose of this lesson is to expose student teachers to techniques/strategies to improve communication disorders.								
Previous student teacher knowledge, prior learning (assumed)	with commu communicati	Student teachers communicate (or at least try to communicate) with each other and with persons with communications disorders, despite the communication difficulties that they (or those with communication disorders) may have								
Possible barriers to learning in the lesson	difficulties. -Student teac have commun	hers do no iication dif	ot have pers ficulties	sons who co	uld teach th	em to	h persons with communicate wi nication with per	th learners who		
	communicatio				-					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity √	Work- Based Leaning	Seminars √	Independo Study	ent	e-learning opportunities √	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	intervention a Practical Acti Discuss, refle communicati Seminars: Invite resourd improve Com e-learning op	th and enc activities to vities: ct and prac on disorde ce persons municatio portunitie	o improve co ctice ways o rs to make pre n disorders, s:	ommunication f improving a esentations of especially us	on disorders. and impleme on ways of in sing technolo	enting i npleme ogy and	ss and find ways t intervention activ enting Interventio d improvised loca	ities to improve on activities to I materials		
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	activities to in The teacher The student t learning (NTS manage beha instructional pays attentio their progress clearly to par need for inclu- misconceptio of education special needs and inventori opportunity t tertiary) who experience of lecturers and share their ex- the future; de based enquir develop ways Student teach collected fror with learning demonstrate	mplement reacher wo 1a, p.12); iviour and strategies n to all lea s (NTS 3f, p ents and lea s (NTS 3f, p ents and lea usive schoo ins, prejudi from senio (SEN) and es for vary to interact had SEN/g f teaching l tutors tea speriences emonstrate y . This wo s of address ners will re n their coll difficulties the use of	intervention uld be able carries out learning wit that encour- rners. Espec 0.14); keep r earners (NTS 0-based enc ces and bias r high schoo gender issue earners wit ching learning with their co gender issue earners wit ching learner through ser through ser the use of uld enable t sing their ov flect on the eagues and s in order to effective ev	to critically a small-scale a small-scale a small-scale a h small and l age student (cially girls and meaningful re 5 3n, p.14); d quiry by focus ses that stud ols may have ues; demonst oleagues, re is and interact h such difficu- ers with comminars on ho the learning the student to wn misconce ir own misconce ir own misconce saluative and	improve co ind collective ction resear arge classes participation d students we ecords of eve emonstrate sing on ways ent teachers about teach rate the use bilities. Stude collect the e ct with seaso ulties. Stude munication of w they could stories and eachers refle ptions and, r nceptions, e had from se itive orienta reflective sl	mmun ely refl ch to ir (NTS 3 and ch ith Spe ery lea knowle of exp s, who ners an of app lent te xperier bined le nt teac disorde dimpro socio-c ect and removi xperier easone tions t kills in o	chers effectively in ication disorders ects to improve to mprove practice(N d, p.14); employ a ritical thinking (N' ecial Education Ne rner and commun edge and understa oloring varying con have just transite d ways of teachin propriate data coll achers would hav nees with classma cturers and tutors hers will watch vi ers, reflect on the pove their practices ultural approaches interrogate their ng the barriers to nces with classma d teachers who te owards teaching in classroom-based ning portfolio with	eaching and NTS 3b, p.14); a variety of TS 3e, p.14); eeds ensuring nicates progress anding of the nceptions, d into a college g learners with lection methods re the tes (pre- s who have the deos of se videos and s as teachers in es in school thinking, learning; ates, views each children in the future; inquiry that will		

	manual and digi learners.	tal artefacts a	and appreciate th	ne need for keepin	g accurate data and profile of			
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcon CLO 4,5,6, 7	mes		Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
Learning indicators for each learning outcome	 Demonstrated demonstration a address diverse related to langu delays. 	and other act learning need	ivities to ds specifically	1)	Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.			
Topic Title: Implementing	Sub-topic	Stage/	-	ode selected. Tea	to achieve outcomes depending on cher-led collaborative group work			
Intervention activities to		time	Teacher	Activity	Student Activity			
improve Communication disorders	Signing simple commands (e.g., come, go, clap)	commands (e.g., come,	commands (e.g., come,	commands (e.g., come,	simple10Face-to-Face:ndsminutesDiscuss with and encouragecome,student teachers to reflect,		ers to reflect, d ways to ervention prove	Student teachers reflect, discuss, brainstorm and devise ways to implement intervention activities to improve communication disorders.
		40 minutes	 Practical Activities: Discuss, reflect and practice ways of improving and implementing intervention activities to improve communication disorders Seminars: Tutor led presentations on ways of implementing Intervention activities to improve Communication disorders, especially using technology and improvised local materials 		Student teachers (in mixed groups of no more than 5 in a group) discuss, reflect and practice ways of improving and implementing intervention activities to improve communication disorders and write a 5-7 page report on their experiences.			
		60 minutes			Student teachers interact with resource persons on ways of implementing Intervention activities to improve Communication disorders, especially using technology and improvised local materials. Student teachers reflect, discuss and write a 3-5 page report on their lessons learned			
		50 minutes	improvising in student teac implement implement activities communication Retrieved https://www.y	s , videos and means to help hers effectively activities to intervention to improve	discover effective ways and means to implement intervention activities to improve communication disorders			

Lesson assessments –	1. Student teachers reflect and do a presentation on activities improve communication among
evaluation of learning:	learners.
of, for and as learning	2. Students use DVD, YouTube and other Computer –based instructions to demonstrate means of
within the lesson	implementing intervention activities to improve communication disorders.
within the lesson	3 .Means of implementing intervention activities to improve communication disorders.
	4. Improving teaching and learning
	5. Carrying out small-scale action research to improve practice(NTS 3).
	6. Elementary Braille
	7. Braille Mathematics
	8. Sign Language
	9. Keeping meaningful records of every learner and communicates progress clearly to parents and
	learners (NTS 3n)
Instructional Resources	Audio-visuals from YouTube, videos, computers, laptops, mobile phones sign language mirrors,
moti actional hesolarces	Hand frames, Stylus, Perkins Brailler, Braille sheets. Audio-visuals from YouTube, Samples of
	inventories and checklists, Samples of Individual Learning Plans.
Required Text (core)	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.
Required Text (core)	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> . New York:
	McGraw-Hill.
Additional Reading List	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to</i>
Additional Reduing List	special education. Boston: Pearson.
	Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education.
	Winneba: Department of Special Education Book
	Retrieved from <u>https://www.youtube.com/watch?v=jOZctsQyNhc</u> on 18 th June, 2019.
	PDP: Themes 4, 7, 8 and 9.
	Theme 8: Units 2&7
CPD needs	Workshops on integration of technology into teaching, modelling, task analysis finding means of
	implementing intervention activities to improve communication disorders.
Course Assessment	¹ Component 1 –Subject Portfolio Assessment: (30% overall score)
	• Selected items of students work (3 of them-10% each) =30%
	Midterm/semester assessment (20%)
	Reflective journals projects and learning (40%)
	 Organization and Presentation of the subject portfolio (10%) (how it is presented/organized)
	² Component 2: Subject Project (30% overall semester score)
	 Introduction; a clear statement of aim and purpose of the project– 10%
	 Methodology; what the student has done and why to achieve the purpose of the project –
	20%
	 Substantive or main section – 40%
	 Conclusion – 30%
	Component 3: End of Semester Examination (40%)
	component 5. End of Semester Examination (40%)

¹ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP ² See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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