

YEAR 2

SEMESTER 1

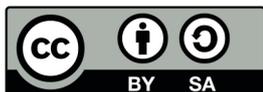
Four-Year B.Ed. Course Manual

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, NTECF, 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 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. Course Details

Course name	Communication Modes for Learners with Special Educational Needs (SEN)			
Pre-requisite				
Course Level	200	Course Code	Credit Value	3

Table of contents

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, brailers, 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,

<p>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.)</p>	
<p>4. Core and transferable skills and cross cutting issues, including equity and inclusion</p>	
<p>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)</p> <p>Honesty and Accountability (CLO 5, CLO 6)</p> <p>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.</p> <p>Critical thinking is developed in student teachers when they collect data, analyse and reflect on interventions (CLO 5).</p> <p>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.</p> <p>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)</p> <p>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).</p>	
<p>5. Course Learning Outcomes</p>	
<p>CLO 1. Demonstrate knowledge of the communication modes modes (sign language, braille)</p> <p>CLO 2. Demonstrate knowledge of the causes of communication disorders (e.g. environmental and biological; pre/peri/post natal) among learners.</p> <p>CLO 3. Demonstrate knowledge of factors that may interact with and interfere in the effective communication of learners (e.g. dialect, exposure to several languages at a time (NTS 2c,3i))</p>	<p>Indicators</p> <p>LI 1.1 Discuss the various communication modes (sign language, braille etc)</p> <p>1.2 Read, pair share and discuss the causes of communication disorders (e.g. environmental vs biological; pre/peri/post natal) among learners in Schools.</p> <p>1.3 Read, discuss and write comprehensive notes and do individual and group presentations on factors that interfere with effective communication (e.g. dialect, ethnicity, bad models, misconceptions, gender, exposure of young children to several languages at the same time) and ways in which they impact learning. Keep reports in reflective journals.</p>
<p>CLO 4.</p> <p>Demonstrate knowledge and understanding of the characteristics of learners with communication and speech disorders (age of acquisition of speech sounds; manner of acquisition of speech sounds, developmental delays, withdrawal, shyness, physical characteristics such as cleft and lip palate, . (NTS 2f)</p> <p>CLO 4.2.</p> <p>Demonstrate skill and knowledge in the development of checklists and questionnaire to determine and establish baseline measurements of the characteristics of learners with communication disorders and to conduct basic action research and enquiry to enable student teachers focus students learning and progress in the subject.</p> <p>CLO 4.3</p> <p>Demonstrate knowledge and skills in the appropriate observation techniques required in documenting communication disorders.</p>	<p>L.I 4.1.</p> <p>Interact with learners with significant communication disorders within the school and within the community and record the characteristics of learners with the disorders (age of onset of acquisition of speech sounds, manner of articulation of speech sounds; significant developmental delays, withdrawal, shyness, physical characteristics such as cleft and lip palate.</p> <p>4.2</p> <p>Develop checklists and questionnaires to determine and establish baseline measurements of characteristics of learners with communication disorders in schools and within the community .</p> <p>Conduct basic action research method and enquiry with a focus on students learning and progress in the subject.</p> <p>4.3 Observe and document the characteristics and types of communication disorders.</p>
<p>CLO 5</p> <p>Demonstrate knowledge and skill in the use of manipulatives, TLMs including ICT to include learners with communication disorders. (NTS 3g)</p>	<p>L.I 5.1 Discuss the use of manipulatives, TLMs including ICT to include learners with communication disorders. Write down your findings in your reflective journals</p> <p>5.2 Discuss how to use TLMs, including ICT: - mobile technologies [e.g., tablets and smart phones e.g. proloquo2Go i.e. a mobile</p>

	tech apps that involve individuals selecting symbols to generate speech output) to include learners with communication disorders and other dialectical and gender differences. Make notes in your reflective journals
CLO 6. Demonstrate knowledge understanding and skills to design strategies to support learners with communication disorders to minimize the impact of communication difficulties among learners in the classroom (NTS 3g)	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.
CLO 7 Demonstrate knowledge and skills in the use of effective evaluative and reflective skills in classroom-based enquiry (NTS 1a, p.12; 3b, 3f, 3n p.14).	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.
CLO 8. Demonstrate knowledge and skills of keeping personal teaching portfolio with relevant manual and digital artefacts and the need for keeping accurate data and profile of learners (NTS 1a, p.12; 3b, 3f, 3n p.14).	L.I 8.1 Display personal teaching portfolio with relevant artefacts and explain the need for keeping accurate data and profile of learners' learning journey.

6. Course Content

Unit/Week	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Teaching Communication Modes	Introduction to Course Manual and Communication 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	Meaning and types of Communication and its Disorders Types of communication - (Verbal/non-verbal; Pantomime, Art, Sign language, 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 Communication Disorders	Characteristics of learners with Communication Disorders	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	Prevalence, and misconceptions of communication Disorders –e.g., Biological and environmental 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

			<p>with families and external professionals to ensure that barriers to learning are identified, addressed and overcome.</p> <p>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</p> <p>Be familiar with the power relationships that exist between different stakeholders that have to be acknowledged and effectively dealt with.</p>
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. Teaching and Learning Strategies

- Cooperative learning
- Individual and group presentations
- Writing of reflective notes
- Think-pair-share
- Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc
- 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

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- 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 Braille, 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

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Communication Modes	Lesson Duration	3 Hours
Lesson description	<p>The purpose of this lesson is expose tutors to the course manual and its implication to student teachers and, to explicitly prepare student teachers to meet the expectations for the year regarding enquiry.</p> <p>The lesson is also designed to expose student teachers to how communication is acquired, 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 lesson will also involve what constitutes a communication disorder. Specific examples of forms/types of communication disorders will be discussed. Tutor-led discussions/seminars would be used to introduce the course manual to student teachers. Additionally, Tutors would guide student teachers regarding how lessons in this course may need moving depending on the pattern of STS. Consistently and independently student teachers would reflect, on ways to plan for and teach to motivate and extend the learning of all children; to improve the learning opportunities of an agreed group of learners and to promote greater inclusion. Student teachers would understand that inclusive teaching is based on a collaborative working approach and requires all teachers to work in teams.</p> <p>This first lesson introduces student teachers to the course learning outcomes and the three assessment components</p>		
Previous student teacher knowledge, prior learning (assumed)	<p>Student teachers have taken a general pedagogy course in language development in Year 1.</p> <p>Reference is made to the JHS Curriculum. <i>Year four: “teaching all learners; learners, school and community . Forthcoming</i></p>		
Possible barriers to learning in the lesson	<p>Student teachers do not have the skills to teach/provide classroom support for learners with educationally significant language and speech disorders.</p>		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning √
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face	Seminars √	Independent Study √
	<p>Introduce the course manual and its implications to student teachers. Prepare student teachers to meet the expectations for the year regarding enquiry. Additionally, guide student teachers regarding how lessons in this course may need moving depending on the pattern of STS.</p> <p>Seminar</p> <p>Lead a seminar or invite a resource person to lead a discussion on the definitions, terminologies and stages (developmental milestones) of communication development with student teachers. Ask student teachers to mention/list and discuss the developmental milestones of communication development in small and mixed groups.</p> <p>Practical Activity:</p> <p>Instruct student teachers to role play; demonstrating how to manage learners with communication disorders in class.</p> <p>In small mixed groups instruct student teachers to discuss reflect and prepare a table and/or diagrams on the developmental milestones (age specific) of communication development</p> <p>List , reflect and discuss what constitutes communication disorders In small and large mixed groups</p> <p>Instruct student teachers to prepare a draft checklist of characteristics of learners with communication impairments that they will use as a guide to observe learners during STS</p> <p>e-learning opportunities</p> <p>Provide links to YouTube videos, video clips, etc on how to manage learners with language disorders in class, the developmental milestones of language development and how language disorders impact classroom learning. Instruct student teachers to watch these videos on their i-phones, TVs etc., and prepare a report on the stages of language acquisition, forms/types of language disorders and how language disorders impact learning in class.</p>		

<ul style="list-style-type: none"> • 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 	<p>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.</p>											
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>									
	<p>Demonstrate knowledge of the Basic school curriculum and introduce student teachers to the course manual and highlight the expectations of students. Demonstrate knowledge , understanding and skills in the application of video clips and, other activities to address diverse learning needs specifically related to communication development and disorders.</p>	<p>A report indicating the expectations of student teachers of the course manual.</p> <p>A group report written based on group discussions following the viewing of videos (on TV, Youtube etc) on characteristics of learners with language disorders</p> <p>A draft list of characteristics of learners with specific language disorders developed.</p>	<p>Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.</p> <p>Inclusion?? Addressing the need for student teachers to discourage learners from making fun of colleagues with communication disorders.</p>									
<p>Topic Title: Teaching Language acquisition and Language Disorders</p>	<p>Sub-topic</p> <p>Introducing the course manual and the expectations of student teachers. Teaching the Components, terms and characteristics of language and language impairments</p>	<p>Stage/ time</p> <p>20 minutes</p> <p>40 minutes</p> <p>60 minutes</p>	<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p> <table border="1"> <thead> <tr> <th data-bbox="788 1384 1054 1435">Teacher Activity</th> <th data-bbox="1054 1384 1519 1435">Student Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="788 1435 1054 1659"> <p>Face-to-Face Discuss the course manual and the expectation of students.</p> </td> <td data-bbox="1054 1435 1519 1659"> <p>Student teachers brainstorm on the course manual and list their expectations.</p> <p>Student teachers interact with tutor, reflect, interact on the course manual and write a 1 page report</p> </td> </tr> <tr> <td data-bbox="788 1659 1054 1928"> <p>Seminar Tutor led seminar on communication modes</p> </td> <td data-bbox="1054 1659 1519 1928"> <p>Student teachers review lesson on communication modes</p> <p>Student teachers watch videos/ video clips on their i-phones, TVs etc., and prepare a report on some characteristics of students with communication disorders.</p> </td> </tr> <tr> <td data-bbox="788 1928 1054 2112"> <p>e-learning opportunity Provide links to YouTube videos, provide video clips, etc about</p> </td> <td data-bbox="1054 1928 1519 2112"> <p>Student teachers prepare a draft checklist of characteristics of learners with language disorders that they will use as a guide to observe during STS.</p> </td> </tr> </tbody> </table>		Teacher Activity	Student Activity	<p>Face-to-Face Discuss the course manual and the expectation of students.</p>	<p>Student teachers brainstorm on the course manual and list their expectations.</p> <p>Student teachers interact with tutor, reflect, interact on the course manual and write a 1 page report</p>	<p>Seminar Tutor led seminar on communication modes</p>	<p>Student teachers review lesson on communication modes</p> <p>Student teachers watch videos/ video clips on their i-phones, TVs etc., and prepare a report on some characteristics of students with communication disorders.</p>	<p>e-learning opportunity Provide links to YouTube videos, provide video clips, etc about</p>	<p>Student teachers prepare a draft checklist of characteristics of learners with language disorders that they will use as a guide to observe during STS.</p>
Teacher Activity	Student Activity											
<p>Face-to-Face Discuss the course manual and the expectation of students.</p>	<p>Student teachers brainstorm on the course manual and list their expectations.</p> <p>Student teachers interact with tutor, reflect, interact on the course manual and write a 1 page report</p>											
<p>Seminar Tutor led seminar on communication modes</p>	<p>Student teachers review lesson on communication modes</p> <p>Student teachers watch videos/ video clips on their i-phones, TVs etc., and prepare a report on some characteristics of students with communication disorders.</p>											
<p>e-learning opportunity Provide links to YouTube videos, provide video clips, etc about</p>	<p>Student teachers prepare a draft checklist of characteristics of learners with language disorders that they will use as a guide to observe during STS.</p>											

		60 minutes	<p>communication disorders. Retrieved from https://www.youtube.com/watch?v=iOZctsQyNhc on 18th June, 2019. Retrieved from https://www.youtube.com/watch?v=RAtNNsOUgjo on 18th June, 2019.</p> <p>Practical Activity Guide student teachers to prepare a draft checklist of characteristics of learners with language impairments that will guide their observation during STS.</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Student teachers discuss and present individual reports based on small and mixed group discussions on the types of communication modes. 2. Student teachers reflect, discuss and write a one-page report on the videos. 3. Meaning and Types of communication disorders and how disorders impact learning 4. Instructional strategies that encourage students with communication disorders participate and engage in critical thinking in class 5. Characteristics, prevalence, causes, misconceptions and implications of communication disorders 			
Instructional Resources	Audio-visuals from YouTube, videos, computers, laptops, mobile phones			
Required Text (core)	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill.</p> <p>Gargiulo, R.M. & Bouck, E. (2018). <i>Special Education in contemporary society: An introduction to exceptionalism</i> (6th ed.). Thousand Oaks, CA. SAGE Publications.</p>			
Additional Reading List	<p>Avoke, M. (2005). <i>Introduction to Special Education</i>, Accra: City Publishers.</p> <p>Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to special education</i>. Boston: Pearson.</p> <p>Yekple, E. Y. & Deku, P. (2017) Ed. <i>Exceptional Learners: An Introduction to Special Education</i>. Winneba: Department of Special Education Book</p> <p>Retrieved from https://www.youtube.com/watch?v=iOZctsQyNhc on 18th June, 2019. Retrieved from https://www.youtube.com/watch?v=RAtNNsOUgjo on 18th June, 2019. PDP: Themes 2, 4, 7, 8 and 9.</p>			
CPD needs	Workshops on Types of Communication Modes, Causes and Implications for learning			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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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 knowledge, prior learning (assumed)	Student teachers have watched videos on Communication and language disorders. They have also participated in a moderated discussion on language and language disorders. 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 components.						
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 support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face- to- Face: -Review of preview of previous week’s lesson on “Teaching Communication Modes”. In small and large mixed groups class reviews, reflects and discusses the previous lesson and responds to leading questions asked by the Tutor. Make a presentation (preferably power-point) on what constitutes communication and communication disorders</p> <p>Practical Activity: -Student teachers role play how to teach learners with communication disorders. In small mixed groups discuss reflect and prepare a list, table or diagram on the developmental milestones (age specific) of language development. -In small mixed groups list some of the causes of communication disorders. Prepare a draft checklist of characteristics of learners with communication disorders they will use as a guide to observe during STS.</p> <p>Seminar : Tutors participate in a moderated seminar with a resource person on “ Communication and Communication disorders”</p> <p>e-learning opportunities Provide links to YouTube videos, provides video clips, etc about how to manage learners with communication disorders in class. Tutors watch these videos on their i-phones, TVs etc., and prepare a report.</p>						
<ul style="list-style-type: none"> 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 	<p>The teacher (s): It is expected that student teachers would be able to pay attention to all learners especially girls and those with Special Educational Needs and to reflect on varieties of instructional strategies that could be used to encourage students’ participation and critical thinking. They would also be able to keep meaningful records of every learner and communicate progress clearly to parents and learners. Student teachers would as well demonstrate 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.</p> <p>Student teachers would demonstrate the use of the learning stories and socio-cultural approaches in school based enquiry to enable them reflect and interrogate their thinking, develop ways of addressing their own misconceptions and, remove the barriers to learning. Student teachers will reflect on their own misconceptions, experiences with classmates, views collected from their colleagues and experiences they had from seasoned teachers who teach children with learning difficulties in order to develop positive orientations towards teaching in the future. Furthermore, student teachers will Demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future.(NTS 3e, 3n, 3f p.14)</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate skills in using video clips, demonstration and other activities to address diverse learning needs specifically related to communication and communication disorders.	A group report written based on group discussions following the viewing of videos (on TV, You tube) on characteristics of 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 with communication disorders.	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)
Topic Title: Teaching acquisition and Disorders	Language Language	Sub-topic The meaning and forms/types of communication (Verbal/non-verbal; Panthomime, Art, Sign language, Braille etc Outdoor pedagogy	Stage/time 10 minutes 10 minutes 20 minutes 80 minutes Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent. Teacher Activity Face-to-Face Review of previous weeks lesson on communication disorders Guide student teachers to discuss and list the types and characteristics of communication disorders in small and large mixed groups. Seminars: Teacher led moderated discussion on “Communication Disorders”. Instruct student teachers to write a report based on the interaction. Visit the community to interact with individuals with communication disorders and their families. Student Activity Student teachers in small mixed groups review the previous week’s lesson on language and its disorders Student teachers discuss and list the types and characteristics of communication disorders in small and large mixed groups. Student teachers engage participate in the moderated discussion and write a report on what constitutes a communication disorder. -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	<p>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.</p> <p>Instruct student teachers on how to carry out small-scale action research to improve practice(NTS 3b, p.14)</p>	<p>Student teachers write a report after their visit</p> <p>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.</p> <p>Carry out small-scale action research to improve practice(NTS 3b, p.14)</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>1. 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</p> <p>2. Student teachers reflect, discuss and write a one page report on their findings.</p> <p>3. Presentations on: Characteristics, prevalence, causes, misconceptions and implications of communication disorders</p>			
Instructional Resources	Audio-visuals from YouTube,videos, computers, laptops, mobile phones			
Required Text (core)	<p>Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.</p> <p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill.</p>			
Additional Reading List	<p>Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). <i>Exceptional learners: An introduction to special education</i>. Boston: Pearson.</p> <p>Yekple,E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book</p> <p>Retrieved from https://www.youtube.com/watch?v=iOZctsQyNhc on 18th June, 2019.</p> <p>Retrieved fromhttps://www.youtube.com/watch?v=RAtNNsOUgjo on 18th June, 2019.</p> <p>PDP: Themes 4, 7, 8 and 9.</p> <p>Theme 8: Units 2&7,</p>			
CPD needs	Workshops on integration of technology into teaching, modelling, task analysis; Workshop on report writing			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Characteristics of Communication and Speech Disorders				Lesson Duration	3 Hours
Lesson description	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	<p>Student teachers do not have the skills to communicate and interacts with individual with speech disorders.</p> <p>Some students have negative attitudes toward individuals with speech disorders</p>					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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</p> <p>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 (e.g, articulation disorders, stuttering, cluttering etc)"</p> <p>e-learning opportunities Provide links to YouTube videos, provides video clips, etc about Characteristics of Communication and the genetics of Speech Disorders. Student teachers watch these videos on their i-phones, TVs etc.,</p>					
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	<p>The teacher (s): This lesson is expected to expose student teachers to the characteristics of speech and communication disorders. The course is to enable student teachers to carry out some action research to improve practice (NTS 3b, p.14). The student teachers would also manage behaviour and learning with small and large classes (NTS 3d, p.14). Furthermore, student teachers will pay attention to all learners, especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14). Student teachers will Keep meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14), demonstrate knowledge and understanding of the need for inclusive school-based enquiry by focusing on ways of exploring varying conceptions Finally students will demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future. They will develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners.</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>Demonstrate skills in the use of video clips, demonstration and other strategies to address diverse learning needs specifically related to language development and delays . CLO1, 2, 3 & 4</p>	<p>Learning Indicators</p> <p>A group report written based on group discussions following the viewing of videos (on TV, Youtube) on Characteristics of Communication and the genetics of Speech Disorders.</p>		<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <p>Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.</p>		

			<p>A list of characteristics of learners with speech disorders developed.</p> <p>A report written after student teachers visit communities to interact with families that have relatives with speech disorders.</p>	
Topic Title: Teaching Characteristics of Communication Disorders	Sub-topic Characteristics of learners with Communication Disorders	Stage/time 15 minutes	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
		60 minutes	<p>Review previous week's lesson on teaching communication disorders</p> <p>e-learning Provide links to YouTube videos, provides video clips, etc about the characteristics and genetics of speech disorders. Student teachers watch these videos on their i-phones, TVs etc.,</p> <p>Instruct student teachers to reflect, discuss and list these characteristics</p> <p>Instruct/guide students teachers to use characteristics to design checklists to identify learners with speech disorders during STS.</p> <p>Seminars Invite a resource person to make a presentation to student teachers on the characteristics, genetics and terminologies related to speech disorders (e.g, articulation disorders, stuttering, cluttering etc)" and write a 3-5 page report on the interaction.</p> <p>Discuss ways in which student teachers could identify learners with speech disorders and manage them in their classrooms.</p>	<p>Student teachers review previous week's lesson on communication disorders</p> <p>Student teachers watch YouTube videos, video clips, etc about the characteristics and genetics of speech disorders.</p> <p>Student teachers reflect, discuss and list characteristics of learners with speech disorders</p> <p>Student teachers use characteristics to design checklists to identify learners with speech disorders during STS.</p> <p>Student teachers participate in a moderated seminar on "Characteristics, Genetics and terminologies related to speech disorders (e.g, articulation disorders, stuttering, cluttering etc)" and write a 3-5 page report after the seminar</p> <p>Student teachers discuss ways in which they could identify and manage learners with speech disorders in class.</p>
		60 minutes	45 minutes	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson		1. In-Lesson Assessment: - Student teachers will do individual presentations on characteristics of speech disorders Student teachers do small group presentations on characteristics, prevalence, causes, misconceptions and implications of communication disorders		

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

LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching the Causes of Communication disorders			Lesson Duration	3 Hours		
Lesson description	The lesson is also designed to enable student teachers acquire knowledge on the Biological and environmental causes of communication disorders.						
Previous student teacher knowledge, prior learning (assumed)	Tutors have taken a course in "Teaching Communication Disorders" during semester week 3						
Possible barriers to learning in the lesson	Student teachers do not have the means to effectively communicate with persons with communication difficulties						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-Face Review of lesson 3. In large mixed groups review, reflect and discuss previous lesson on language and language disorders</p> <p>Seminar Invite a resource person to do a presentation on the causes of communication disorders</p> <p>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)</p> <p>e-learning opportunities Provide links to YouTube videos, provides video clips, etc about the causes of communication disorders as well as procedures used to identify learners with speech disorders for early intervention. Watch these videos on their i-phones, TVs etc.,</p>						
<ul style="list-style-type: none"> 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 	<p>The teacher (s): 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.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate application of video clips, demonstration and		A group report written based on group discussions following the viewing of videos (on TV, You tube)		Addressing ICT Integration, critical thinking, problem solving, creativity,		

	other activities to address diverse learning needs specifically related to language development and delays. CLO 2	on characteristics of learners with language disorders A list of characteristics of learners with specific language disorders developed. A report written after student teachers visit schools (nurseries, KGs, crèches) to observe characteristics of learners with language disorders.	collaboration and reflective practice.	
Topic Title: Causes of Communication disorders:	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	
	Biological and Environmental Causes of Communication Disorders	30 minutes	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	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.
	90 minutes	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 – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Student teachers will do individual presentations on causes of communication disorders 2. Keep meaningful records of every learner and communicates progress clearly to parents and learners 3. Student teachers will write a 1 page report on the causes of communication disorders and their impact on learning. 4. The causes of communication disorders 5. Prevalence, causes, misconceptions and implications of communication disorders on learning 			
Instructional Resources	dio-visuals from YouTube,videos, laptops, iPhone, projectors			
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). <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 https://www.youtube.com/watch?v=jOZctsQyNhc on 18 th June, 2019. PDP: Themes 4, 7, 8 and 9.			
CPD needs	Workshops on integration of technology into teaching, modelling,			

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching the Implications of Communication disorders				Lesson Duration	3 Hours	
Lesson description	The lesson is also designed to enable student teachers acquire knowledge on the Implications of Communication disorders						
Previous student teacher knowledge, prior learning (assumed)	Tutors have taken a course in “Teaching causes of Communication Disorders” during semester week 4						
Possible barriers to learning in the lesson	Student teachers may not know the extent to which a communication disorder could impact on the individual with the disorder						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-Face</p> <ul style="list-style-type: none"> Review of lesson 4. Review and discuss issues raised in previous lesson on Communication disorders Do a presentation/ Class discussion on the implications of communication disorders <p>Practical Activity: Discuss and role play the implications of communication disorders</p> <p>e-learning opportunities Provides links to YouTube videos, provides video clips, etc about the causes of communication disorders as well as procedures used to identify learners with speech disorders for early intervention. Watch these videos on their i-phones, TVs etc.,</p>						
<ul style="list-style-type: none"> 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 	<p>The teacher (s):</p> <ul style="list-style-type: none"> Manages 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) 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 the learning stories and socio-cultural approaches in school based enquiry . This would enable the student teachers reflect and interrogate their thinking, develop ways of addressing their own misconceptions and, removing the barriers to learning. Student teachers will reflect on their own misconceptions, experiences with classmates, views collected from their colleagues and experiences had from seasoned teachers who teach children with learning difficulties in order to develop positive orientations towards teaching in the future. Demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future Develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners. 						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to language development and delays.	Group report written based on group discussions following the viewing of videos (on TV, You tube) on characteristics of learners with language disorders List of implications of communication disorders developed. Report written on implications of communication disorders on learners.	Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.

Topic Title: Implications of Communication disorders:	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
	Educational (Classroom), Social, Economic implications of communication disorders	20 minutes 70 minutes 90 minutes	<p>Face –to-Face Revision of previous week’s lesson. Instruct students to reflect, and discuss the previous topic</p> <p>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.</p> <p>e-learning opportunities Provide e-books on implications of communication for student teachers to read and summarize.</p> <p>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 Retrieved from https://www.youtube.com/watch?v=jOZctsQyNhc on 18th June, 2019.</p>	<p>Student teachers engage in a discussion of the previous week’s lesson</p> <p>Student teachers listen to presentation on implications of communication disorders, reflect, discuss and ask relevant questions. Student teachers write a report on the presentation.</p> <p>Student teachers read and summarize e-books on implications of communication.</p> <p>Students watch videos “ implications of Communication disorders. Student teachers take notes, list and discuss the implications of communication disorders and present group reports</p>

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

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching the Implications of Communication disorders			Lesson Duration	3 Hours		
Lesson description	The lesson is also designed to enable student teachers acquire knowledge on the Implications of Communication disorders.						
Previous student teacher knowledge, prior learning (assumed)	Tutors have taken a course on “Teaching Characteristics of Communication Disorders” during semester week 4						
Possible barriers to learning in the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-Face 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</p> <p>Practical Activity: Discuss and role play the implications of communication disorders</p> <p>e-learning opportunities Provides links to YouTube videos, provides video clips, etc about the causes of communication disorders as well as procedures used to identify learners with speech disorders for early intervention. Watch these videos on their i-phones, TVs etc.,</p>						
<ul style="list-style-type: none"> 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 	<p>The teacher (s): It is expected that student teachers will develop knowledge and skills to 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); demonstrate 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 and develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate activities to address diverse learning needs specifically related to language development and delays. CLO2		<p>A group report written based on group discussions on characteristics of learners with communication disorders</p> <p>A list of implications of communication disorders developed.</p> <p>A report written on implications of communication disorders on learners.</p>		Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.		

Topic Title: Implications of Communication disorders:	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
	Educational (Classroom), Social, Economic implications of communication disorders	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
		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. 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.	Student teachers read and summarize e-books on implications of communication. 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 YouTube, videos, laptops, iPhone, projectors			
Required Text (core)	Gargiulo, R.M. & Bouck, E. (2018). <i>Special Education in contemporary society: An introduction to exceptionality</i> (6 th ed.). Thousand Oaks, CA. SAGE Publications.			
Additional Reading List	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. <i>Exceptional Learners: An Introduction to Special Education</i> . Winneba: Department of Special Education Book Retrieved from https://www.youtube.com/watch?v=jOZctsQyNhc on 18 th June, 2019. PDP: Themes 4, 7, 8 and 9.			
CPD needs	Workshops on integration of technology into teaching, modelling,			

LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Introduction to Braille				Lesson Duration	3 Hours	
Lesson description	The purpose of this lesson is to expose tutors to expose tutors to the various equipment and materials used in writing Braille.						
Previous student teacher knowledge, prior learning (assumed)	Tutors have seen and have interacted with students who are blind and read braille						
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 Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>Practical Activity: Student teachers form small groups to reflect on the presentation, discuss and present a report.</p> <p>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.,</p>						
<ul style="list-style-type: none"> • 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 	<p>The teacher (s): It is expected that the student teacher will critically and collectively reflect to improve teaching 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)</p>						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to braille and brailing. CLO2	<p>A group report written based on group discussions following the viewing of videos (on TV, You tube) on characteristics of learners with visual impairment and blindness</p> <p>A list of equipment used by learners with visual impairment prepared disorders developed.</p> <p>A report written after student teachers participate in a lecture presentation on braille writing</p>			Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.		

Topic Title: Teaching Introduction to Braille	Equipment And Materials used in writing Braille	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
Equipment and materials used in Braille writing	60 minutes	60 minutes	Face-to-Face: Give a PowerPoint presentation to students on the concept of brailing, provide a historical overview and show some brailing sheets, brailled 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 assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers will do individual presentations on how to hold the stylus the hand frame to braille 1. In-Lesson Assessment: Student teachers will be given a short passage to braille.			
Instructional Resources	Audio-visuals from YouTube,, Video Tapes, Hand frames, Stylus, . Perkins Braille, Braille sheets, Audio-visuals from YouTube, . Samples of inventories and checklists, Samples of Individual Learning Plans			
Required Text (core)	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 read and write in braille			

LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Preliminary Braille Literacy			Lesson Duration	3 Hours		
Lesson description	The purpose of this lesson is to expose tutors to introduce tutors to the letters of the alphabet- simple upper word signs.						
Previous student teacher knowledge, prior learning (assumed)	<ul style="list-style-type: none"> • Student teachers have seen people reading or writing in braille • Student teachers know that persons who are blind read and write • Student teachers know members within the community who are educated (have attended schools, some of whom are prominent in the community and/or hold positions such as teachers, public servants/ ministers etc 						
Possible barriers to learning in the lesson	<p>Student teachers do not know how to read and write in braille</p> <p>Some students have never seen a hand frame, stylus or braille</p> <p>Student teachers have not seen a persons who is blind writing with a braille</p> <p>There are no hand frames/ stylus. Perkins Braille available in the school</p> <p>There is no school in the community where there is a resource centre for the blind where student teachers may visit to see the equipment used by persons who are blind and interact with the resource persons on how they support the blind</p>						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face</p> <p>-Teacher-led discussion on what is blindness and how the blind communicate. Instruct student teachers reflect and share their ideas or knowledge in class. Students take notes on their understanding of blindness and how the blind communicate.</p> <p>Practical Activity</p> <p>-Instruct student teachers to blindfold (closing the eyes /using a 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.</p> <p>-Tutor demonstrates how to hold the frame and the stylus and how to slot the braille paper into the braille machine.</p> <p>Seminars</p> <p>-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</p> <p>e-learning opportunities</p> <p>-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.</p>						
<ul style="list-style-type: none"> • 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 	<p>The teacher (s):</p> <p>It is expected that the student teacher will critically and collectively reflect 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); 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 communicate progress clearly to parents and learners (NTS 3n, p.14); demonstrate 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 ;</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	<ul style="list-style-type: none"> • Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to visual impairments. CLO4 		<ul style="list-style-type: none"> • A group report written based on group discussions following the viewing of videos (on TV, You tube) on characteristics of learners with visual impairments • A list of characteristics of learners with visual impairments developed. • A report written after student learners handle the frame and stylus and slot the paper in the machine 		Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.
Topic Title: Teaching Preliminary Braille Literacy	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
	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		<ul style="list-style-type: none"> • 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. 	

		Tutor-led session/work based learning 45minutes	<p>e-learning opportunities</p> <p>-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 tears to write a report on their observations and present their findings in small mixed groups.</p> <p>Seminars</p> <p>-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.</p>	<ul style="list-style-type: none"> • Student teachers reflect, discuss their observations in small mixed groups and write a 3-5 page report on their observations. <p>Student teachers interact with the invited resource person reflect on the topic “how persons 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 findings.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Student teachers will do individual presentations on how to hold the stylus the hand frame to braille 2. Using Games, demonstration, fieldtrips, role plays, individual and group projects as Intervention Strategies for individual attention. 3. Student teachers will be given a short passage to braille. 4. Students take turns to braille letters of the alphabet, mathematical notations and simple upper word signs self- and peer- assessment. 			
Instructional Resources	Audio-visuals from YouTube, videos, Hand frames, Stylus, Perkins Braille, Braille sheets, samples of inventories and checklists, samples of individual Learning Plans.			
Required Text (core)	<p>Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.</p> <p>Howse, J. (2006). Unified English braille primer. Australian Edition. Sydney: Australian Braille Authority.</p>			
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	<p>Workshops on how to use the computer brouse for information on the internet.</p> <p>Worshops on how to braille using the frame and stylus or the Perkins Braille</p>			

LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Introduction to Braille Mathematics				Lesson Duration	3 Hours	
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 teacher knowledge, prior learning (assumed)	<p>Student teachers have seen people reading or writing in braille</p> <p>Student teachers know that persons who are blind read and write</p> <p>Student teachers know members within the community who are educated (have attended schools, some of whom are prominent in the community and/or hold positions such as teachers, public servants/ ministers.</p> <p>Student teachers have seen and handled a hand frame, stylus and braille in previous lesson.</p> <p>Student teachers have seen a persons who is blind writing with a braille, at least on video or internet</p> <p>Some students teachers know that persons who are blind can learn and wite examinations in mathematics</p>						
Possible barriers to learning in the lesson	<p>Tutors do not have the skills to read and write in braille</p> <p>Most schools and resource centres do not have the technology required for learners with blindness to study math</p> <p>Student teachers do not know how to read and write in braille There are no hand frames/ stylus nor Perkins Braille available in the school</p> <p>There is no school in the community where there is a resource centre for the blind where student teachers may visit to see the equipment used by persons who are blind and interact with the resource persons on how they support the blind</p>						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-Face</p> <p>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.</p> <p>Practical Activity</p> <p>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</p> <p>Seminars</p> <p>-Invite a resource person to the school/ or teacher leads seminar to introduce student teachers on “ how technology could be used by learners with visual impairment to access mathematics overcome obstacles and 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.</p> <p>e-learning opportunities</p> <p>-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 learners with visual impairment use technology to access mathematical language, how persons who are blind communicate. Instruct student teachers to write a report on their observations and present their observations in small mixed groups</p>						
• Overarching outcome, what you want the students to achieve, serves as basis for the learning	<p>The teacher (s):</p> <p>The student teacher will critically and collectively reflects to improve teaching and learning (NTS 1a, 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); pay attention to all</p>						

<p>outcomes. An expanded version of the description.</p> <ul style="list-style-type: none"> • Write in full aspects of the NTS addressed 	<p>learners, especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14); keep meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14); Demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future.</p>			
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>	
	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • A list of characteristics of learners with visual disorders developed. • A report written after student teachers handle equipment used to braille. 	<p>Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.</p>	
<p>Topic Title:</p> <p>Teaching Introduction to Braille Mathematics</p>	<p>Sub-topic</p>	<p>Stage/time</p>	<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>	
		<p>10 minutes</p>	<p>Face to Face Review previous lesson</p> <p>Student teachers review previous lesson</p>	
		<p>80 minutes</p>	<p>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 reading from (left to right), simple Braille mathematical notations’ Students to practice, reflect and discuss the procedures involved</p> <p>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 to right), simple Braille mathematical. Students discuss and reflect on the procedures involved</p>	
		<p>40 minutes</p> <p>50 minutes</p>	<p>Seminars Teacher/resource person - led discussion on Braille MathTechnology and Mathematics</p> <p>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; Isaacson, Schleppenback, &Lloyd, 2010/2011</p>	

			<p>-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.</p> <p>Accessing digital talking book players with specialized language, technology such as REadHear™ (gh, LLC, 2006), with its mathematics language, MathSpeak etc.</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>1. Using demonstration, individual and group projects as Intervention Strategies for individual attention</p> <p>2. In-Lesson Assessment: Students take turns to braille letters of the alphabet, mathematical notations and simple upper word signs self- and peer- assessment.</p> <p>3. Student teachers present a 2 page report on the tools for writing braille and the procedures involved .</p>			
Instructional Resources	<p>Audio-visuals from YouTube, videos, Video Tapes, Hand frames, Stylus, Perkins Brailier, Braille sheets. Audio-visuals from YouTube, Samples of inventories and checklists, Samples of Individual Learning Plans</p>			
Required Text (core)	<p>Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.</p> <p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill.</p>			
Additional Reading List	<p>Oppong, A. M. (2006). Fundamentals of sign language: A text book for colleges and universities. Department of special education. Winneba: Special Educational Books.</p> <p>Bouke & Meyer, 2012; Isaacson, Schleppenback, & Liloyd, 2010/2011</p>			
CPD needs	<p>Workshops on integration of technology into teaching, modelling, task analysis</p> <p>Workshops on how to braille and interpret braille</p>			

LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Introduction to Sign Language						Lesson Duration	3 Hours
Lesson description	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 teacher knowledge, prior learning (assumed)	Student teachers see people use the sign language on TV, at Church and at other functions.							
Possible barriers to learning in the lesson	Student teacher have the impression that sign language is difficult to learn							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face to Face: Presentation to students on the historical overview of the Ghanaian Sign Language. Students to reflect, discuss and write a report</p> <p>Seminars -Invite a resource person lead a discussion or make a presentation on “how persons who are deaf communicate”. Student teachers interact with resource person and produce a 3-5 page report.</p> <p>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</p>							
<ul style="list-style-type: none"> 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 	<p>Student teachers will critically and collectively reflects to improve teaching and learning (NTS 1a, 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 seasoned lecturers and tutors who have the experience of teaching learners with such difficulties ; develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners.</p>							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes CLO6	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	<ul style="list-style-type: none"> 1) Pays attention to all learners. Especially girls and students with Special Education Needs ensuring their progress (NTS 3f, p.14) 	<ul style="list-style-type: none"> A list of characteristics of learners with deafness A report written after student teachers interact with resource person on the way the deaf communicate 			Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.			

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 Introduction to Sign language		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	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	Audio-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). <i>Introduction to Special Education</i> , Accra: City Publishers.			
CPD needs	Workshops on sign language			

LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Basic Sign language				Lesson Duration	3 Hours	
Lesson description	The purpose of this lesson is to expose tutors to braille Maths notations.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers see the deaf communicating using the sign language on TV and during social and religious occasions						
Possible barriers to learning in the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face to Face: Presentation to students on the hand shapes.</p> <p>Practical Activity Demonstrate hand shapes. Students to observe and practice the hand shapes</p> <p>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</p>						
<ul style="list-style-type: none"> 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 	<p>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).</p> <ul style="list-style-type: none"> 						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes CLO 4,6		Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	Demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future		group report written based on group discussions following the viewing of videos (on TV, YouTube) on how the deaf communicate,			Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.	

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 Basic Sign language	Names of basic Items	60 minutes	Face to Face: Presentation to students on the hand shapes.	Student teachers listen to presentation, reflect and discuss hand shapes.
		60 minutes	Practical Activity Demonstrate basic hand shapes. Students to observe and practice the hand shapes	Student teachers observe and demonstrate basic hand shapes in small mixed groups.
		60minutes	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.	-Student teachers search for videos on You-tube and other the interne and practice how the deaf communicate. Student teachers to reflect, discuss and practice on their own and in small mixed groups.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	group presentations and discussions on Strategies for improving improve teaching and learning. Student teachers use DVD, YouTube and other Computer –based instructions to demonstrate to each other and explain how the deaf communicate. 1. Student teachers present a 3 page report on the importance of learning to communicate with the deaf.			
Instructional Resources	Audio-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). <i>Introduction to Special Education</i> , Accra: City Publishers.			
CPD needs	Workshops on integration of technology into teaching, of sign language			

LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching Signing Commands				Lesson Duration	3 Hours	
Lesson description	The purpose of this lesson is to expose tutors to expose Tutors to the fundamentals of sign language.						
Previous student teacher knowledge, prior learning (assumed)	Tutors see people using the sign language within their communities, on TV etc						
Possible barriers to learning in the lesson	Tutors do not have the skills to communicate with individuals who are deaf						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity √	Work-Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Practical Activity: Student teachers sign simple commands.</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>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).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes CLO 4,6		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	-Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to language development and delays.		<ul style="list-style-type: none"> A group report written based on group discussions following the viewing of videos (on TV, You tube) on simple sign language commands A list of characteristics of learners with deafness 		Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.		
Topic Title:	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.						
Teaching Signing Commands	Sub-topic	Stage/time	Teacher Activity		Student Activity		
	Signing names of basic items in the home and school.	60 minutes	Practical Activity: Instruct student teachers to sign simple commands as well as names of basic items in the home and school.		Student teachers sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups.		

		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	<p>1. In Lesson Assessment: Students demonstrate how to use DVD, YouTube and other Computer – based instructions to demonstrate to each other how to sign simple commands in school and at home</p> <p>2 Using group presentations, role play, and discussions as Strategies for individual attention, student teachers manage behaviour and learning with small and large classes.</p> <p>3. End of Lesson Test: Student teachers Students present a 3-page report on the importance of learning to communicate with the deaf.</p>			
Instructional Resources	Audio-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). <i>Introduction to Special Education</i> , Accra: City Publishers.			
CPD needs	Workshops on integration of technology into teaching, of sign language			

LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Implementing Intervention activities to improve Communication disorders					Lesson Duration	3 Hours
Lesson description	The purpose of this lesson is to expose student teachers to techniques/strategies to improve communication disorders.						
Previous student teacher knowledge, prior learning (assumed)	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	<p>-Student teachers are unable to communicate effectively with persons with communication difficulties.</p> <p>-Student teachers do not have persons who could teach them to communicate with learners who have communication difficulties</p> <p>-Resources and materials that could facilitate effective communication with persons who have communication difficulties or disorders are not adequate in Ghana</p>						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-Face: Discussing with and encouraging student teachers to reflect, discuss and find ways to implement intervention activities to improve communication disorders.</p> <p>Practical Activities: Discuss, reflect and practice ways of improving and implementing intervention activities to improve communication disorders</p> <p>Seminars: Invite resource persons to make presentations on ways of implementing Intervention activities to improve Communication disorders, especially using technology and improvised local materials</p> <p>e-learning opportunities: Providing links , videos and improvising means to help student teachers effectively implement activities to implement intervention activities to improve communication disorders</p>						
<ul style="list-style-type: none"> 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 	<p>The teacher The student teacher would be able to 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); keep meaningful records of every learner and communicates progress clearly to parents and learners (NTS 3n, p.14); demonstrate 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. Student teachers will watch videos of lecturers and tutors teaching learners with communication disorders, reflect on these videos and share their experiences through seminars on how they could improve their practices as teachers in the future; demonstrate the use of the learning stories and socio-cultural approaches in school based enquiry . This would enable the student teachers reflect and interrogate their thinking, develop ways of addressing their own misconceptions and, removing the barriers to learning; Student teachers will reflect on their own misconceptions, experiences with classmates, views collected from their colleagues and experiences had from seasoned teachers who teach children with learning difficulties in order to develop positive orientations towards teaching in the future; demonstrate the use of effective evaluative and reflective skills in classroom-based inquiry that will positively impact on their roles as teachers in future; develop teaching portfolio with relevant</p>						

	manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners.			
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes CLO 4,5,6, 7	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	1) Demonstrate application of video clips, demonstration and other activities to address diverse learning needs specifically related to language development and delays.	1)	Addressing ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.	
Topic Title: Implementing Intervention activities to improve Communication disorders	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	
	Signing simple commands (e.g., come, go, clap)	10 minutes	Face-to-Face: Discuss with and encourage student teachers to reflect, discuss and find ways to implement intervention activities to improve communication disorders.	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	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	Seminars: Tutor led presentations on ways of implementing Intervention activities to improve Communication disorders, especially using technology and improvised local materials	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	e-learning opportunities: Providing links , videos and improvising means to help student teachers effectively implement activities to improve communication disorders. Retrieved from https://www.youtube.com/watch?v=jOZctsQyNhc on 18 th June, 2019.	Student teachers use links on the internet, ebooks, videos, discussions, reflections to discover effective ways and means to implement intervention activities to improve communication disorders	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Student teachers reflect and do a presentation on activities improve communication among learners. 2. Students use DVD, YouTube and other Computer –based instructions to demonstrate means of implementing intervention activities to improve communication disorders. 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, Hand frames, Stylus, Perkins Brailier, 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. 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 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 https://www.youtube.com/watch?v=iOZctsQyNhc 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	<ol style="list-style-type: none"> ¹Component 1 –Subject Portfolio Assessment: (30% overall score) <ul style="list-style-type: none"> • 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) ²Component 2: Subject Project (30% overall semester score) <ul style="list-style-type: none"> • 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%)

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

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

