

YEAR 2

SEMESTER 1

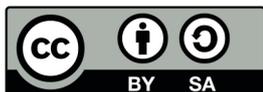
Four-Year B.Ed. Course Manual

DIFFERENTIATED PLANNING, LEARNING AND MULTIMEDIA DEVELOPMENT





The Government of Ghana



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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team 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 Differentiated Planning, Learning and Multimedia Development

Pre-requisite Introduction to ICT in Education, Human Development and Learning, Introduction to School-based Inquiry

Course Level	200	Course Code		Credit Value	3
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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).

<p>Collaboration is fostered through assigning group projects and presentation of various topics across units (CLO 6).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p>	
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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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.
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)	<ul style="list-style-type: none"> • 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) .	<ul style="list-style-type: none"> • 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) .	<ul style="list-style-type: none"> • 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) .	<ul style="list-style-type: none"> • 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) .	<ul style="list-style-type: none"> • 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 (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms of Junior High Schools.

Course Content			
Unit/Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	The concept of learning and curriculum planning	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	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
2	Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings	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, assessment and evaluation)	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	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)	1 Audio-visual and tactile analysis of some creative and indigenous approaches to stimulating learning among early adolescents 2 Student-led demonstration on how to use creative and indigenous approaches to facilitate learning of concepts 3 Mixed/gender-based group projects on a compilation of local and foreign songs and games for teaching some concepts 4 Student-led demonstration on how to use field work 5 Dramatization to facilitate learning and present report. 6 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)	1 Teacher-led discussion on how to use questioning and talk for learning approaches to facilitate learning among early adolescents. 2 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	1 Use pyramid discussions with mixed ability/gender based pairings for barriers for developing and using multimedia resources 2 Tutor-led discussion on concept of learning 3 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 use
6	Visual design and instructional media production	6.1 Basic elements and Principles for creating visual design; 6.2 Classification of instructional media 6.3 Techniques of instructional media production	1 Student led discussion with power point and animation presentations on basic elements and principles for creating visual design 2 Group work to design models using ICT; Use animations/pictures on PowerPoint to stimulate discussion on types and classification of instructional media. 3 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 checklists
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 on 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, co-teaching 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
<p>Reference to be made to NTEAP for specific details.</p> <p>¹Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> 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) <p>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</p> <p>Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4 and CLO 6 Core Skills: Independent Thinking, Critical Thinking</p>
<p>²Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> 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% <p>NOTE Co-planning and Co-teaching of lessons Summary of Assessment Method:</p> <ul style="list-style-type: none"> 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 <p>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</p>
<p>Component 3: End of Semester project (Individual and Group project) 40%</p> <p>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.</p> <p>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</p>
Required Reading and Reference List
<p>Required Reading</p> <p>Adentwi, K. I. (2005). <i>Curriculum development. An introduction</i>. Kumasi: Wilas Press Ltd.</p> <p>Enanati, T. Jameni, F., & Movahedian, M. (2016). Classroom management strategies and multi-grade schools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i>, 7 (2), 167-179.</p> <p>Adeoye, B. F. (2015). <i>Technology guide for teaching & learning</i>. Ibadan-Nigeria: His Lineage Publishing House</p> <p>Amoah, S. A., Laryea, P., & Amoako, B. M. (2016). <i>Fundamentals of educational technology for effective teaching and learning</i>. Winneba: University Press.</p> <p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>Driscoll, M.P. (2005). <i>Psychology of learning for instruction</i>. Boston: Pearson Education Inc.</p> <p>Farrant, J.S. (1982). <i>Principles and practice of education</i>. London: Longman</p> <p>Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.)</i>. New York: Holt, Rinehalt, & Winston</p> <p>Heinich, R., Molenda, M., Russel, J. D., & Smaldino, E. S. (1996). <i>Instructional media and technologies for learning (5th ed.)</i>.</p>

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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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.

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 (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan 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

Lesson 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	The concept of learning and curriculum planning				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. The lesson 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 assessment components of the course.					
Possible barriers to learning in the lesson	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 Learning	Seminars [v]	Independent Study [v]	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons about curriculum terminologies and components of the syllabus.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection especially after STS observations: student and/or tutor led.</p> <p>Independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.</p>					
<ul style="list-style-type: none"> 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 should be able to demonstrate a clear understanding of procedures for addressing the misconceptions, prejudices and barriers to teaching. Moreover, students' teachers would be able demonstrate an understanding of the concepts of learning and curriculum planning (NTECF p.4, 13, 18, NTS 3f).					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	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)	<ul style="list-style-type: none"> Explain the concepts "learning", "differentiated learning" "Learning styles" and "learning strategies" Describe the nature of the curriculum and relationship between the curriculum and syllabus Explain some curriculum terminologies Explain the basic components of the curriculum and the syllabus and the 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Allowing all learners opportunities to participate and share 			

			principles applied in their selection	ideas during teaching and learning activities. <ul style="list-style-type: none"> Equity and inclusivity: Maximising opportunities for learners from all backgrounds with diverse needs and abilities.
Topic Title: The concept of learning and curriculum planning	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
	The concepts of “learning”, “differentiated learning,” “learning styles” and “learning strategies”	Introduction: 1 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 teachers should 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 teachers engage 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 teachers develop 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	Independent Study: <ul style="list-style-type: none"> 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) 	Independent Study: <ul style="list-style-type: none"> 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
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: Formative Assessment: (Individual and Group Presentation). <ul style="list-style-type: none"> Group presentations on at least three curriculum terminologies and the basic components of the curriculum with emphasis on the JHS Oral Presentation of individual reflective notes on relationship between the syllabus and curriculum. 			

	<p>NTS 2 (c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>NTS 3(d) Manages behaviour and learning with small and large classes.</p> <p>NTS 3 (e) Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>NTS 3 (f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>NTS 3 (g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>Weight: 20%</p>
Instructional Resources	<ul style="list-style-type: none"> • 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)	<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>Pratt, D. (1980). <i>Curriculum design and development</i>. New York: Harcourt Brace Jovanovich Publishers</p>
Additional Reading List	<p>T-TEL (2015), Questioning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Coordinators</p>
CPD needs	<p>Workshop to familiarise student teachers with the new curriculum developed by NaCCA.</p>

Lesson 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings				Lesson Duration	3 Hours
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 knowledge, prior learning (assumed)	Student teachers have undertaken a course in Foundation of Education and Inclusive School-Based Inquiry in the first year. They might have undertaken STS 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					
Possible barriers to learning in the lesson	Student teachers would have also developed stereotypes about gender and SEN which may serve as barriers to teaching and learning.					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion (Pyramid, Concept Mapping and Panel), should be used in facilitating lessons on criteria for selecting components of the curriculum and syllabus.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>Independent study: to enable student teachers to engage with relevant and appropriate on issues related to criteria for selecting the component of lesson planning</p>					
<ul style="list-style-type: none"> 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 	<p>Student teachers should be able to demonstrate a clear understanding of principles in selecting the components of the syllabuses and curriculum and how they can use and apply the concept in teaching students from diverse background (SEN) as professional teachers (NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g)</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	<p>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)</p>		<ul style="list-style-type: none"> Identify the taxonomies of educational objectives Describe the criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, assessment and evaluation) 		<p>Communication skills: through critiquing and presentations</p> <p>Digital literacy: Surfing the internet for relevant information on themes to be discussed.</p> <p>Personal development: Through presentation and group discussion.</p> <p>Respect and diversity: Allowing all learners opportunities to participate and share ideas during teaching and learning activities.</p>	

			Equity and inclusivity: Maximising opportunities for learners from all backgrounds with diverse needs and abilities.	
Topic: Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings	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
	The taxonomies of educational objectives	Introduction: 1 hour	Face-to-Face: Tutor 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Tutor initiates panel 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: <ul style="list-style-type: none"> Student teachers work in small groups to discuss curriculum terminologies and the basic components of the curriculum and the syllabus. Seminar: <ul style="list-style-type: none"> Student teachers develop reflective notes and ask questions
Lesson assessments – 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 student participation 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 and multi-age classes. Weight: 20%			

Instructional Resources	<ul style="list-style-type: none"> Laptop, projectors and mobile phones
Required Text (core)	<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press</p> <p>Pratt, D. (1980). <i>Curriculum design and development</i>. New York: Harcourt Brace Jovanovich Publishers</p>
Additional Reading List	<p>T-TEL (2015), Questioning, Handbook for PD Cordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Cordinators</p> <p>T-TEL (2016), Talking for Learning, Handbook for PD Cordinators</p>
CPD needs	<p>Workshop on criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings</p>

Lesson 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Creative approaches and indigenous pedagogies				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 in diverse inclusive. It would further assist them to demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.					
Previous student teacher knowledge, prior learning (assumed)	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.					
Possible barriers to learning in the lesson	Low self-esteem and confidence among some student teachers may inhibit their ability to adopt some of these creative approaches.					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars	Independent Study	e-learning opportunities [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think, pair share, question and talk should be used in facilitating lessons on creative approaches and indigenous pedagogies.</p> <p>e-learning opportunities – Student teachers would surf the internet and download relevant literature required for analyses of various creative approaches</p> <p>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.</p>					
<ul style="list-style-type: none"> 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 	<p>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)</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	<p>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)</p>		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Corporation and collaboration during presentation 	

			approaches in facilitating learning in inclusive early adolescent classrooms.	<p>Respect and diversity: Allowing all learners opportunities to participate and share ideas during teaching and learning activities.</p> <p>Equity and inclusivity: Maximising opportunities for learners from all backgrounds with diverse needs and abilities.</p>
Topic Title: Creative approaches and indigenous pedagogies	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
	Games, Songs and Story Telling	1 hour 30 minutes	<p>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)</p> <p>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)</p>	<p>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)</p> <p>Face-to-Face: Student teachers participate in the lesson by sharing their perspectives based on various videos watched.</p>
	Role Play, Play and Modelling	30 min	<p>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)</p>	<p>Independent study: student teachers search for the various creative approaches (Role Play, Play and Modelling) used for teaching certain concepts before the lesson</p>
		1 hour	<p>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</p>	<p>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</p>

			facilitate learning among early adolescents. (PD Theme 4, p. 51), PD Theme 1, p. 40)	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>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 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 pedagogical content 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 student participation 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 and multi-age classes. NTS 3m, Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. NTS 3p, Uses objective criterion referencing to assess learners.</p> <p>Weight: 20%</p>			
Instructional Resources	<ul style="list-style-type: none"> • 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	<p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. 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). <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). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i>. Kumasi: Benjoy Enterprise. T-TEL (2015), Handbook for PD Cordinators T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators</p>			
CPD needs	ICT skills in searching for relevant and appropriate teaching materials from the internet			

Lesson 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Creative approaches and indigenous pedagogies				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 in diverse inclusive. It would further assist them to demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have previously taken a lesson on differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.						
Possible barriers to learning in the lesson	Student teachers may not have adequate ICT skills. Some students may not fully participate in the drama.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars	Independent Study	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think, pair share, question and talk should be used in facilitating lessons on creative approaches and indigenous pedagogies.</p> <p>e-learning opportunities – Student teachers would surf the internet and download relevant literature required for analyses of various creative approaches</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>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)</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	<p>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)</p>		<ul style="list-style-type: none"> 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 		<p>Communication skills: through critiquing and presentations</p> <p>Digital literacy: Surfing the internet for relevant information on themes to be discussed.</p> <p>Personal development: Through presentation and developing of arguments.</p> <p>Respect and diversity: Involvement of all students</p> <p>Equity and inclusivity: Respect for individual cultural differences.</p>		

			approaches in facilitating learning in inclusive early adolescent classrooms.	
Topic Title: Creative approaches and indigenous pedagogies	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
	Experiential approaches-Group work (types, formation, managing, reporting back); Project work; Field work;	1 hour 30 minutes	e-learning opportunities: <ul style="list-style-type: none"> 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) Face-to-Face: <ul style="list-style-type: none"> 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) 	e-learning opportunities: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Student teachers 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
	1 hour	Practical Activity: <ul style="list-style-type: none"> Student teachers are placed in groups and made to use dramatization to illustrate the various differentiated instructional 	Practical Activity: <ul style="list-style-type: none"> Student teachers use dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments 	

			<p>approaches and strategies (Demonstration; Dramatization;</p> <ul style="list-style-type: none"> • Problem solving and discovery; and Inquiry Design Model) in diverse learning environments to facilitate learning among early adolescents. <p>(PD Theme 4, p. 51)</p>	<p>to facilitate learning among early adolescents. They must draw from their STS observation experience</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>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 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 pedagogical content 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 student participation 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 and multi-age classes. NTS 3m, Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. NTS 3p, Uses objective criterion referencing to assess learners.</p> <p>Weight: 20%</p>			
<p>Instructional Resources</p>	<ul style="list-style-type: none"> • Youtube videos approaches and indigenous pedagogies (https://www.youtube.com/watch?v=wo4yzXdJeDk; https://www.youtube.com/watch?v=bTtIhbCG-JE) • Projectors and computers 			
<p>Required Text (core)</p>	<p>Farrant, J.S. (1982). <i>Principles and practice of education</i>. London: Longman</p>			
<p>Additional Reading List</p>	<p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. 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). <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). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i>. Kumasi: Benjoy Enterprise. T-TEL (2015), Questioning, Handbook for PD Cordinators T-TEL (2016), Group Work, Handbook for PD Cordinators T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators</p>			
<p>CPD needs</p>	<p>ICT skills in searching for relevant and appropriate teaching materials from the internet.</p>			

Lesson 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	Using questioning and Talk for learning approaches				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 knowledge, prior learning (assumed)	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. They have also observed various questioning techniques used in lessons during the STS						
Possible barriers to learning in the lesson	Student teachers may not have adequate communicating skills						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity	Work-Based Learning	Seminars [✓]	Independent Study	e-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, think, pair share, question and talk should be used in facilitating lessons.</p> <p>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.</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	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)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents (NTS 1a, 2c, 3d, 3e, 3f, 3g, 3m, 3p)	<ul style="list-style-type: none"> Use questioning in facilitating learning in inclusive early adolescent classrooms. Use talk for learning approaches in facilitating learning in inclusive early adolescent classrooms. 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentations. Respect and diversity: Students develop strategies for diverse learning environment Equity and inclusivity: Involvement of all students with diverse backgrounds 				

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 questioning approaches	1 hour	<p>e-learning:</p> <ul style="list-style-type: none"> 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. <p>Face-to-Face:</p> <ul style="list-style-type: none"> Tutor with the help of the PDP Handbook, Theme 2 lead discussions on various strategies on how to use questioning to support learning <p>(PD Theme 2)</p>	<p>e-learning:</p> <ul style="list-style-type: none"> A day before the lesson, student teachers 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. <p>Face-to-Face:</p> <ul style="list-style-type: none"> Student teachers participate in the lesson by sharing their perspectives from their experiences from the STS
	Using Talk for learning approaches	1 hour	<p>Face-to-Face:</p> <ul style="list-style-type: none"> Tutor with the help of the PDP Handbook, Theme 3 lead discussions on various strategies outlined in the Talk for learning handbook <p>(PD Theme 3)</p>	<p>Face-to-Face:</p> <ul style="list-style-type: none"> Student teachers participate in the lesson by sharing their perspectives from their experiences from the STS
		1 hour	<p>Seminar:</p> <ul style="list-style-type: none"> 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. 	<p>Seminar:</p> <ul style="list-style-type: none"> 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	<p>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</p> <p>NTS 1a, Critically and collectively reflects to improve teaching and learning.</p> <p>NTS 2c, Has secure content knowledge, pedagogical knowledge and pedagogical content</p>			

	<p>knowledge for the school and grade they teach in.</p> <p>NTS 3c, Creates a safe, encouraging learning environment.</p> <p>NTS 3d, Manages behaviour and learning with small and large classes.</p> <p>NTS 3e, Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>NTS 3m, Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</p> <p>NTS 3p, Uses objective criterion referencing to assess learners.</p> <p>Weight: 10%</p>
Instructional Resources	<ul style="list-style-type: none"> • 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). <i>Principles and practice of education</i> . London: Longman
Additional Reading List	<p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers.</p> <p>Pratt, D. (1980). <i>Curriculum design and development</i>. New York: Harcourt Brace Jovanovich Publishers</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press</p> <p>Tyler, R. W. (1949). <i>Basic principles of curriculum and instruction</i>. London: The University of Chicago Press Ltd</p> <p>UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO</p> <p>Ziggah, S. R., Opong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i>. Kumasi: Benjoy Enterprise.</p> <p>T-TEL (2015), Questioning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Talk for Learning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Teaching and Learning Materials, Handbook for PD Coordinators</p>
CPD needs	Workshop on the effective use of questioning and Talk for learning approaches in teaching and learning

Lesson 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Barriers, theories and principles of learning and instruction in multimedia development and use				Lesson Duration	3 Hours
Lesson description	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)	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.					
Possible barriers to learning in the lesson	Limited access to, and misconceptions and phobias in the use of educational technology					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study	e-learning opportunities [v]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, think, pair share, question and talk should be used in facilitating lessons.</p> <p>e-learning opportunities: Student teachers would be assisted to use Open Educational Resources</p> <p>Practical Activity: Student teachers are assisted to appreciate how to use multimedia materials to support learning.</p> <p>Seminars: Student teachers participates in seminars on how to apply the principles of learning in the use of learning resources in diverse learning settings..</p>					
<ul style="list-style-type: none"> 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 	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) .					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate 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) .	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Students develop strategies for diverse learning environment Equity and inclusivity: 			

			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	<p>e-learning:</p> <ul style="list-style-type: none"> 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. <p>Seminar: Tutor with the help of the PDP Handbook, Theme 5 lead discussions on barriers to developing and using multimedia to support learning (PD Theme 5, p. 229)</p>	<p>e-learning:</p> <ul style="list-style-type: none"> A day before the lesson, student teachers surf the internet to appreciate the various OER available to support teaching <p>Seminar: Student teachers participate in the seminar by sharing their perspectives.</p>
Theories and principles of learning	1 hour	<p>Face-to-Face:</p> <ul style="list-style-type: none"> Tutor with the help of the PDP Handbook, Theme 3 lead discussions (concept cartoons/pyramid/questions 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. <p>(PD Theme 3, p. 81)</p>	<p>Face-to-Face:</p> <ul style="list-style-type: none"> 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	<p>Practical Activity:</p> <ul style="list-style-type: none"> 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. <p>(PD Theme 4, p. 129)</p>	<p>Practical Activity:</p> <ul style="list-style-type: none"> Student teachers participate in the group practical activity and present it in class. 	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Group presentations on principles of learning in the use of learning resources in diverse learning settings.</p> <p>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.</p> <p>Assesses learning outcomes: CLO 5</p> <p>NTS 3m, Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</p> <p>Weight: 10%</p>
Instructional Resources	<ul style="list-style-type: none"> • Youtube videos on barriers, theories and principles of learning and instruction in multimedia development and use (https://youtube/qn1p3qXuzQQ) • Projectors and computers
Required Text (core)	<p>Farrant, J.S. (1982). <i>Principles and practice of education</i>. London: Longman</p>
Additional Reading List	<p>Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.)</i>. New York: Holt, Rinehalt, & Winston</p> <p>Heinich, R., Molenda, M., Russel, J. D., &Smaldino, E. S. (1996). <i>Instructional media and technologies for learning (5th ed)</i>. New Jersey: Prentice Hall.</p> <p>Rowntree, D. (1982). <i>Educational technology in curriculum development</i>. London: Harper and Row.</p> <p>T-TEL (2015), Questioning, Handbook for PD Cordinators</p> <p>T-TEL (2016), Talk for Learning, Handbook for PD Cordinators</p> <p>T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Cordinators</p>
CPD needs	<p>ICT Skills</p>

Lesson 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Visual design and instructional media production				Lesson Duration	3 Hours	
Lesson description	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 knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	Student teachers may not have adequate ICT skills						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars	Independent Study	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, think, pair share, question and talk should be used in facilitating lessons.</p> <p>e-learning opportunities: Student teachers would be assisted to use ICT to make power point presentation</p> <p>Practical Activity: Student teachers are assisted to develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design</p>						
<ul style="list-style-type: none"> 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 	<p>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).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Demonstrate 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).	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Instructional materials must be culturally appropriate. Equity and inclusivity. Instructional materials must be appropriate to teach adolescence of diverse background. 				

		<ul style="list-style-type: none"> 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. 	
Topic Title: Visual design and instructional media production	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
	Basic elements and Principles for creating visual design;	1 hour	Face-to-Face: <ul style="list-style-type: none"> 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 (PD Theme 3, p. 81)
Classification of instructional media	1 hour	e-learning Practical Activity: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Student teachers participate in the group practical activity and present it in class.

			<p>1. imitative media production technique, 2. adaptive media production technique and 3. creative media production technique) with low/no-cost materials</p> <ul style="list-style-type: none"> The class conduct SEN/gender evaluation and audit of learning resources and create various appropriate ways of storing them. <p>(PD Theme 4, p. 129)</p>	
	End semester project	15mins	<ul style="list-style-type: none"> Introduces end of semester project to students 	<ul style="list-style-type: none"> 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	<p>Component 3: End of Semester project</p> <p>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.</p> <p>Note:Be mindful of SEN/gender issues.</p> <p>Weighting: 40%</p> <p>Assesses Learning Outcomes: CLO 5 CLO 6</p> <p>NTS 3e, e) Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>NTS 3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p>			
Instructional Resources	<ul style="list-style-type: none"> 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). <i>Principles and practice of education</i> . London: Longman			
Additional Reading List	<p>Gagne, R. M. & Briggs L. J. (1979). <i>Principles of instructional design (2nd ed.)</i>. New York: Holt, Rinehart, & Winston</p> <p>Heinich, R., Molenda, M., Russel, J. D., & Smaldino, E. S. (1996). <i>Instructional media and technologies for learning (5th ed.)</i>. New Jersey: Prentice Hall.</p> <p>Rowntree, D. (1982). <i>Educational technology in curriculum development</i>. London: Harper and Row.</p> <p>T-TEL (2015), Questioning, Handbook for PD Cordinators</p> <p>T-TEL (2016), Talk for Learning, Handbook for PD Cordinators</p> <p>T-TEL (2016), Teaching and Learning Materials, Handbook for PD Cordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Cordinators</p>			
CPD needs	Workshop on Visual design and instructional media production			

Lesson 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Models, material development, storage and evaluation I				Lesson Duration	3 Hours	
Lesson description	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 teacher knowledge, prior learning (assumed)	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						
Possible barriers to learning in the lesson	Student teachers may not have adequate ICT skills						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, think, pair share, question and talk should be used in facilitating lessons on models, material development, storage and evaluation.</p> <p>e-learning opportunities: Student teachers would surf on the internet for information.</p> <p>Practical Activity: Student teachers are assisted to develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design.</p> <p>Seminar: Student teachers will use seminar to do group discussions.</p>						
<ul style="list-style-type: none"> 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 	<p>Student teachers to develop skills to 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).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	<p>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).</p>		<ul style="list-style-type: none"> Develop a learning material/model for learning any concept in a specific subject area by applying the basic elements to create various types of models (solid, cross-section, construction and working models) Develop a learning material/model for learning any concept in a specific subject area 		<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation Respect and diversity: Principles of creating visual designs using different media production techniques should include all students with diverse backgrounds. 		

			<p>by applying the basic elements to create diorama and puppets</p> <ul style="list-style-type: none"> Identify ways of developing learning materials using low/no cost resources and appreciate criteria for selecting materials 	
Topic Title: Visual design and instructional media production	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
	Types of models (solid, cross-section, construction and working models)	1 hour	<p>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, cross-section, construction and working models)</p> <p>(PD Theme 3, p. 81)</p>	<p>Face-to-Face: Student participates in the discussion and share their perspectives and answer questions</p>
	Diorama and puppets	1 hour	<p>e-learning Practical Activity:</p> <ul style="list-style-type: none"> 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 <p>(PD Theme 4, p. 129)</p>	<p>e-learning Practical Activity:</p> <ul style="list-style-type: none"> 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	<p>Seminar:</p> <ul style="list-style-type: none"> 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 <p>(PD Theme 4, p. 129)</p>	<p>Seminar: Student teachers participate in the seminar and present their group report in class using poster.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-class Assessment: Component 2: In-class Assessment: Group presentations on ways of developing learning materials using low/no cost resources and criteria for selecting materials 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	<ul style="list-style-type: none"> • YouTube videos on Diorama and puppets • (https://www.youtube.com/watch?v=3UYXRokrEqM&list=PLQKjiA_qgy3Al3m16nxNyT0YKGDC4UgCZ) • Projectors and computers
Required Text (core)	Farrant, J.S. (1982). <i>Principles and practice of education</i> . 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 (5th ed)</i> . 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
CPD needs	ICT Skills in the design of basic visual design and instructional media production

Lesson 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Models, material development, storage and evaluation II				Lesson Duration	3 Hours	
Lesson description	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)	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						
Possible barriers to learning in the lesson	Student teachers may not have adequate ICT skills.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Concept mapping/cartooning to teach the need for storage of resources e-learning opportunities: Student teachers would surf on the internet for information animation and other audio-visuals on types and use of AATs Practical Activity: Demonstration to the development and use of AATs						
<ul style="list-style-type: none"> 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) .						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate 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) .	<ul style="list-style-type: none"> Develop understanding of factors behind ineffective materials Demonstrate the understanding and use of Adaptive and Assistive Technologies (AATs) for SEN Identify the need for storage of resources and gender audit/evaluation of resources using checklist 			<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Principles of creating visual designs using different media production techniques should include all students with diverse backgrounds. 		

Topic Title: Visual design and instructional media production	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
	Factors behind ineffective materials	1 hour	Face-to-Face: <ul style="list-style-type: none"> 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 (PD Theme 3, p. 81)	Face-to-Face: <ul style="list-style-type: none"> Student participates in the discussion and share their perspectives and answer questions base on their STS experience
	Adaptive and Assistive Technologies (AATs) for SEN	1 hour	e-learning/Demonstration: <ul style="list-style-type: none"> 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 (PD Theme 4, p. 129)	e-learning/Demonstration: <ul style="list-style-type: none"> Student teachers participate in the demonstration
	Need for storage of resources and gender audit/evaluation of resources using checklist	1 hour	Face-to-Face: <ul style="list-style-type: none"> 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 (PD Theme 3, p. 85)	Face-to-Face: Student teachers participate in the lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-class Assessment: Component 1: In-class Assessment: Individual oral presentations on factors behind ineffective materials and ways of storing types of resources and demonstrate auditing of resources using checklists 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. <ul style="list-style-type: none"> Weight: 20% 			
Instructional Resources	<ul style="list-style-type: none"> YouTube videos on adaptive technologies (https://www.youtube.com/watch?v=eKWx8twpBEw) Projectors and computers 			
Required Text (core)	Farrant, J.S. (1982). <i>Principles and practice of education</i> . 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 (5th ed.)</i> . New Jersey: Prentice Hall. Rowntree, D. (1982). <i>Educational technology in curriculum development</i> . London: Harper and Row.			

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

Lesson 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Managing inclusive learning settings/classrooms				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)	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 teachers may not have adequate understanding of the new curriculum for basic schools					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars	Independent Study	e-learning opportunities [√] Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	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					
<ul style="list-style-type: none"> 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).					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings. (NTS 3e, 3f, 3g, 3h).		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Strategies for managing inclusive learning settings Respect and diversity: Accommodating diverse learner behaviours and backgrounds. Equity and inclusivity: Involvement of all students with diverse backgrounds. 	

Topic Title: Managing inclusive learning settings/classrooms	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
	The concept and characteristics of inclusive, multi-grade, and developmentally appropriate classroom	1 hour, 30 mins	Face-to-Face: <ul style="list-style-type: none"> 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, multi-grade, and developmentally appropriate classrooms Tutor assigns student teachers into groups to make a presentation after the discussions (PD Theme 3, p. 81)	Face-to-Face: <ul style="list-style-type: none"> 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	1 hour, 30 mins	e-learning/Demonstration: <ul style="list-style-type: none"> Tutor with the aid of audio-visuals, animations lead discussion and demonstration on challenges of teaching inclusive and multi-grade classrooms Tutor should invite SEN tutor to co-teach with him (PD Theme 4, p. 129)	e-learning/Demonstration: <ul style="list-style-type: none"> Student teachers participate in the discussion and demonstration using their STS experience.
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 student participation 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 and multi-age classes. NTS 3h, Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. Weight: 20%			
Instructional Resources	<ul style="list-style-type: none"> YouTube videos on managing inclusive learning settings/classrooms (https://www.youtube.com/watch?v=E2eZwku-QyM) Projectors and computers 			

Required Text (core)	Farrant, J.S. (1982). <i>Principles and practice of education</i> . London: Longman
Additional Reading List	Mulkeen, A. G., & Higgin, C. (2009). <i>Multi-grade teaching in Sub-Saharan Africa. Lessons from Uganda, Senegal and Gambia</i> . Washington: World Bank. 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 class management skills for managing inclusive, multi-grade class.

Lesson 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	Managing inclusive learning settings/classrooms				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)	Students teachers have previously taken a lesson on the concept of learning and curriculum planning in the first week					
Possible barriers to learning in the lesson	Student teachers may not have adequate understanding of the new curriculum for basic schools					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity [✓]	Work-Based Learning	Seminars [✓]	Independent Study	e-learning opportunities [✓] Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Concept mapping/cartooning to teach concepts on managing inclusive learning settings/classrooms.</p> <p>e-learning opportunities: Audio-visuales, animations to aid the discussion and demonstration on approaches and strategies for managing inclusive and multi-grade classrooms</p> <p>Practical Activity: Demonstration on approaches and strategies for managing inclusive and multi-grade classrooms</p>					
<ul style="list-style-type: none"> 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 	<p>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).</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	<p>Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive learning settings. (NTS 3e, 3f, 3g, 3h).</p>		<ul style="list-style-type: none"> Provide clear evidence of comprehension of the concepts of classroom management. Discuss the approaches and strategies for managing inclusive and multi-grade classrooms Connect strategies for managing inclusive early adolescent classrooms based on their personal experiences. 		<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Respect and diversity: Equity and inclusivity 	

Topic Title: Managing inclusive learning settings/classrooms	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
	The concept classroom management	1 hour, 30 mins	Face-to-Face: <ul style="list-style-type: none"> 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 (PD Theme 3, p. 81)	Face-to-Face: <ul style="list-style-type: none"> Student participates in the discussion and share their perspectives and answer questions using their STS experience.
	Approaches and strategies for managing inclusive and multi-grade classrooms	1 hour, 30 mins	e-learning/Demonstration: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 lesson	In-class Assessment: Component 1: Group presentations on approaches and strategies for managing inclusive and multi-grade classrooms Assesses learning outcomes: CLO 6 NTS 3e, e) Employs a variety of instructional strategies that encourages student participation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.			

	<p>NTS 3g, Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>NTS 3h, Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>Weight: 20%</p>
Instructional Resources	<ul style="list-style-type: none"> • 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). <i>Principles and practice of education</i> . London: Longman
Additional Reading List	<p>Mulkeen, A. G., & Higgin, C. (2009). <i>Multi-grade teaching in Sub-Saharan Africa. Lessons from Uganda, Senegal and Gambia</i>. Washington: World Bank.</p> <p>Rowntree, D. (1982). <i>Educational technology in curriculum development</i>. London: Harper and Row.</p> <p>T-TEL (2015), Questioning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Talk for Learning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Teaching and Learning Materials, Handbook for PD Coordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Coordinators</p>
CPD needs	Seminar and workshops on class management skills for managing inclusive, multi-grade class

Lesson 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	Learning planning and preparation				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, co-teaching 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 knowledge, prior learning (assumed)	Students teachers have previously taken a lesson on the concept of learning and curriculum planning in the first week and have observed some lessons during the STS in year one.						
Possible barriers to learning in the lesson	Student teachers may not have adequate understanding of the new curriculum for basic schools						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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)</p> <p>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)</p> <p>Practical Activity: Student-led demonstrations on how to apply the various instructional strategies in planning learning</p>						
<ul style="list-style-type: none"> 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 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).						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	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).	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Developing understanding of NTS Respect and diversity: Appreciating and planning lesson for all. Equity and inclusivity: 				

			<p>Review of the entire course</p> <ul style="list-style-type: none"> 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. 	each topic within the course is relevant to their profession and specialism in particular.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> In-class Assessment: Group presentations on ways of facilitating learning in the classroom and selection of 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 student participation and critical thinking. NTS 3f, Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 			
Instructional Resources	<ul style="list-style-type: none"> YouTube videos on Learning planning and preparation (https://www.youtube.com/watch?v=ubGm1MR7JSM) Projectors and computers 			
Required Text (core)	Farrant, J.S. (1982). <i>Principles and practice of education</i> . London: Longman			
Additional Reading List	<p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers.</p> <p>Pratt, D. (1980). <i>Curriculum design and development</i>. New York: Harcourt Brace Jovanovich Publishers</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press</p> <p>Tyler, R. W. (1949). <i>Basic principles of curriculum and instruction</i>. London: The University of Chicago Press Ltd</p> <p>UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO</p> <p>Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i>. Kumasi: Benjoy Enterprise.</p> <p>T-TEL (2015), Questioning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Talk for Learning, Handbook for PD Coordinators</p> <p>T-TEL (2016), Teaching and Learning Materials, Handbook for PD Coordinators</p> <p>T-TEL (2016), Group Work, Handbook for PD Coordinators</p>			
CPD needs	Classroom Management Skills			
Course Evaluation	<p>Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> 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) <p>Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> 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% 			

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

NOTE

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.

