YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

DIFFERENTIATED PLANNING, LEARNING AND MULTIMEDIA DEVELOPMENT









The Government of Ghana









FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

| My teaching philosophy is | |
|-------------------------------|--|
| In view of this philosophy, I | will facilitate this course by/through |

Course Manual Writing Format

Course Information

Title Page

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. This is to instil in new teachers, the Nation's core values of honesty, integrity, creativity and responsible citizenship in order to achieve inclusive, equitable, high quality education for all learners

| Course Details | | | | | | | | |
|-----------------------|-------|---|--|--------|---|--|--|--|
| Course name | Diffe | Differentiated Planning, Learning and Multimedia Development | | | | | | |
| Pre-requisite | Intro | ntroduction to ICT in Education, Human Development and Learning, Introduction to School-based Inquiry | | | | | | |
| Course Level | 200 | Course | | Credit | 3 | | | |
| | | Code | | Value | | | | |
| | | | | | | | | |

Table of contents (To be provided)

Goal for the Subject or Learning Area

This course seeks to expose student teachers to the concepts of differentiated learning, learning styles, the syllabus and their relationship to the curriculum for JHS learners. The course further focuses on various types of instructional media; how to develop, adapt learning materials to suite diverse learners, develop adaptive and assistive technologies for learners with SEN.

Key Contextual Factors

- Junior High School teachers in Ghana use a range of instructional strategies for learners with diversity in learning styles.
- Teachers use various approaches to manage small and large class sizes found in different Junior High school settings across the country.
- Some Junior High School teachers need requisite skills in creating conducive learning environment that ensures accessibility and promote learning in inclusive and multi-grade learning settings.
- JHS teachers need competencies that position them as curriculum leaders with a holistic understanding of how the JHS curriculum should be implemented.
- The successful implementation of the curriculum also hinges on the availability of resources. The use of varying learning resources in stimulating learning among diverse learners is critical to any learning situation.
- Junior High School teachers in Ghana thus need skills and competencies in developing and using teaching and learning resources from low and cost materials in their surroundings.
- Junior High School teachers must be equipped with more skills to enable them facilitate a smooth transition of upper primary school learners through JHS to Senior High School.

Course Description

The course is designed to help student teachers to appreciate the concepts of differentiated learning, learning styles, and to identify and explain the various principles applied in the selection of the four basic components of the syllabus and the curriculum. Student teachers will also be guided to examine differentiated instructional techniques and strategies for facilitating the learning of JHS learners with diverse needs. The course will assist them to appreciate varying learning environments for JHS learners and how these environments can be managed to improve learning. Student teachers will also examine multimedia development and use. The course further focuses on various types of instructional media; how to develop, adapt learning materials to suite diverse learners, develop adaptive and assistive technologies for learners with SEN. They will also be guided to examine ways of evaluating, inclusivity auditing and storing learning resources developed. The course will be delivered and assessed through demonstrations, projects, presentations, gallery work and peer assessment. It is expected that this would enable student teachers demonstrate and apply various skills and strategies in planning, designing and facilitating learning among learners with diverse needs and backgrounds in diverse inclusive and multi-grade settings. They will also be able to use various criteria in selecting materials and also apply principles in developing and using varying multimedia and low-cost learning resources in facilitating and stimulating learning among differently abled learners to improve learning during supported teaching in schools. The course will further provide the student teachers with the curriculum leadership and the holistic understanding needed for managing transition of learners from middle childhood (primary) to early adolescent (Junior High School) to Senior High Schools (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3h, 3m, 3p, 3j).

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

Digital literacy of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools.(CLO 2 and 5)

Critical thinking is developed in student teachers when they express their conceptions, misconceptions, biases about differentiated learning (CLO 1).

Collaboration is fostered through assigning group projects and presentation of various topics across units (CLO 6). Communicative skills of student teachers would be enhanced through the examination, interrogation and presentation of the various principles in developing and using varying multimedia(CLO 4 and 5).

Personal development would be fostered through individual and group presentation, examining various principles applied in the selection of the four basic components of the syllabus and the curriculum (CLO 1 and CLO 2).

Respect for diversity would be engendered in student teachers by examining misconceptions about SEN and gender in relations to ways of evaluating, inclusivity auditing and storing learning resources developed(CLO 3, CLO 6 and CLO 7). Commitment and passion for teaching would be developed when student teachers' curriculum leadership and the holistic

understanding needed for managing transition of learners from middle childhood (primary) to early adolescent (Junior High School)(CLO 1 and CLO 6).

| School)(CLO 1 and CLO 6). | I |
|---|--|
| Course Learning Outcomes | Learning Indicators |
| CLO 1: Demonstrate an understanding of the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum (NTS 2c, 3d, 3e, 3f, 3g) | Explain the concepts of differentiated learning, learning styles, syllabus and their relationship to the curriculum Discuss the curriculum terminologies Explain the basic components of the syllabus and the curriculum. |
| Demonstrate an understanding and use of the criteria for selecting components of the syllabus/curriculum for Junior High Schools (NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g) CLO2: Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p) | Explain the criteria for selecting components of the syllabus/curriculum. Apply the criteria for selecting the components in planning learning during supported teaching in JHS settings. Use creative and indigenous approaches in stimulating learning in inclusive early adolescent classrooms. Use collaborative and experiential learning approaches in facilitating learning in inclusive early adolescent classrooms. Use questioning and talk for learning approaches in facilitating learning in inclusive early adolescent classrooms. |
| CLO 3: Demonstrate a clear understanding of how barriers to developing and using materials can be addressed and apply constructivist theories and principles of learning in multimedia development and use (NTS 3m; p. 14). | Identify some barriers to developing and using multimedia materials to support learning and explain how to address them in Junior High Schools. Discuss the relevance of the constructivist theories to the use of learning materials in diverse contexts. Apply the principles of learning in the use of learning resources in diverse learning settings. |
| CLO 4: Demonstrate sound knowledge and application of the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials. (NTS 3m; p. 14). | Develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design using imitative media production technique. Develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design using adaptive media production technique. Develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design using creative media production technique. Conduct SEN/gender evaluation and audit of learning resources and create various appropriate ways of storing them. |
| CLO 5: Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings(NTS 3e, 3f, 3g, 3h). | Provide clear evidence of comprehension of the concepts inclusive, multi-grade, and developmentally appropriate classrooms. Discuss the challenges of teaching inclusive and multi-grade learning settings. Connect strategies for managing inclusive early adolescent classrooms based on their personal experiences. |
| CLO 6: Design and facilitate learning for JHS students with diverse strengths and backgrounds in diverse learning contexts, and design Individual Learning Plans (ILPs) to support learning of students who need support (NTS 3f, 3g). | Apply various instructional strategies in planning learning for early adolescent learners and ILPs for early adolescent learners with peculiar strengths and abilities. Demonstrate co-planning, co-teaching and peer assessment in inclusive Junior High Schools. |

| | Use appropriate teaching and learning materials (1 including adaptive devices to enhance learning am adolescents in inclusive classrooms of Junior High; | ong early |
|----------------|--|-----------|
| Course Content | | |

| | urse Content | | | | | | | |
|-------|--|---|--|--|--|--|--|--|
| Unit/ | Topic | Sub-topic if any) | Teaching and learning activity to achieve | | | | | |
| Week | | | the learning outcomes | | | | | |
| 2 | The concept of learning and curriculum planning Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings | 1.1 The concepts learning, differentiated learning 1.2 Learning styles and learning strategies 1.3 Nature of the curriculum and relationship between the curriculum and syllabus 1.4 Curriculum terminologies 1.5 Basic components of the curriculum and the syllabus 2.1 Taxonomies of educational objectives 2.2 Criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, | 1. Tutor led discussion on the concept of learning, differentiated learning, learning styles and learning strategies 2. Concept mapping/cartooning for the nature and relationship between the curriculum and the syllabus 3. Tutor-led discussion and group power point presentations on the basic components of the curriculum and the syllabus using models 1. Panel/pyramid discussions on taxonomies of educational objectives 2. Tutor led discussion with concept mapping and group presentations on the criteria for selecting components of the syllabus/curriculum. 3. Individual project on how to apply the criteria for selecting the components in planning learning | | | | | |
| 3 | Creative approaches, experiential learning and problem-solving strategies | assessment and evaluation) 3.1 Role-play; Games; Songs 3.2 Storytelling; Modelling; Play (local and foreign approaches) for teaching various concepts 3.3 Experiential approaches: group work (types, formation, managing, reporting back); Project work; Field work; Demonstration; Dramatisation; Problem solving and discovery 3.4 Inquiry Design Model (IDM) | Audio-visual and tactile analysis of some creative and indigenous approaches to stimulating learning among early adolescents Student-led demonstration on how to use creative and indigenous approaches to facilitate learning of concepts Mixed/gender-based group projects on a compilation of local and foreign songs and games for teaching some concepts Student-led demonstration on how to use field work Dramatization to facilitate learning and present report. Tutor-led demonstration of the use problem solving, discovery and IDM using case studies | | | | | |
| 4 | Using questioning and Talk for learning approaches | 4.1 Types and uses of questioning 4.2 Talk for learning approaches (initiating, building, managing, structuring and expressing self in new words) | Teacher-led discussion on how to use questioning and talk for learning approaches to facilitate learning among early adolescents. Role-play/demonstration of how to use questioning and talk for learning approaches in teaching | | | | | |
| 5 | Barriers, theories and principles of learning and instruction multimedia development and use | 5.1 The concept instructional multimedia development; barriers to developing multimedia resources and use 5.2 Concept of learning 5.3 Principles of learning 5.4 Constructivist theories and application to resources | Use pyramid discussions with mixed ability/gender based pairings for barriers for developing and using multimedia resources Tutor-led discussion on concept of learning Cases/ scenarios and concept mapping for application of principles of learning. | | | | | |

| | | development and selection (Vygotsky and Piaget) 4 Student led discussion and panel discussion on the relevance of constructivist theories for multimedia |
|---|--|--|
| 6 | Visual design and instructional media production | 6.1 Basic elements and Principles for creating visual design; 6.2 Classification of instructional media Production 6.3 Techniques of instructional media production 6.4 Mixed ability/gender-based group discussion and project on the techniques of media production 8 Just Paul Student led discussion with power point and animation presentations or basic elements and principles for creating visual design 9 Group work to design models using ICT; Use animations/pictures on PowerPoint to stimulate discussion on types and classification of instructional media. 9 Mixed ability/gender-based group discussion and project on the techniques of media production |
| 7 | Models, material development, storage and evaluation | 7.1 Types of models (solid, cross section, construction and working models); diorama and puppets; Ways of developing learning materials using low/no cost resources; criteria for selecting materials; factors behind ineffective materials; adaptive and assistive technologies (AATs) for SEN 7.2 Need for storage of resources; Ways of storing types of resources; SEN and gender audit/evaluation of resources using 1 Tutor led discussion on types of models and uses of animations/visuals 2 Individual and group project on developing materials/models for teaching specific concepts using clay, foam, wood, pieces of cloth, rubber/plastics with commentary 3 Tutor led discussion and demonstration on the development and use of AATs (co-teach with SEN specialist); show animation and other audio-visuals on types and use of AATs 4 Concept mapping/cartooning to teach the need for storage of resources; ways of storing types of resources 5 Demonstrate auditing of resources using clay, foam, wood, pieces of cloth, rubber/plastics with commentary 3 Tutor led discussion on types of cloth, rubber/plastics with commentary 4 Concept mapping/cartooning to teach the need for storage of resources; ways of storing types of resources 5 Demonstrate auditing of resources |
| 8 | Managing inclusive learning settings/classrooms | 8.1 The concept and characteristics of inclusive, multi-grade, and developmentally appropriate classroom 8.2 Challenges for teaching inclusive and multi-grade classroom 8.3 The concept classroom management 8.4 Approaches and strategies for managing inclusive and multi-grade classrooms 1 Use audio-visuals, animations and teacher-led discussion to teach the concepts and characteristics of inclusive, multi-grade, and developmentally appropriate classrooms 2 Individual and group presentations or the challenges of teaching inclusive and multi-grade classrooms 3 Audio-visual and tactile analysis of how to apply the approaches and strategies for managing inclusive and multi-grade classrooms |
| 9 | Learning planning and preparation | 9.1 Preparing to teach (scheme of work, components of a learning plan, factors to consider in planning learning 9.2 Developing Individual learning plans (ILPs), selection of teaching learning materials (TLMs) 1 Group discussion and student-led demonstrations on how to apply the various instructional strategies in planning learning 2 Role plays on co-planning, coteaching and peer assessment. 3 Audio-visual and tactile analysis of facilitating learning in the classroom 4 Co-planning, co-teaching and peer assessment of lessons |

Teaching and Learning Strategies

Course Assessment Components

Reference to be made to NTEAP for specific details.

¹Component 1: Subject Portfolio Assessment (30% overall score)

- Selected items of students work (3 of them -10% each) = 30%
- Selected items of students work (5 of them -10% each) =
- Midterm assessment = 20%
- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)

NOTE

Quiz on differentiated learning, learning styles, syllabus and curriculum; and criteria for selecting components of the syllabus/curriculum; barriers developing and using multimedia and how to address them; constructivist theories and principles of learning and their application in selecting and using resources and managing inclusive multi-grade settings

Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4 and CLO 6

Core Skills: Independent Thinking, Critical Thinking

²Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

NOTE

Co-planning and Co-teaching of lessons

Summary of Assessment Method:

- Co-planning/ co-teaching and peer assessment of lessons
- Group projects compilation of indigenous creative approaches and experiential approached indicating specific concepts they can be used to teach in their subject specialisms

Weighting: 30%

Assesses Learning Outcomes: CLO 3 and CLO 7

Core Skills: Collaboration, Critical Thinking, Independent Thinking, ICT Skills, Communication Skills, creativity

Weighting: 30%

Assesses Learning Outcomes: CLO 2, CLO4

Component 3: End of Semester project (Individual and Group project) 40%

Summary of Assessment Method: Individual end of semester project using imitative and adaptive production techniques. Apply the principles of design on media development using creative production technique to develop TLMs for teaching specific concepts at JHS. All projects MUST come with report of why, what, and how it should be used and how to store them.

Note: Be mindful of SEN/gender issues.

Weighting: 40%

Assesses Learning Outcomes: CLO 5

Core Skills: Collaborative Skills, ICT Skills, Communication and Presentation Skills, Critical thinking Skills, Personal

Development Skills

Required Reading and Reference List

Required Reading

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

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

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Teaching and Learning Resources

- TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom
- Transforming Teacher Education and Learning (2016). *Talk for learning: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).
- Transforming Teacher Education and Learning (2016). *Group work: Professional development guide for tutors.* Accra. Ministry of Education (www.t-tel.org).
- Transforming Teacher Education and Learning (2016). *Creative approaches: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).
- Transforming Teacher Education and Learning (2016). *Questioning: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).
- Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org, www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy)
- The iBox (CENDLOS)
- Computers, tablets and mobile phones
- Solid models, cross section models, working models, dioromas etc
- Projectors
- Adaptive and assistive devices
- Other Relevant Online Resources (www.Tess-india.net)
- T-TEL (2017). Teaching and learning materials. Accra: Ministry of Education
- YouTube

Course related professional development for tutors/lecturers

Talk for learning approaches

| Title of Lesson | The conce | ept of learnin | ng and cur | riculum plan | ning | Lesson Duration | 3 Hours | | |
|---|---|--|---|---|--|--|---|--|--|
| Lesson description | The lesson is designed to introduce student teachers to the concepts of differentiated learning and learning styles at the Junior high school level. The lesson will equip them to identify and explain the various principles applied in the selection of the four basic components of the JHS syllabus in particular and the basic school curriculum in general. Thelesson would also assist student teachers to appreciate certain terminologies, the nature of the curriculum and the relationship between the curriculum and syllabus. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have undertaken a course in Foundation of Education and inclusive school-based inquiry in the first year. These might have exposed them to the basic school syllabuses and how teaching and learning interactions occur in Junior High Schools. This first lesson introduces student teachers to the course learning outcomes and the 3 | | | | | | | | |
| Possible barriers to learning in the lesson | Possible n after their | assessment components of the course. Possible misconceptions about curriculum terminologies and components of the syllabus after their STS. | | | | | | | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face-to- face [v] | Practical Activity | Work- Based Leaning | Seminar s [\forall] | Independent Study [] | e-learning opportunities | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed | about cur Seminars after STS Independ issues rela Student to addressin teachers v | riculum term to generate observations ent study: t ated to teach eachers shou g the miscon | inologies e group an : student a o enable s ing as a pr ld be able ceptions, e demonst | and compon d individual and/or tutor tudent teach ofession. Th to demonsti prejudices ar trate an unde | ents of the sylla creativity, discurled. It is can be part of rate a clear under to the created barriers to te erstanding of the | be used in facility bus. ssion and reflecti ith relevant and a fany of the aboverstanding of proaching. Moreoverse concepts of lea | appropriate on e modes. ocedures for er, students' | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning | Outcomes | L | earning Indi | cators | skills, inclusivit | nd transferable ry, equity and ersity. How will | | |
| | understar concepts differentia learning s curriculur terminolo compone syllabus a | ated learning tyles, n gies, | n | "Learning st "learning st Describe the the curriculum relationship curriculum a | ted learning" cyles" and rategies" e nature of um and between the and syllabus e curriculum es basic s of the and the | through of presentari presentari the interninformati to be discons Personal Through and deve argument Respect a Allowing opportuni | net for relevant on on themes cussed. development: presentation loping of ts. and diversity: all learners | | |

| Topic Title: The concept of learning and curriculum | Sub-topic | Stage/time | principles applied in their selection Teaching and learning activities to the delivery mode selected. Twork or independent. | eacher-led collaborative group |
|--|--|-------------------------|--|--|
| planning | | | Teacher Activity | Student Activity |
| | The concepts of "learning", "differentiated learning," "learning styles" and "learning strategies" | Introduction: I hour | Face-to-face: Tutor should initiate discussion with a concept cartoon to explain the varying conceptions: "learning", "differentiated learning," "learning styles" and "learning strategies" (PDP Theme 3, p. 81) | Face-to-face: Student teachersshould reflect and indicate their thinking/feeling about the various concepts on pieces of paper. No names should be written and they should be encouraged to write freely and genuinely. Student teachersengage in a discussion with tutor on the various conceptions |
| | The nature of the curriculum and relationship between the curriculum and syllabus | 45 mins | Seminar: An accomplished teacher/educationist shares perspectives and experience with syllabus and curriculum with students. (PDP Theme 2, p. 28) | Seminar: Student teachersdevelop reflective notes and ask questions. They must draw from their STS observation and reflect on the concepts. |
| | Curriculum terminologies and the basic components of the curriculum and the syllabus | 1 hour, 15 mins | A day before the lesson, student teachers are placed in groups based on the day they were born to discuss curriculum terminologies and the basic components of the curriculum and the syllabus On the day of the lesson, tutor should initiate discussion on components of the curriculum as well as the terminologies (PDP Theme 3, p. 81) | Student teachers work in small groups to discuss curriculum terminologies and the basic components of the curriculum and the syllabus a day before the lesson and during the lesson. Student teachers develop reflective notes and ask questions |
| evaluation of learning: of, for and as learning within Group presentat components of t | | | Assessment: (Individual and Group ions on at least three curriculum te he curriculum with emphasis on the n of individual reflective notes on re- riculum. | rminologies and the basic e JHS |

| | NTS 2 (c)Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. |
|-------------------------|--|
| | NTS 3(d) Manages behaviour and learning with small and large classes. |
| | NTS 3 (e) Employs a variety of instructional strategies that encourages student participation and critical thinking. |
| | NTS 3 (f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. |
| | NTS 3 (g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. |
| | Weight: 20% |
| Instructional Resources | The new Curriculum developed by NaCCA |
| | TESSA online education resource. Teacher education in Africa |
| | Resource person (an experienced professional with rich knowledge in curriculum |
| | issues) |
| | Laptop, projectors and mobile phones |
| Required Text (core) | Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. |
| | Accra: Ducer Press. |
| | Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich |
| | Publishers |
| | |
| Additional Reading List | T-TEL (2015), Questioning, Handbook for PD Coordinators |
| | T-TEL (2016), Group Work, Handbook for PD Coordinators |
| CPD needs | Workshop to familiarise student teachers with the new curriculum developed by NaCCA. |
| | |

| | | _ | - | | curriculum | Lesson Duration | n 3 Hours | | | | |
|---|---|---|-------------|--|---|--|--|--|--|--|--|
| Lesson description | | us for inclusi | | | nal abiaativa | nd oritoria for a | octing | | | | |
| Lesson description | The lesson focuses on taxonomies of educational objectives and criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, assessment and evaluation). The lesson also focuses on identifying and explaining the various principles applied in the selection of the four basic components of the syllabus and the curriculum | | | | | | | | | | |
| Previous student teacher | | | | | | Education andInc | lusive | | | | |
| knowledge, prior learning | School-Bas | ed Inquiry in | the first y | ear. They mi | ght have under | taken STS in the f | irst year. | | | | |
| (assumed) | | These might have exposed them to the basic school syllabuses and how teaching and | | | | | | | | | |
| | learning in | learning interactions occur in Junior High Schools | | | | | | | | | |
| Possible barriers to learning | Student tea | Student teachers would have also developed stereotypes about gender and SEN which may | | | | | | | | | |
| in the lesson | serve as barriers to teaching and learning. | | | | | | | | | | |
| Lesson Delivery – chosen to | Face-to- Practical Work- Seminar Independent e-learning Practicum | | | | | | | | | | |
| support student teachers in | face [v] | Activity | Based | S | Study[\lor] | opportunities | | | | | |
| achieving the outcomes | | | Leaning | [√] | | | | | | | |
| Lesson Delivery – main mode | | | | - | | iel), should be use | | | | | |
| of delivery chosen to support | | | | | | curriculum and s | | | | | |
| student teachers in achieving | | _ | group and | individual c | reativity, discuss | sion and reflectio | n: student | | | | |
| the learning outcomes. | and/or tuto | | | | | | | | | | |
| | - | - | | | | th relevant and a | ppropriate | | | | |
| | | | | | omponent of les | rstanding of princ | sinles in | | | | |
| Overarching outcome, | | | | | | d how they can u | - | | | | |
| what you want the student teachersto | _ | - | | - | | EN) as profession | | | | | |
| achieve, serves as basis | - | ı, 3c, 3d, 3e, | | roiii uiverse | Dackground (30 | in) as professiona | ai teachers | | | | |
| for the learning | (1413 20, 38 | ı, эс, эц, эе, | 31, 3g) | | | | | | | | |
| outcomes. An expanded | | | | | | | | | | | |
| version of the | | | | | | | | | | | |
| description. | | | | | | | | | | | |
| = = = = = = = = = = = = = = = = = = | | | | | | | | | | | |
| Write in full aspects of | | | | | | | | | | | |
| Write in full aspects of the NTS addressed | | | | | | | | | | | |
| | Learning O | utcomes | L | earning Indi | cators | Identify which | cross cutting | | | | |
| the NTS addressed | Learning O | utcomes | L | earning Indi | cators | Identify which o | _ | | | | |
| the NTS addressedLearning Outcome for the | Learning O | utcomes | L | earning Indi | cators | - | nd | | | | |
| the NTS addressed Learning Outcome for the lesson, picked and | Learning O | utcomes | L | earning Indi | cators | issues – core ar transferable ski inclusivity, equ | nd ills, ity and | | | | |
| Learning Outcome for the lesson, picked and developed from the | Learning O | utcomes | L | earning Indi | cators | issues – core ar transferable ski inclusivity, equ addressing dive | nd ills, ity and ersity. How | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification | Learning O | utcomes | L | earning Indi | cators | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac | nd ills, ity and ersity. How | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | | | L | | | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac developed? | nd ills, ity and ersity. How ddressed or | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra | te an | • | Identify t | he | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac developed? Communication | nd ills, ity and ersity. How ddressed or | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand | ite an ding and use | • | Identify t | he ies of | issues – core ar transferable ski inclusivity, equ addressing dive will these be ad developed? Communication through critiqui | nd ills, ity and ersity. How ddressed or | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite | ite an ding and use ria for | • | Identify t taxonom educatio | he ies of nal objectives | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac developed? Communication through critiqui presentations | nd ills, ity and ersity. How ddressed or a skills: | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting co | ite an ding and use ria for omponentso | • | Identify t taxonom educatio Describe | he ies of nal objectives the criteria | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac developed? Communication through critiqui presentations Digital literacy: | nd ills, ity and ersity. How ddressed or a skills: ing and Surfing the | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabu | ite an ding and use ria for omponentso s/curriculum | • n | Identify t taxonom educatio Describe for select | the ies of nal objectives the criteria ting | issues – core ar transferable ski inclusivity, equ addressing dive will these be ac developed? Communication through critiqui presentations Digital literacy: internet for rele | nd ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabu for Junior H | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone | the ies of nal objectives the criteria ting ents of the | issues – core ar transferable ski inclusivity, equ addressing dive will these be ad developed? Communication through critiqui presentations Digital literacy: internet for rele information on | nd ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum | of • | Identify t taxonom educatio Describe for select compone curriculu | the ies of nal objectives the criteria ting ents of the m and | issues – core ar transferable ski inclusivity, equ addressing dive will these be ad developed? Communication through critiqui presentations Digital literacy: internet for rele information on discussed. | nd ills, ity and ersity. How ddressed or a skills: ing and Surfing the evant themes to be | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabu for Junior H | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (| the ies of nal objectives the criteria ting ents of the m and (selection of | issues – core ar transferable ski inclusivity, equivaddressing diversity will these be accepted? Communication through critiqui presentations Digital literacy: internet for relations on discussed. Personal developments | nd ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant themes to be | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (objective | the ies of nal objectives the criteria ting ents of the m and (selection of | issues – core ar transferable ski inclusivity, equivaddressing diversity will these be accepted as developed? Communication through critiqui presentations Digital literacy: internet for releinformation on discussed. Personal develor Through presentations | nd ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant themes to be opment: atation and | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify to taxonom education Describe for select component curriculur syllabus (objective content, | the ies of nal objectives the criteria ting ents of the m and (selection of | issues – core ar transferable ski inclusivity, equivaddressing diversity will these be accepted as developed? Communication through critiqui presentations Digital literacy: internet for relainformation on discussed. Personal development of through presentations on discussed are group discussions. | nd ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant themes to be opment: atation and n. | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (objective content, learning | the ies of nal objectives the criteria ting ents of the m and (selection of selection of | issues – core ar transferable ski inclusivity, equ addressing dive will these be addeveloped? Communication through critiqui presentations Digital literacy: internet for releinformation on discussed. Personal develor Through present group discussion Respect and diversity and the skill of | ills, ity and ersity. How ddressed or a skills: ang and Surfing the evant themes to be opment: atation and an. eversity: | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (objective content, learning activities | the ies of nal objectives the criteria ting ents of the m and (selection of selection of selection of | issues – core ar transferable ski inclusivity, equivaddressing diversity will these be accepted and communication through critiqui presentations. Digital literacy: internet for relatinformation on discussed. Personal development of the property of the pr | ills, ity and ersity. How ddressed or skills: ing and Surfing the evant themes to be opment: otation and n. versity: cners | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (objective content, learning activities assessme | the ies of nal objectives the criteria ting ents of the m and (selection of selection of selection of /experiences, ent and | issues – core ar transferable ski inclusivity, equ addressing dive will these be addeveloped? Communication through critiqui presentations Digital literacy: internet for releinformation on discussed. Personal develor Through present group discussion Respect and diversity and the skill of | ills, ity and ersity. How ddressed or a skills: ing and Surfing the evant themes to be opment: atation and n. versity: rners o participate | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Demonstra understand of the crite selecting of the syllabut for Junior H (NTS 2c, 3a | ite an ding and use ria for omponentso s/curriculum digh Schools | of • | Identify t taxonom educatio Describe for select compone curriculu syllabus (objective content, learning activities | the ies of nal objectives the criteria ting ents of the m and (selection of selection of selection of /experiences, ent and | issues – core ar transferable ski inclusivity, equivaddressing diversity will these be accepted? Communication through critiqui presentations Digital literacy: internet for relations on discussed. Personal development of the discussion of the d | ills, ity and ersity. How ddressed or skills: ing and Surfing the evant themes to be opment: itation and in. iversity: itation and itation an | | | | |

| Topic: Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings | Sub-topic The | Stage/tin | | | Student Activity | | |
|--|--|-----------|------|--|---|--|--|
| | taxonomies of educational objectives | 1 hour | uon. | initiates discussion using pyramid discussion by asking student teachers to indicate the various taxonomies of educational objectives. (PDP Theme 2, p. 111) | Face-to-Face: Student teachers identify and mention the various component of taxonomies of educational objectives. | | |
| Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings | The criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, assessment and evaluation) | 2 hours | | Independent Study: Student teachers are placed in groups based on the day of the week to discuss curriculum terminologies and the basic components of the curriculum and the syllabus for inclusive JHS settings Seminar: Tutorinitiatespanel discussion with other tutors on components of the curriculum as well as the terminologies after the in-class independent group studies (PDP Theme 3, p. 81) | Independent Study: Student teachers work in small groups to discuss curriculum terminologies and the basic components of the curriculum and the syllabus. Seminar: Student teachers develop reflective notes and ask questions | | |
| Lesson assessments – | - | | | ment: (Individual and Group | • | | |
| evaluation of learning: of, for and as learning within the lesson | Component 1: Formative Assessment: (Individual and Group Presentation). Group presentations on taxonomies of educational objectives. Oral presentation of individual reflective notes on criteria for selecting components of the curriculum and syllabus Assesses learning outcomes: CLO 2 NTS 2c, Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. NTS 3a, Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. NTS 3c, Creates a safe, encouraging learning environment. NTS 3d, Manages behaviour and learning with small and large classes. NTS 3e, e) Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS3g, Employs instructional strategies appropriate for mixed ability, multilingual andmulti-age classes. Weight: 20% | | | | | | |

| Instructional Resources | Laptop, projectors and mobile phones |
|-------------------------|--|
| Required Text (core) | Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i> . Accra: Ducer Press Pratt, D. (1980). <i>Curriculum design and development</i> . New York: Harcourt Brace Jovanovich Publishers |
| Additional Reading List | .T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators T-TEL (2016), Talking for Learning, Handbook for PD Cordinators |
| CPD needs | Workshop on criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings |

| Title of Lesson | Creative ap | proaches | and indige | nous | pedago | ogies | Lesson Duration | 3 Hours | |
|---|---|---|------------------------------------|------|--|---|--|--|--|
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning | The lesson would enable student teachers demonstrate and apply various skills and strategies in planning, designing and facilitating learning among learners with diverse needs and backgrounds in diverse inclusive. It would further assist them todemonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents. Student teachers have previously taken a lesson on criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings. They have also undertaken STS which has prepared them to appreciate learning in different context. Low self-esteem and confidence among some student teachers may inhibit their ability to adopt some of these creative approaches. | | | | | | | | |
| in the lesson | - | | _ | i | | | | | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face-to- face [\checkmark] | Practica I Activity [\(\forall \)] | Work- Based Leaning | s | ninar | Independent Study | e-learning opportunities [\lor] | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-face — Discussion, lecturette, think, pair share, question and talk should be used in facilitating lessons on creative approaches and indigenous pedagogies. e-learning opportunities — Student teacherswould surf the internet and download relevant literature required for analyses of various creative approaches Practical Activity: Student teachers use dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents. | | | | | | | | |
| Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | | vironment | | | | | aches and strategi plescents (NTS 1a, | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning O | utcomes | | | Learni | ng Indicators | Identify which consisted a core and transferable skill equity and addressed or dead addressed or dead addressed or dead a core and addressed or dead a core and addressed or dead addressed or dead a core and addressed an | d lls, inclusivity, essing vill these be | |
| | Demonstra and use of instruction strategies i environme learning an adolescent 3d, 3e, 3f, | differentia al approac n diverse lo nts to facil nong early s (NTS 1a, | ted hes and earning itate 2c, 3c, | • | indige approastimul in inclused classro Use color and expleaming in facilities are also classro Use que que que que que que que que que qu | aches in ating learning usive early scent coms. ollaborative speriential ng approaches litating ng in inclusive | Communica through crit presentatio Digital litera the internet | tion skills: iquing and ns icy: Surfing for relevant on themes to d. velopment: esentation bing of I diversity: and n during | |

| Topic Title: Creative approaches and indigenous | | | depending on the delivery | Respect and diversity: Allowing all learners opportunities to participate and share ideas during teaching and learning activities. Equity and inclusivity: Maximising opportunities for learners from all backgrounds with diverse needs and abilities. ivities to achieve outcomes mode selected. Teacher-led |
|---|--------------------------------------|-------------------|--|--|
| pedagogies | Sub-topic | Stage/time | collaborative group work Teacher Activity | or independent. Student Activity |
| | Games, Songs and Story Telling | 1 hour 30 minutes | e-learning opportunities: Before the lesson, Tutor assist student teachers to surf the internet and download relevant literature required for analyses of various creative approaches (PD Theme 5, p. 229) Face-to-Face: Tutor may use discussion, lecturette, think, pair share, question and talk to explain how to use games, songs, and storytelling in teaching various concepts (PD Theme 2, p. 11), (PD Theme 1, p. 33) | e-learning opportunities: Before the lesson, student teachers will surf the internet and download relevant literature required for analyses of various creative approaches (games, songs and storytelling) Face-to-Face: Student teachers participate in the lesson by sharing their perspectives based on various videos watched. |
| | Role Play, Play and Modelling | 30 min | Independent study: Teacher directs student teachers in groups to search for various creative approaches (Role Play, Play and Modelling) used for teaching certain concepts before the lesson (PD Theme 5, p. 229), PD Theme 1) Practical Activity: Student teachers are placed in groups and made to use dramatization to illustrate the various differentiated instructional approaches and strategies (Role Play, Play and Modelling) in diverse learning environments to | Independent study: student teachers search for the various creative approaches (Role Play, Play and Modelling) used for teaching certain concepts before the lesson Practical Activity: Student teachers use dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents. They must draw from their STS observation experience |

| | facilitate learning among | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | early adolescents. | | | | | | | | | |
| | (PD Theme 4, p. 51), PD | | | | | | | | | |
| | Theme 1, p. 40) | | | | | | | | | |
| Lesson assessments – | Component 2: Formative Assessment: Group project work. | | | | | | | | | |
| evaluation of learning: of, for | Group dramatization to illustrate the various differentiated instructional approaches and | | | | | | | | | |
| and as learning within the | strategies in diverse learning environments to facilitate learning among middle child hood | | | | | | | | | |
| lesson | learners | | | | | | | | | |
| | Assesses learning outcomes: CLO 3 | | | | | | | | | |
| | NTS 1a, Critically and collectively reflects to improve teaching and learning. | | | | | | | | | |
| | NTS 2c, Has secure content knowledge, pedagogical knowledge and pedagogicalcontent | | | | | | | | | |
| | knowledge for the school and grade they teach in. | | | | | | | | | |
| | NTS 3c,Creates a safe, encouraging learning environment. | | | | | | | | | |
| | NTS 3d, Manages behaviour and learning with small and large classes. | | | | | | | | | |
| | NTS 3e, Employs a variety of instructional strategies that encourages studentparticipation | | | | | | | | | |
| | and critical thinking. | | | | | | | | | |
| | NTS 3f, Pays attention to all learners, especially girls and students with Special | | | | | | | | | |
| | Educational Needs, ensuring their progress. | | | | | | | | | |
| | NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual | | | | | | | | | |
| | andmulti-age classes. | | | | | | | | | |
| | NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referringlearners | | | | | | | | | |
| | whose needs lie outside the competency of the teacher. | | | | | | | | | |
| | NTS 3p,Uses objective criterion referencing to assess learners. | | | | | | | | | |
| | | | | | | | | | | |
| | Weight: 20% | | | | | | | | | |
| Instructional Resources | YouTube videos on creative approaches and indigenous pedagogies | | | | | | | | | |
| | (https://www.youtube.com/watch?v=wo4yzXdJeDk; | | | | | | | | | |
| | https://www.youtube.com/watch?v=bTtihbCG-JE) | | | | | | | | | |
| | Projectors and computers | | | | | | | | | |
| Required Text (core) | Farrant, J.S. (1982). <i>Principles and practice of education</i> . London: Longman | | | | | | | | | |
| Additional Reading List | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark | | | | | | | | | |
| Additional fedding List | Publishers. | | | | | | | | | |
| | Pratt, D. (1980). <i>Curriculum design and development</i> . New York: Harcourt Brace Jovanovich | | | | | | | | | |
| | Publishers | | | | | | | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i> . | | | | | | | | | |
| | Accra: Ghana Universities Press | | | | | | | | | |
| | Tyler, R. W. (1949). <i>Basic principles of curriculum and instruction</i> . London: The University of | | | | | | | | | |
| | Chicago Press Ltd | | | | | | | | | |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO | | | | | | | | | |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. &Asemanyi, E. T. (2016). <i>Teacher education:</i> | | | | | | | | | |
| | From principles to practice. Kumasi: Benjoy Enterprise. | | | | | | | | | |
| | | | | | | | | | | |
| | T-TEL (2015), Handbook for PD Cordinators | | | | | | | | | |
| the state of the s | T-TEL (2015), Questioning, Handbook for PD Cordinators | | | | | | | | | |
| | | | | | | | | | | |
| | T-TEL (2016), Group Work, Handbook for PD Cordinators | | | | | | | | | |
| CPD needs | | | | | | | | | | |

| Title of Lesson | Creative approaches an | d indiger | ous pedago | gies | Lesson Duration | 3 Hours | | | | |
|---|---|--|----------------|----------------------|-------------------------------------|----------------|--|--|--|--|
| Lesson description | The lesson would enable | e student | teachers de | emonstrate and | | s and | | | | |
| · | strategies in planning, d | | | | | | | | | |
| | and backgrounds in dive | and backgrounds in diverse inclusive. It would further assist them todemonstrate | | | | | | | | |
| | | understanding and use of differentiated instructional approaches and strategies in diverse | | | | | | | | |
| | learning environments to facilitate learning among early adolescents. | | | | | | | | | |
| Previous student teacher | - | Student teachers have previously taken a lesson on differentiated instructional approaches | | | | | | | | |
| knowledge, prior learning | and strategies in diverse | elearning | environmei | nts to facilitate I | earning among ea | arly | | | | |
| (assumed) Possible barriers to learning | | adolescents. Student teachers may not have adequate ICT skills. Some students may not fully | | | | | | | | |
| in the lesson | participate in the drama | | auequate ic | i skiiis. soille stt | idents may not it | illy | | | | |
| Lesson Delivery – chosen to | | Work- | Seminar | Independent | e-learning | Practicum | | | | |
| support student teachers in | | Based | s | Study | opportunities | | | | | |
| achieving the outcomes | | Leaning | | , | [🗸] | | | | | |
| Lesson Delivery – main mode | Face-to-face – Discussio | n, lecture | ette, think, p | air share, quest | ion and talk shou | d be used in | | | | |
| of delivery chosen to support | facilitating lessons on cr | | | | | | | | | |
| student teachers in achieving | e-learning opportunitie | | | | | nload relevant | | | | |
| the learning outcomes. | literature required for a | • | | | | | | | | |
| | Practical Activity: Stude | | | | | | | | | |
| | differentiated instructio facilitate learning amon | | | trategies in dive | erse learning envii | ronments to | | | | |
| Overarching outcome, | understanding and use | | | ructional annroa | ches and strategi | es in diverse | | | | |
| what you want the | learning environments t | | | | | | | | | |
| student teachers to | 3e, 3f, 3g, 3m, 3p) | .o raemta | ie ieuriiig u | mong carry add | 100001110 (1110 24) | 20, 50, 50, | | | | |
| achieve, serves as basis | | | | | | | | | | |
| for the learning | | | | | | | | | | |
| outcomes. An expanded | | | | | | | | | | |
| version of the | | | | | | | | | | |
| description. | | | | | | | | | | |
| Write in full aspects of | | | | | | | | | | |
| the NTS addressed | Learning Outcomes | | Lagrani | ina Indiantora | I do maife, subjects | was sutting | | | | |
| Learning Outcome for the lesson, picked and | Learning Outcomes | | Learni | ing Indicators | Identify which o | _ | | | | |
| developed from the | | | | | transferable ski | | | | | |
| course specification | | | | | inclusivity, equi | | | | | |
| Learning indicators for | | | | | addressing dive | - | | | | |
| each learning outcome | | | | | will these be ad | ldressed or | | | | |
| _ | | | | | developed? | | | | | |
| | Demonstrate understan | - | | eative and | Communication | | | | | |
| | and use of differentiated | | indige | | through critiqui | ng and | | | | |
| | instructional approache | | | aches in | presentations | C | | | | |
| | strategies in diverse lead environments to facilita | _ | | ating learning | Digital literacy: internet for rele | _ | | | | |
| | learning among early | te | adoles | usive early | information on | | | | | |
| | adolescents (NTS 1a, 2c | . 3c. 3d. | classro | | discussed. | chemics to be | | | | |
| | 3e, 3f, 3g, 3m, 3p) | , , _ u , | | ollaborative | Personal develo | pment: | | | | |
| | 3. 7.17 | | | kperiential | Through presen | - | | | | |
| | | | | ng approaches | developing of a | | | | | |
| | | | | litating | Respect and div | - | | | | |
| | | | | ng in inclusive | Involvement of | | | | | |
| | | | 1 | adolescent | Equity and inclu | | | | | |
| | | | classro | | Respect for indi | | | | | |
| | | | - | uestioning and | cultural differer | ices. | | | | |
| | | | talk fo | r learning | | | | | | |

| Topic Title: Creative approaches and indigenous | Sub tonic | Stage /time | depending on the delivery | ivities to achieve outcomes y mode selected. Teacher-led | | |
|---|---|-------------------|---|---|--|--|
| pedagogies | Sub-topic | Stage/time | collaborative group work Teacher Activity | or independent. Student Activity | | |
| | Experiential approaches- Group work (types, formation, managing, reporting back); Project work; Field work; | 1 hour 30 minutes | e-learning opportunities: • Before the lesson, tutor let student teachers to surf the internet and download relevant literature required for creative approaches (group work, project work, and field work) (PD Theme 5, p. 229) | e-learning opportunities: • Before the lesson, student teachers will surf the internet and download relevant literature required for analyses of various creative approaches (group work, project work, and field work) Face-to-Face: • Student teachers | | |
| | | | Face-to-Face: Tutor may use discussion, lecturette, think, pair share, question and talk to explain how to use group work, project work, and field work in teaching various concepts (PD Theme 2, p. 11) | participate in the lesson by sharing their perspectives based on various literature reviewed. | | |
| | Demonstration; Dramatization; Problem solving and discovery; Inquiry Design Model (IDM) | 30 min | Independent study: Teacher directs student teachers in groups to search for various creative approaches (Demonstration; Dramatization; Problem solving and discovery; andInquiry Design Model) used for teaching certain concepts before the lesson (PD Theme 5, p. 229) | Independent study: Student teachers search for the various creative approaches (Demonstration; Dramatization; Problem solving and discovery; andInquiry Design Model) used for teaching certain concepts before the lesson. | | |
| | | 1 hour | Practical Activity: Student teachers are placed in groups and made to use dramatization to illustrate the various differentiated instructional | Practical Activity: Student teachers use dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments | | |

| | approaches and strategies (Demonstration; Dramatization; Observation experience discovery; andInquiry Design Model) in diverse learning environments to facilitate learning among early adolescents. (PD Theme 4, p. 51) | | | | | |
|---|--|--|--|--|--|--|
| Lesson assessments – evaluation of learning: of, for and as learning within the | Component 2: Formative Assessment: Group project work. Group dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among middle child hood. | | | | | |
| lesson | strategies in diverse learning environments to facilitate learning among middle child hood learners Assesses learning outcomes: CLO 3 NTS 1a, Critically and collectively reflects to improve teaching and learning. NTS 2c, Has secure content knowledge, pedagogical knowledge and pedagogicalcontent knowledge for the school and grade they teach in. NTS 3c,Creates a safe, encouraging learning environment. NTS 3d, Manages behaviour and learning with small and large classes. NTS 3e, Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual andmulti-age classes. NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referringlearners whose needs lie outside the competency of the teacher. NTS 3p,Uses objective criterion referencing to assess learners. | | | | | |
| Instructional Resources | Weight: 20% Youtube videos approaches and indigenous pedagogies (https://www.youtube.com/watch?v=wo4yzXdJeDk; https://www.youtube.com/watch?v=bTtihbCG-JE) Projectors and computers | | | | | |
| Required Text (core) | Farrant, J.S. (1982). <i>Principles and practice of education</i> . London: Longman | | | | | |
| Additional Reading List | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers. Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich Publishers Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. Accra: Ghana Universities Press Tyler, R. W. (1949). Basic principles of curriculum and instruction. London: The University of Chicago Press Ltd UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. &Asemanyi, E. T. (2016). Teacher education: From principles to practice. Kumasi: Benjoy Enterprise. T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators | | | | | |
| CPD needs | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators ICT skills in searching for relevant and appropriate teaching materials from the internet. | | | | | |

| Title of Lesson | Using q | uestioning | and Talk fo | r learr | ning ap | proaches | | Lesson Duration | | 3 Hours | |
|---|--|---|--|----------|--|--|------------|--|---|---|--|
| Lesson description | The lesson would enable student teachers demonstrate and apply various skills and strategies in planning, designing and facilitating learning among learners with diverse needs and backgrounds. It would further assist them touse questioning and talk for learning approaches in facilitating learning in inclusive early adolescent classrooms. | | | | | | | | | | |
| Previous student teacher | | Student teachers have previously taken a lesson on how to use some differentiated | | | | | | | | | |
| knowledge, prior learning | | instructional approaches and strategies in diverse learning environments to facilitate | | | | | | | | | |
| (assumed) | - | - | - | nts. T | ney ha | ve also obser | vec | l various questioni | ng te | chniques | |
| Describle harmings to Learning | | used in lessons during the STS Student teachers may not have adequate communicating skills | | | | | | | | | |
| Possible barriers to learning in the lesson | Studen | t teachers r | nay not nav | e ade | quate | communicati | ng s | SKIIIS | | | |
| Lesson Delivery – chosen to | Face- | Practical | Work- | Sam | inars | Independer | at | e-learning | Dra | ıcticum | |
| support student teachers in achieving the outcomes | to- face [V] | Activity | Based Leaning | [√] | | Study | | opportunities [V] | | | |
| Lesson Delivery – main | Face-to | -face – Disc | ussion, thin | ık, paiı | share | , question ar | ıd ta | alk should be used | in fa | cilitating | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, | lessons. e-learning opportunities – Student teachers would surf the internet and download relevant literature required for analyses of various creative ways of using questioning and Talk for learning in classroom situations. Seminars: Student teachers participates in seminars about effective questioning and Talk for learning techniques and how to use them in diverse learning environments to facilitate learning among early adolescents. | | | | | | | | | | |
| student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | 3f, 3g, 5 | 3m, 3p) | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Learnin | g Outcome | S | | Learni Indica | _ | ind div | entify which cross ore and transferal clusivity, equity an versity. How will the dressed or develo | ble s d ad hese | kills, dressing be | |
| each learning outcome | and use instruct strategi environ learning adolesc | strate unde e of differentional appro es in diversiments to fa g among ear ents (NTS 1 3f, 3g, 3m, 3 | tiated aches and e learning cilitate ly a, 2c, 3c, | • | in facil learnir inclusi adoles classro Use ta learnir appro facilita learnir | ve early scent poms. Ik for ang aches in string ang in ve early scent | • | Communication critiquing and propertiquing and propertiquing and propertiquing and propertiquing and propertiquing and propertiquity and inclusions and propertiquity and inclusions are propertiquity and inclusions and propertiquity and inclusions are propertiquity | skills esen Gurfir vant hem ersity es fo men sivity | es to be nt: ns. c: Students r diverse t :: udents | |

| Topic Title: Using questioning and Talk for learning approaches | 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 | | | |
| | Using 1 hour questioning approaches | | e-learning: • A day before the lesson, tutor tasked students to surf on the internet to appreciate the various ways questioning and Talk for learning techniques are used (YouTube videos) and prepare to share their perspectives during the lesson. | e-learning: • A day before the lesson, studentteachers surf the internet to appreciate the various ways questioning and Talk for learning techniques are used (YouTube videos) and prepare to share their perspectives during the lesson. | | | |
| | | | Face-to-Face: • Tutorwith the help of the PDP Handbook, Theme 2 lead discussions on various strategies on how to use questioning to support learning | Face-to-Face: Student teachers participate in the lesson by sharing their perspectives from their experiences from the STS | | | |
| | Using Talk for learning approaches | I hour | (PD Theme 2) Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 lead discussions on various strategies outlined in the Talk for learning handbook (PD Theme 3) | Face-to-Face: • Student teachers participate in the lesson by sharing their perspectives from their experiences from the STS | | | |
| | | 1 hour | • Tutor invites two other tutors who have participated in the PD sessions theme 2 and 3 into the class and demonstrate to student teachers effective questioning and Talk for learning techniques and how to use them in diverse learning environments to facilitate learning among early adolescents. | Seminar: • Student teachers participate in the seminar by sharing their perspectives base on their experiences from the STS | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | Component 2: Formative Assessment: Group project work. Group presentations on effective questioning and Talk for learning techniques and how to use them in diverse learning environments to facilitate learning among middle childhood learners. Assesses learning outcomes: CLO 3 NTS 1a, Critically and collectively reflects to improve teaching and learning. NTS 2c, Has secure content knowledge, pedagogical knowledge and pedagogicalcontent | | | | | | |

| | knowledge for the school and grade they teach in. | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| | NTS 3c, Creates a safe, encouraging learning environment. | | | | | | | | | | |
| | NTS 3d, Manages behaviour and learning with small and large classes. | | | | | | | | | | |
| | NTS 3e, Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. | | | | | | | | | | |
| | and critical thinking. | | | | | | | | | | |
| | NTS 3f, Pays attention to all learners, especially girls and students with Special | | | | | | | | | | |
| | Educational Needs, ensuring their progress. | | | | | | | | | | |
| | NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual | | | | | | | | | | |
| | andmulti-age classes. | | | | | | | | | | |
| | NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referringlearners | | | | | | | | | | |
| | whose needs lie outside the competency of the teacher. | | | | | | | | | | |
| | NTS 3p,Uses objective criterion referencing to assess learners. | | | | | | | | | | |
| | ., , | | | | | | | | | | |
| | Weight: 10% | | | | | | | | | | |
| Instructional Resources | YouTube videos on using questioning and talk for learning approaches | | | | | | | | | | |
| | (https://www.youtube.com/watch?v=aHAYLcUPZac) | | | | | | | | | | |
| | (https://youtu.be/1xGmK_AJPNQ) | | | | | | | | | | |
| | Projectors and computers | | | | | | | | | | |
| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman | | | | | | | | | | |
| | | | | | | | | | | | |
| Additional Reading List | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark | | | | | | | | | | |
| | Publishers. | | | | | | | | | | |
| | Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich | | | | | | | | | | |
| | Publishers | | | | | | | | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. | | | | | | | | | | |
| | Accra: Ghana Universities Press | | | | | | | | | | |
| | Tyler, R. W. (1949). <i>Basic principles of curriculum and instruction</i> . London: The University of | | | | | | | | | | |
| | Chicago Press Ltd | | | | | | | | | | |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO | | | | | | | | | | |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education:</i> | | | | | | | | | | |
| | From principles to practice. Kumasi: Benjoy Enterprise. | | | | | | | | | | |
| | T-TEL (2015), Questioning, Handbook for PD Cordinators | | | | | | | | | | |
| | T-TEL (2016), Talk for Learning, Handbook for PD Cordinators | | | | | | | | | | |
| | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators | | | | | | | | | | |
| CPD needs | | | | | | | | | | | |
| the state of the s | Workshop on the effective use of questioning and Talk for learning approaches in teaching | | | | | | | | | | |

| Title of Lesson | | s, theories a imedia deve | | _ | and instruction | Lesson Duration | 3 Hours | | | | |
|---|---|---|--|---|---|--|---|--|--|--|--|
| Lesson description | The less multime relevan | The lesson would enable student teachers identify some barriers to developing and using multimedia materials to support learning. It will also assist student teachers to discuss the relevance of the constructivist theories to the use of learning materials in diverse contexts and apply the principles of learning in the use of learning resources in diverse learning settings. | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | Student instruct among | Student teachers have previously taken a lesson on how to use some differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents. Limited access to, and misconceptions and phobias in the use of educational technology | | | | | | | | | |
| learning in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes Lesson Delivery – main | Face- to- face [V] | Face- Practical Work- Seminars Independent e-learning opportunities [\forall] Study opportunities [\forall] | | | | | | | | | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as | e-learni Resource Practica to supp Semina in the u | lessons. e-learning opportunities: Student teachers would be assisted to use Open Educational Resources Practical Activity: Student teachers are assisted to appreciate how to usemultimedia materials to support learning. Seminars: Student teachers participates in seminars on how to apply the principles of learning in the use of learning resources in diverse learning settings Understanding of how barriers to developing and using materials can be addressed and apply constructivist theories and principles of learning in multimedia development and use (NTS 3m; | | | | | | | | | |
| basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for | Learnin | g Outcomes | | Learning I | Indicators | Identify which cr | _ | | | | |
| the lesson, picked and developed from the course specification Learning indicators for each learning | | | | | | issues – core and skills, inclusivity, addressing divers these be address developed? | equity and sity. How will | | | | |
| outcome | underst barriers using m address constru principl multime | strate a clea canding of ho is to developi naterials can sed and appl ctivist theor es of learnin edia develop e (NTS 3m; p | ow ng and be y ies and g in | developin multimed support le explain he them in Ju Schools. Discuss th the constr theories t learning n diverse co Apply the learning in | e relevance of ructivist o the use of naterials in | internet for information be discussed Personal dev Through predeveloping of Respect and | quing and starting the relevant on themes to relopment: sentation and farguments. diversity: relop strategies earning | | | | |

| | | | diverse learning settings. | Involvement of all students with diverse backgrounds | | |
|---|---|----------------|---|---|--|--|
| Topic Title: Barriers, theories and principles of learning and instruction multimedia development and use | 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 | | |
| | Barriers to developing and using multimedia materials to support learning | 1 hour | e-learning: • A day before the lesson, tutor guides students to surf on the internet to identify Open Educational Resources (OER) that they can use for their teaching and prepare to share their perspectives during the lesson. Seminar: Tutor with the help of the PDP Handbook, Theme 5 lead discussions on barriers to developing and using multimedia to support learning | e-learning: • A day before the lesson, student teachers surf the internet to appreciate the various OER available to support teaching Seminar: Student teachers participate in the seminar by sharing their perspectives. | | |
| | Theories and principles of learning | I hour | (PD Theme 5, p. 229) Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 lead discussions (concept cartoons/pyramid/quest ions and answers) on theories and principles of learning especially the relevance of the constructivist theories (Vygotsky and Piaget)and traditional theories to the use of learning materials in diverse contexts. (PD Theme 3, p. 81) | Face-to-Face: • Student teachers participate in the lesson by sharing their perspectives from their experiences from the STS. | | |
| | Constructivist theories and application to resources development and selection (Vygotsky and Piaget) | 1 hour | Practical Activity: • Tutor assigns students to groups (mixed ability/gender-based pairings). Each group is tasked to apply principles learnt earlier in developing and selecting resources in diverse settings. (PD Theme 4, p. 129) | Practical Activity: • Student teachers participate in the group practical activity and present it in class. | | |

| Group presentations on principles of learning in the use of learning resources in diverse | | | | | |
|---|--|--|--|--|--|
| learning settings. | | | | | |
| In-class Assessment:Component 2: Formative Assessment: Group project work. | | | | | |
| Pick a topic from the NaCCA syllabus search on OER. Develop a lesson to teach a specific student in diverse learning settings using the principle learnt. | | | | | |
| Assesses learning outcomes: CLO 5 | | | | | |
| NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referringlearners whose needs lie outside the competency of the teacher. | | | | | |
| Weight: 10% | | | | | |
| Youtube videos on barriers, theories and principles of learning and instruction in | | | | | |
| multimedia development and use (https://youtube/qn1p3qXuzQQ) | | | | | |
| Projectors and computers | | | | | |
| Farrant, J.S. (1982). Principles and practice of education. London: Longman | | | | | |
| Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.)</i> . New York: Holt, | | | | | |
| Rinehalt, & Winston | | | | | |
| Heinich, R., Molenda, M., Russel, J. D., &Smaldino, E. S. (1996). <i>Instructional media and technologies for learning</i> (5 th ed). New Jersey: Prentice Hall. | | | | | |
| | | | | | |
| Rowntree, D. (1982). <i>Educational technology in curriculum development</i> . London: Harper and Row. | | | | | |
| T-TEL (2015), Questioning, Handbook for PD Cordinators | | | | | |
| T-TEL (2016), Talk for Learning, Handbook for PD Cordinators | | | | | |
| T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators | | | | | |
| T-TEL (2016), Group Work, Handbook for PD Cordinators | | | | | |
| ICT Skills | | | | | |
| | | | | | |

| Title of Lesson | Visual design and instructional media production | | | | | | son ration | 3 Hours | |
|--|---|--|-------------|--|----------------|---------------------------------|--------------------------------|------------------|-----------------|
| Lesson description | the bas | The lesson would enable student teachers demonstrate sound knowledge and application of the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials | | | | | | | |
| Previous student teacher | Student teachers have previously taken a lesson on how to use some differentiated | | | | | | | | |
| knowledge, prior learning | instruct | instructional approaches and strategies in diverse learning environments to facilitate learning | | | | | | | |
| (assumed) | among | among early adolescents. | | | | | | | |
| Possible barriers to | Studen | Student teachers may not have adequate ICT skills | | | | | | | |
| learning in the lesson | | | | | | | | | |
| Lesson Delivery – chosen | Face- | Practical | Work- | | Seminars | Independent | | earning | Practicum |
| to support student | to- | Activity | Based | | | Study | | portunities | |
| teachers in achieving the | face | [\(\)] | Leanin | ıg | | | [\ | 1 | |
| outcomes | [\[\] | | | | | | | | -1- |
| Lesson Delivery – main | | Face-to-face: Discussion, think, pair share, question and talk should be used in facilitating | | | | | | | icilitating |
| mode of delivery chosen | | lessons. e-learning opportunities: Student teachers would be assisted to use ICT to make power point | | | | | | | |
| to support student | | | nities: 5 | tuaen | it teachers w | ould be assisted | to u | se iCi to make | power point |
| teachers in achieving the learning outcomes. | present | | tudont t | oach | arc aro acciet | ed to develop a | loarn | ing material/n | andal for |
| learning outcomes. | | - | | | | ed to develop a by applying the | | • | |
| | visual d | | ıt iii a sp | Cinc | subject area | i by applying the | z Dasi | ic elements an | u principies or |
| Overarching outcome, | | _ | develo | n skill | s to annrecia | te and apply ba | sic el | ements and pr | inciples of |
| what you want the | | | | | | production tech | | | |
| student teachers to | | - | | _ | - | owledge in thei | - | | |
| achieve, serves as | | Ü | | | | J | | , | . , |
| basis for the learning | | | | | | | | | |
| outcomes. An | | | | | | | | | |
| expanded version of | | | | | | | | | |
| the description. | | | | | | | | | |
| Write in full aspects of | | | | | | | | | |
| the NTS addressed | | | | | | | | | |
| Learning Outcome for | Learnin | g Outcomes | | | Learning Ind | licators | Iden | ntify which cro | ss cutting |
| the lesson, picked and | | | | | | | | es – core and t | |
| developed from the | | skills, inclusivity, equity an | | | | | | | |
| course specification | | | | | | | addressing diversity. How will | | |
| Learning indicators for | | | | | | | these be addressed or | | |
| each learning | _ | | | | | | | eloped? | |
| outcome | | strate sound | | | Develop a le | _ | | Communication | |
| | | dge and | :- | material/model for learning any concept in | | | through critiquing and | | |
| | | tion of the b | | | | - | | presentations | |
| | | ts and princi ting visual de | - | | specific subj | • | | Digital literacy | • |
| | | - | _ | | applying the | | | internet for re | |
| | _ | using different media elements and principles information on themes to | | | | | | | n tnemes to |
| | | production techniques of visual design using be discussed. with low/no-cost imitative media be discussed. • Personal development: | | | | | | | lonmont: |
| | | als and evalu | ating | | production t | | | Through prese | • |
| | | terials. (NTS | _ | • | Develop a le | | | developing of | |
| | p. 14). | | , | | material/mo | _ | | Respect and d | _ |
| | ,- | | | | - | concept in a | | - | naterials must |
| | | | | | specific subj | - | | be culturally a | |
| | | | | | applying the | - | | Equity and inc | |
| | | | | | elements an | | | | naterials must |
| | | | | | of visual des | | | be appropriate | |
| | | adaptive media adolescence of diverse | | | | | | | |
| | | | | | production t | echnique. | | background. | |

| Topic Title: Visual design and instructional media production | | | m lel spin a e o cci p P C e lel cci a a st | | ivities to achieve outcomes mode selected. Teacher-led | |
|---|---|------------|---|---|---|--|
| production | Sub-topic | Stage/time | | Teacher Activity | independent. Student Activity | |
| | Basic elements and Principles for creating visual design; | 1 hour | | Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers) on basic elements and principles for creating visual design | Face-to-Face: Student led discussion with power point and animation presentations on basic elements and principles for creating visual design | |
| | Classification of instructional media | I hour | | (PD Theme 3, p. 81) e-learning Practical Activity: Tutor assigns students to a mixed ability/gender-based group. Each group is tasked to apply principles learnt earlier in creating visual designs Tutor facilitate discussions on types and classification of instructional media. (PD Theme 4, p. 129) | e-learning Practical Activity: Student teachers participate in the group to design models using ICT. Using animations/pictures on powerpoint, student teachers lead discussions on types and classification of instructional media. | |
| | Techniques of instructional media production | 45mins | | Practical Activity: Tutor assigns students to three groups. Each group will develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design by using one of the three techniques: | Practical Activity: • Student teachers participate in the group practical activity and present it in class. | |

| | | | 1. imitative media production technique, 2. adaptive media production technique and 3. creative media production technique) with low/no-cost materials The class conduct SEN/gender evaluation and audit of learning resources and create various appropriate ways of storing them. | | | |
|--|--|--------|--|--|--|--|
| | End semester project | 15mins | Introduces end of semester project to students | Student take note of the tasks assigned them for submission as end of semester assessment | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | Component 3: End of Semester project Summary of Assessment Method: Individual end of semester project using imitative and adaptive production techniques. Apply the principles of design on media development using creative production technique to develop TLMs for teaching specific concepts at JHS. All projects MUST come with report of why, what, and how it should be used and how to store them. Note:Be mindful of SEN/gender issues. Weighting: 40% Assesses Learning Outcomes: CLO 5 CLO 6 NTS 3e, e) Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3g,Employs instructional strategies appropriate for mixed ability, multilingual andmultiage classes. NTS 3h Sets meaningful tasks that encourages learner collaboration and leads topurposeful learning. | | | | | |
| Instructional Resources | Youtube videos on Visual design and instructional media production (https://www.youtube.com/watch?v=hyxO3ifBNs0) Projectors and computers | | | | | |
| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman | | | | | |
| Additional Reading List | Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.</i>). New York: Holt, Rinehalt, & Winston Heinich, R., Molenda, M., Russel, J. D., &Smaldino, E. S. (1996). <i>Instructional media and technologies for learning</i> (5 th ed). New Jersey: Prentice Hall. Rowntree, D. (1982). <i>Educational technology in curriculum development</i> . London: Harper and Row. T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Talk for Learning, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators | | | | | |
| CPD needs | Workshop on Visual design and instructional media production | | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1234567 8 9101112 |
|---------------|---|----------|---|-----------------------------|--------------------------|
|---------------|---|----------|---|-----------------------------|--------------------------|

| Title of Lesson | Models | s, material d | evelopmen | t, storage | and evaluation I | Lesson Duration | 3 Hours | | |
|--|--------------------------------|--|---------------|------------|---------------------------------------|---|--------------------|--|--|
| Lesson description | basic e technic selectir | The lesson would enable student teachers demonstrate sound knowledge and application of the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and appreciate criteria for selecting materials | | | | | | | |
| Previous student | Studen | Students teachers have previously taken a lesson on how to apply principles of creating visual | | | | | | | |
| teacher knowledge, | designs | s using differ | ent media p | oroductio | n techniques with lov | w/no-cost materials | | | |
| prior learning (assumed |) | | | | | | | | |
| Possible barriers to | Studer | nt teachers n | nay not hav | e adequa | e ICT skills | | | | |
| learning in the lesson | | | | | | | | | |
| Lesson Delivery – | Face- | Practical | Work- | Semina | s Independent | e-learning | Practicum | | |
| chosen to support | to- | Activity | Based | [\[\] | Study | opportunities | | | |
| student teachers in | face | [\(\)] | Leaning | | | [1] | | | |
| achieving the outcomes | | | | | | | | | |
| Lesson Delivery – main | | | | - | | should be used in fac | cilitating lessons | | |
| mode of delivery chose | | - | - | | age and evaluation. | | | | |
| to support student | | | | | | e internet for informa | | | |
| teachers in achieving | | _ | | | - | learning material/m | | | |
| the learning outcomes. | | | ot in a speci | fic subjec | area by applying th | e basic elements and | principles of | | |
| | visual o | - | | | | | | | |
| . Oug | | | | | nar to do group disci | | ng visual | | |
| Overarching what your | | | - | | - | d principles of creati | _ | | |
| outcome, what you | _ | _ | - | | · · · · · · · · · · · · · · · · · · · | w/no-cost materials a | and evaluating | | |
| want the student | | teriais and u | se same kn | owieage | n their teaching (NT: | s 3m; p. 14). | | | |
| teachers to achieve serves as basis for | ' | | | | | | | | |
| the learning | | | | | | | | | |
| outcomes. An | | | | | | | | | |
| expanded version of | f | | | | | | | | |
| the description. | • | | | | | | | | |
| Write in full aspects | | | | | | | | | |
| of the NTS | | | | | | | | | |
| addressed | | | | | | | | | |
| Learning Outcome | Learnir | ng Outcomes | 5 | Lea | ning Indicators | Identify which cro | oss cutting | | |
| for the lesson, | | J | | | J | issues – core and | _ | | |
| picked and | | | | | | skills, inclusivity, | equity and | | |
| developed from the | : | | | | | addressing divers | ity. How will | | |
| course specification | | | | | | these be addresse | ed or | | |
| Learning indicators | | | | | | developed? | | | |
| for each learning | | strate sound | | • Dev | elop a learning | Communicati | | | |
| outcome | | dge and app | | | erial/model for | through critiq | uing and | | |
| | | pasic elemer | | | ning any concept in | presentations | | | |
| | | les of creatir | | - | ecific subject area | Digital literact | | | |
| | _ | s using differ | ent | - | pplying the basic | internet for re | | | |
| | | production | , | | nents to create | | n themes to be | | |
| | | ques with lov | | | ous types of models | discussed. | | | |
| | | als and evalu | _ | - | d, cross-section, | Personal deve | - | | |
| | materia | als. (NTS 3m | ; p. 14). | | struction and | Through pres | | | |
| | | | | WOI | king models) | Respect and contact and contact are contact and contact are contact and contact are contact and contact are c | • | | |
| | | | | _ | | | creating visual | | |
| | | | | | elop a learning | | different media | | |
| | | | | | erial/model for | production te | - | | |
| | | | | | ning any concept in | should includ | | | |
| 1 | | | | a sp | ecific subject area | with diverse b | oackgrounds. | | |

| Topic Title: Visual design and instructional media production | Sub-topic | Stage/time | | es to achieve outcomes depending d. Teacher-led collaborative group |
|---|--|------------|--|--|
| | Types of models (solid, cross-section, construction and working models) | 1 hour | Teacher Activity Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers, pyramid) on types of models (solid, crosssection, construction and working models) | Student Activity Face-to-Face: Student participates in the discussion and share their perspectives and answer questions |
| | Diorama and puppets | I hour | (PD Theme 3, p. 81) e-learning Practical Activity: Tutor assigns students to a mixed ability/gender-based group. Each group is tasked to apply principles learnt earlier in creating visual designs to design diorama and puppets (PD Theme 4, p. 129) | e-learning Practical Activity: • Student teachers participate in the group to design diorama and puppets using ideals obtained from surfing on the internet and watching YouTube videos |
| | Ways of developing learning materials using low/no cost resources and Criteria for selecting materials | 1 hour | Seminar: Tutor assigns students to groups. Each group will discuss ways of developing learning materials/models for teaching specific concepts using clay, foam, wood, pieces of cloth, rubber/plastics using low/no cost resources and criteria for selecting materials (PD Theme 4, p. 129) | Seminar: Student teachers participate in the seminar and present their group report in class using poster. |

| Lesson assessments – | In-class Assessment: | | | | | | | |
|-------------------------|---|--|--|--|--|--|--|--|
| evaluation of learning: | Component 2: In-class Assessment: Group presentations on ways of developing learning | | | | | | | |
| of, for and as learning | materials using low/no cost resources and criteria for selecting materials | | | | | | | |
| within the lesson | Assesses learning outcomes: CLO 5 | | | | | | | |
| | NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referring learners | | | | | | | |
| | whose needs lie outside the competency of the teacher. | | | | | | | |
| | Weight: 10% | | | | | | | |
| Instructional Resources | YouTube videos on Diorama and puppets | | | | | | | |
| | (https://www.youtube.com/watch?v=3UYXRokrEqM&list=PLQKjiA_qgy3Al3m16nxNyT0 | | | | | | | |
| | YKGDC4UgCZ) | | | | | | | |
| | Projectors and computers | | | | | | | |
| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman | | | | | | | |
| | | | | | | | | |
| Additional Reading List | Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.</i>). New York: Holt, Rinehalt, & Winston | | | | | | | |
| | Heinich, R., Molenda, M., Russel, J. D., &Smaldino, E. S. (1996). <i>Instructional media and technologies for learning</i> (5 th ed). New Jersey: Prentice Hall. | | | | | | | |
| | Rowntree, D. (1982). Educational technology in curriculum development. London: Harper and Row. | | | | | | | |
| | T-TEL (2015), Questioning, Handbook for PD Cordinators | | | | | | | |
| | T-TEL (2016), Talk for Learning, Handbook for PD Cordinators | | | | | | | |
| | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators | | | | | | | |
| | T-TEL (2016), Group Work, Handbook for PD Cordinators | | | | | | | |
| CPD needs | ICT Skills in the design of basic visual design and instructional media production | | | | | | | |
| | | | | | | | | |

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

| Title of Lesson | Models | , material d | evelopme | nt, stor | age a | nd evaluation | Lesso | n Duration | 3 Hours |
|--|---|--|--|--------------------------------|---|---|----------------------------|---|---|
| Lesson description | materia Techno | The lesson would enable student teachers develop understanding of factors behind ineffective materials and also demonstrate the understanding and use of Adaptive and Assistive Technologies (AATs) for SEN. Again, the lesson would help to Identify the need for storage of resources and gender audit/evaluation of resources using checklist | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | designs | Students teachers have previously taken a lesson on how to apply principles of creating visual designs using different media production techniques with low/no-cost materials Student teachers may not have adequate ICT skills. | | | | | | | |
| learning in the lesson Lesson Delivery – chosen | Face- | Practical | Work- | Semi | | Independent | e-lea | _ | Practicum |
| to support student teachers in achieving the outcomes | to- face [\forall] | Activity | Based Leaning | [√] | | Study | oppo [√] | rtunities | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | e-learn animati | ing opportu ion and othe | nities: Stud er audio-vis | dent te suals or | achers | g to teach the no s would surf on s and use of AA' evelopment and | the inte Ts | ernet for info | |
| Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | Student teachers to develop skills to appreciate and apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and use same knowledge in their teaching (NTS 3m; p. 14). | | | | | | no-cost materials | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Learnin | g Outcomes | • | L | earnii. | ng Indicators | – core inclus divers | e and transfe | and addressing these be |
| each learning outcome | knowle of the k principl designs media p techniq materia | strate sound dge and app pasic elemen les of creatin susing differ production lues with low als and evalu als. (NTS 3m) | lication ts and ng visual ent v/no-cost ating the | f iii Cu A T f s a a r | actors neffectors anders ase of Assistivation or SEN dentifictorage and ge | standing of s behind stive materials astrate the standing and Adaptive and ve ologies (AATs) N y the need for e of resources ander evaluation of ces using | C | Communication in the property of the property | on skills: through presentations: Surfing the levant in themes to be lopment: entation and arguments. eiversity: eating visual different media chniques should dents with |

| Topic Title: Visual design and instructional media | | | Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led | | | | |
|--|---|---|--|---|--|--|--|
| production | Sub-topic | Stage/time | collaborative group work or Teacher Activity | independent. Student Activity | | | |
| | | | · | · | | | |
| | Factors behind ineffective materials | 1 hour | Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers, pyramid) on factors behind ineffective materials | Student participates in the discussion and share their perspectives and answer questions base on their STS experience | | | |
| | | | (PD Theme 3, p. 81) | | | | |
| | Adaptive and Assistive Technologi es (AATs) for SEN | I hour | e-learning/Demonstration: Tutor lead discussion and demonstrate to student teachers the development and use of AATs (co-teach with SEN specialist); Tutor shows animation and other audio-visuals on types and use of AATs | e-learning/Demonstration: Student teachers participate in the demonstration | | | |
| | | | (PD Theme 4, p. 129) | | | | |
| | Need for storage of resources and gender audit/eval uation of resources using checklist | 1 hour | Face-to-Face: • Tutor uses a concept mapping/cartooning to teach the need for storage of resources, ways of storing types of resources and demonstrate auditing of resources using checklists | Face-to-Face: Student teachers participate in the lesson. | | | |
| | | | | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | Component 2 materials and checklists Assesses lear NTS 3m,Iden whose needs Weight: | Assesses learning outcomes: CLO 5 NTS 3m,Identifies and remediates learners' difficulties or misconceptions, referringlearners whose needs lie outside the competency of the teacher. | | | | | |
| Instructional Resources | technolo • Projecto | rs and computer | w.youtube.com/watch?v=eKWX s | | | | |
| Required Text (core) | Farrant, J.S. (| 1982). Principles | and practice of education. Lond | don: Longman | | | |
| Additional Reading List | Rinehalt, & V Heinich, R., N technologies | Farrant, J.S. (1982). <i>Principles and practice of education</i> . London: Longman Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.</i>). New York: Holt, Rinehalt, & Winston Heinich, R., Molenda, M., Russel, J. D., & Smaldino, E. S. (1996). <i>Instructional media and technologies for learning</i> (5 th ed). New Jersey: Prentice Hall. Rowntree, D. (1982). <i>Educational technology in curriculum development</i> . London: Harper and Row. | | | | | |

| | T-TEL (2015), Questioning, Handbook for PD Coordinators T-TEL (2016), Talk for Learning, Handbook for PD Coordinators |
|-----------|--|
| | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Coordinators T-TEL (2016), Group Work, Handbook for PD Coordinators |
| CPD needs | Seminar and workshops on skills in visual design and instructional media production |

Year of B.Ed. 2 Semester 1 Place of lesson in semester 123456789 10 11 12

| Title of Lesson | Managin | g inclusive le | arning se | ttings/classro | ooms | Lesson Duration | 3 Hours | |
|--|---|---|---------------------------|---|---|--|---|--|
| Lesson description | The lesson would enable student teachers develop understanding of the concept and characteristics of inclusive, multi-grade, and developmentally appropriate classroom and challenges for teaching inclusive and multi-grade classroom | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | planning | Student teachers have previously taken a lesson on the concept of learning and curriculum planning in the first week and have undertaken STS. | | | | | | |
| Possible barriers to learning in the lesson | Student schools | teachers may | y not have | adequate ur | nderstanding of | the new curriculu | ım for basic | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face- to-face [\(\frac{1}{2} \)] | Practical Activity [V] | Work- Based Leaning | Seminars | Independent Study | e-learning opportunities [v] | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-face: Concept mapping/cartooning to teach concepts on managing inclusive learning settings/classrooms e-learning opportunities: Audio-visuals, animations to aid the discussion and demonstration on challenges of teaching inclusive and multi-grade classrooms Practical Activity: Demonstration on challenges of teaching inclusive and multi-grade classrooms | | | | | | | |
| Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | Student teachers to develop skills to demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings. (NTS 3e, 3f, 3g, 3h). | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning | Outcomes | | Learning Inc | is s a t | dentify which cro ssues – core and t kills, inclusivity, e ddressing diversi hese be addresse leveloped? | ransferable equity and ty. How will | |
| | characte use of di strategie inclusive | ge, anding of the ristics and the fferent as for managin | ng | Provide clea of comprehe the concept multi-grade, developmen appropriate classrooms. Discuss the of teaching i and multi-gr learning sett | r evidence ension of s inclusive, and etally challenges inclusive rade | through critique presentations Digital literacy internet for reinformation or be discussed. Personal deve Strategies for inclusive learn | uing and ": Surfing the levant In themes to lopment: Imanaging Ing settings Iversity: Ing diverse Iours and Equity and Iouenent of | |

| Topic Title: Managing inclusive learning settings/classrooms | Sub-topic | Stage/ti | Teaching and learning activi depending on the delivery number collaborative group work or | node selected. Teacher-led | |
|--|---|---------------------|---|---|--|
| | | me | Teacher Activity | Student Activity | |
| | The concept and characteristics of inclusive, multigrade, and developmentally appropriate classroom | 1 hour, 30 mins | Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers, pyramid) on the concepts and characteristics of inclusive, multigrade, and developmentally appropriate classrooms Tutor assigns student teachers into groups to make a presentation after the discussions | Face-to-Face: Student participates in the discussion and share their perspectives and answer questions using their experiences from STS. | |
| | Challenges for teaching inclusive and multi-grade classroom | I hour, 30 mins | e- learning/Demonstration: Tutor with the aid of audio-visuals, animations lead discussion and demonstration on challenges of teaching inclusive and multigrade classrooms Tutor should invite SEN tutor to co-teach with him | e-learning/Demonstration: • Student teachers participate in the discussion and demonstration using their STS experience. | |
| | | | (PD Theme 4, p. 129) | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | In-class Assessment: Component 1: Group presentations on characteristics of inclusive, multi-grade, and developmentally appropriate classroom and challenges of teaching inclusive and multi-grade classrooms Assesses learning outcomes: CLO 6 NTS 3e, e) Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual andmulti-age classes. NTS 3h,Sets meaningful tasks that encourages learner collaboration and leads topurposeful learning. Weight: 20% | | | | |
| Instructional Resources | | oms(<u>https:/</u> | ng inclusive learning /www.youtube.com/watch?v= | =E2eZwku-QyM) | |

| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman |
|-------------------------|--|
| | |
| Additional Reading List | Mulkeen, A. G., & Higgin, C. (2009). Multi-grade teaching in Sub-Saharan Africa. Lessons |
| | from Uganda, Senegal and Gambia. Washington: World Bank. |
| | Rowntree, D. (1982). Educational technology in curriculum development. London: Harper |
| | and Row. |
| | T-TEL (2015), Questioning, Handbook for PD Cordinators |
| | T-TEL (2016), Talk for Learning, Handbook for PD Cordinators |
| | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators |
| | T-TEL (2016), Group Work, Handbook for PD Cordinators |
| CPD needs | Seminar and workshops on class management skills for managing inclusive, multi-grade |
| | class. |

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

| Title of Lesson | Managing inclusive learni | ng settings/classr | ooms | Lesson Duration | 3 Hours | | | |
|--|---|--|---|--|--|--|--|--|
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning | The lesson would enable student teachers develop understanding of the concept and characteristics of inclusive, multi-grade, and developmentally appropriate classroom and challenges for teaching inclusive and multi-grade classroom Students teachers have previously taken a lesson on the concept of learning and curriculum planning in the first week Student teachers may not have adequate understanding of the new curriculum for basic schools | | | | | | | |
| in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes Lesson Delivery – main mode | Face- Practical Work to-face Activity Bas [V] [V] Lea | ed [√] ning | Independent Study to teach concept | e-learning opportunities [V] | Practicum clusive | | | |
| of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-face: Concept mapping/cartooning to teach concepts on managing inclusive learning settings/classrooms. e-learning opportunities: Audio-visuals, animations to aid the discussion and demonstration on approaches and strategies for managing inclusive and multi-grade classrooms Practical Activity: Demonstration on approaches and strategies for managing inclusive and multi-grade classrooms | | | | | | | |
| Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | Student teachers to develop skills to demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings. (NTS 3e, 3f, 3g, 3h). | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | Learning | Indicators | Identify which consisted a core and skills, inclusivity addressing diventies be address developed? | d transferable , equity and rsity. How will | | | |
| | Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings. (NTS 3e, 3f, 3g, 3h). | of compression of concepts of concepts of concepts of the conc | ne approaches egies for inclusive and de classrooms strategies for inclusive early at classrooms their personal | informatior to be discus | tiquing and ons acy: Surfing t for relevant on themes ased. Evelopment: esentation ping of | | | |

| Topic Title: Managing inclusive learning | | | Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led | | | |
|---|--|-----------------|---|--|--|--|
| settings/classrooms | Sub-topic | Stage/time | collaborative group work of Teacher Activity | or independent. Student Activity | | |
| | The concept classroom management | 1 hour, 30 mins | Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers, pyramid) on the concept "classroom management" Tutor assigns student teachers into groups to make a presentation after the discussions | Face-to-Face: • Student participates in the discussion and share their perspectives and answer questionsusing their STS experience. | | |
| | Approaches and strategies for managing inclusive and multi-grade classrooms | I hour, 30 mins | e- learning/Demonstration: Tutor with the aid of audio-visuals, animations lead discussion and demonstration on approaches and strategies for managing inclusive and multi-grade classrooms Tutor should invite other tutors to serve as panellists and discuss with student teachers how to connect strategies for managing inclusive early adolescent classrooms based on their personal experiences. (PD Theme 4, p. 129) | e-learning/Demonstration: Student teachers participate in the discussion and demonstration and do a tactile analysis of how to apply the approaches and strategies for managing inclusive and multi-grade classrooms in groups. Student teachers discuss a case study of classroom management issue. | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the | • | iroup presentat | ions on approaches and strat | egies for managing inclusive | | |
| lesson | and multi-grade classrooms Assesses learning outcomes: CLO 6 NTS 3e, e) Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. | | | | | |

| | NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual andmulti-age classes. NTS 3h, Sets meaningful tasks that encourages learner collaboration and leads topurposeful learning. |
|-------------------------|---|
| | Weight: 20% |
| Instructional Resources | YouTube videos on managing inclusive learning settings/classrooms (https://www.youtube.com/watch?v=L7jDWwPSUTE) Projectors and computers |
| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman |
| Additional Reading List | Mulkeen, A. G., & Higgin, C. (2009). Multi-grade teaching in Sub-Saharan Africa. Lessons from Uganda, Senegal and Gambia. Washington: World Bank. Rowntree, D. (1982). Educational technology in curriculum development. London: Harper and Row. T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Talk for Learning, Handbook for PD Cordinators T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators |
| CPD needs | Seminar and workshops on class management skills for managing inclusive, multi-grade class |

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12

| Title of Lesson | Learning planning and preparation | on Lesson | Duration | 3 Hours | | | |
|--|--|--|---|--|--|--|--|
| Lesson description | The lesson would enable student teachers apply various instructional strategies in planning learning for early adolescent learners and ILPs for early adolescent learners with peculiar strengths and weaknesses. It would also assist them to demonstrate co-planning, coteaching and peer assessment in inclusive Junior High Schools and use appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms of Junior High Schools | | | | | | |
| Previous student teacher | Students teachers have previousl | | cent of learni | ng and curriculum | | | |
| knowledge, prior learning | planning in the first week and have | = | • | _ | | | |
| (assumed) | Frankling in the state of the s | | | , , | | | |
| Possible barriers to learning | Student teachers may not have a | Student teachers may not have adequate understanding of the new curriculum for basic | | | | | |
| in the lesson | schools | | | | | | |
| Lesson Delivery – chosen to | Face-to- Practical Work- | Seminars Independent | e-learning | | | | |
| support student teachers in | face Activity Based | [√] Study | opportun | ities | | | |
| achieving the outcomes | [V] Leaning | | [√] | | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-face: Concept mapping/cartooning to teach preparing to teach (scheme of work, components of a learning plan, factors to consider in planning learning) e-learning opportunities: Audio-visualsto aid the discussion and demonstration on ways of facilitating learning in the classroom and selection of teaching learning materials (TLMs) Practical Activity: Student-led demonstrations on how to apply the various instructional strategies in planning learning | | | | | | |
| Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | Student teachers to design and fa backgrounds in diverse learning of support learning of students who | contexts, and design Individ | | _ | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | Learning Indicators | issues – co transferal inclusivity addressin | ble skills, y, equity and g diversity. How be addressed or | | | |
| | Design and facilitate learning for JHS students with diverse strengths and backgrounds in diverse learning contexts, and design Individual Learning Plans (ILPs) to support learning of students who need support (NTS 3f, 3g). | Apply various instructional strategies in planning learning for early adolescent learners and ILPs for early adolescent learners with peculiar strengths and abilities. Demonstrate coplanning, coteaching and peer assessment in | through preserved the irrinform to be Person Develonde Respondant | munication skills: Igh critiquing and Intations Il literacy: Surfing Internet for relevant Internet for themes Internet for themes Internet for themes Internet for themes Internet for relevant In | | | |

| Topic Title: Learning planning and preparation | Sub-topic | Stage/time | inclusive Junior High Schools. Use appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms of Junior High Schools Teaching and learning active depending on the delivery collaborative group work of Teacher Activity | mode selected. Teacher-led |
|--|---|-----------------|---|--|
| | Preparing to teach (scheme of work, components of a learning plan, factors to consider in planning learning | 1 hour, 30 mins | Face-to-Face: Tutor with the help of the PDP Handbook, Theme 3 facilitate discussions (concept cartoons/pair share/questions and answers, pyramid) on preparing to teach (scheme of work, components of a learning plan, factors to consider in planning learning) Tutor assigns student teachers into groups. Practical Activity: Group discussions and student-led demonstrations on how to apply the various instructional strategies in planning learning | Face-to-Face: Student teachers participates in the discussion and share their perspectives and answer questions using experiences from the STS in year one. Practical Activity: Student teachers in groups, role plays on coplanning, co-teaching and peer assessment. |
| | Developing Individual learning plans (ILPs), selection of teaching learning materials (TLMs) | I hour | e- learning/Demonstration: Tutor uses audiovisual and tactile analysis to demonstrate to student teachers ways of facilitating learning in the classroom and selection of teaching learning materials (TLMs) (PD Theme 5, p. 113) | e-learning/Demonstration: Student teachers participate in the discussion and demonstration and do a tactile analysis of how to apply the approaches and strategies for co- planning, co-teaching and peer assessment of lessons Review of the entire course Students discuss how |

| | Review of the entire course • Teacher takes students teachers through a brief step-by-step recap of the entire course highlighting the connections between and among the various topics. • Support student teachers through questioning in addressing any misconceptions. | | | |
|--|---|--|--|--|
| Lesson assessments – | In-class Assessment: | | | |
| evaluation of learning: of, for and as learning within | Group presentations on ways of facilitating learning in the classroom and selection of | | | |
| the lesson | teaching learning materials (TLMs) Note: Prompt student teachers to finalise their end of semester project work on a scheduled | | | |
| | date for submission. | | | |
| | Assesses learning outcomes: CLO 6 | | | |
| | NTS 3e,Employs a variety of instructional strategies that encourages studentparticipation and critical thinking. | | | |
| | NTS 3f, Pays attention to all learners, especially girls and students with Special | | | |
| Instructional Resources | Educational Needs, ensuring their progress. | | | |
| mistractional nesources | YouTube videos on Learning planning and preparation (https://www.youtube.com/watch?v=ubGm1MR7JSM) | | | |
| | Projectors and computers | | | |
| Required Text (core) | Farrant, J.S. (1982). Principles and practice of education. London: Longman | | | |
| Additional Reading List | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark | | | |
| | Publishers. | | | |
| | Pratt, D. (1980). <i>Curriculum design and development</i> . New York: Harcourt Brace Jovanovich Publishers | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. | | | |
| | Accra: Ghana Universities Press | | | |
| | Tyler, R. W. (1949). <i>Basic principles of curriculum and instruction</i> . London: The University of Chicago Press Ltd | | | |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO | | | |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education:</i> From principles to practice. Kumasi: Benjoy Enterprise. | | | |
| | T-TEL (2015), Questioning, Handbook for PD Coordinators | | | |
| | T-TEL (2016), Talk for Learning, Handbook for PD Coordinators | | | |
| | T-TEL (2016), Teaching and Learning Materials, Handbook for PD Coordinators T-TEL (2016), Group Work, Handbook for PD Coordinators | | | |
| CPD needs | Classroom Management Skills | | | |
| Course Evaluation | Component 1: Subject Portfolio Assessment (30% overall score) | | | |
| | Selected items of students work (3 of them -10% each) = 30% | | | |
| | Midterm assessment = 20% Reflective Journal = 40% | | | |
| | Organisation of the subject portfolio = 10% (how it is presented /organised) | | | |
| | | | | |
| | Component 2: Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project = 10% | | | |
| | Methodology: what the student teacher has done and why to achieve the purpose | | | |
| | of the project = 20% | | | |
| | Substantive or main section = 40% Conclusion = 30% | | | |
| | • Conclusion = 30% | | | |

Component 3: End of Semester project (Individual and Group project) 40%

Summary of Assessment Method: Individual end of semester project using imitative and adaptive production techniques. Apply the principles of design on media development using creative production technique to develop TLMs for teaching specific concepts at JHS. All projects MUST come with report of why, what, and how it should be used and how to store them.

Note: Be mindful of SEN/gender issues.

