

# Four-Year B.Ed. Course Manual

# **Inquiry and Action Research for Early Grade**









**GOVERNMENT OF GHANA** 









### **FOREWORD**

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

### **ACKNOWLEDGEMENTS**

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

A participatory team approach was used to produce this set 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 copy resulting in a set of materials that are easy to use, read, and reference.

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

#### Pedagogy I

#### Specific context issues:

Early grade teachers are expected to exhibit a thorough knowledge of the early grade setting and the wider school environment to enable them reform and reinforce learning. This requires adequate skills in conducting action research. However, it has been observed that most early grade teachers need the skills in examining schools related problems that affects learning and understand the procedures for conducting an action research and implement interventions to support all early grade learners.

Course Title	INQUIRY AND ACTION RESEARCH IN EARLY GRADESCHOOLS								
Course Code	PD	E 321		Course Level	ı:	Semester 2 GRADE)	? (EARLY	3	Credit value:
Pre-	Studon	ts have her	en introduced	300	cod	Inquiry and	Child Study	<u> </u>	
requisite	Studen	its nave bed	en introduced	to School-ba	seu	iliquily allu	Cilia Stady		
Course	Face-	Practical	Work-	Seminars	Inc	dependent	e-learning		Practicum: [v]
Delivery	to-	activity	Based	[٧]	Stı	udy: [v]	opportunitie	es	
Modes	face: [v]	[√]	Learning: [√]				[√]		
Course Description (indicate NTS, NTECF, BSC GLE to be addressed)	The course seeks to provide the student teacher with a sound knowledge, understanding and application of the principles and procedures in conducting Action Research at the Early Grade Level. The course further seeks to assist student teachers to understand and use appropriate data collection procedures to obtain credible information, and the use of software tools to analyse data. Furthermore, student teachers will be exposed to issues that relate to Action Research and the role of the Action Researcher. The course aims at providing practical skills, including ICT tools, for student teachers to understand the benefits of Action Research as a developmental activity used to improve teaching and learning in classrooms with learners of diverse strengths and needs. The course will also expose student teachers to the various stages in writing Action Research report. This will help them to undertake action research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies. Differentiated interactive techniques (including pyramid and panel discussions, projects, audio-visual and tactile analysis, diamond nine, shower thoughts) and assessment procedures (reports, projects, case studies, digital/manual portfolios, individual and group presentations and projects) will be employed in the learning process. The course will also explore issues within the context of Ghanaian core values, critical thinking, honesty, commitment and passion,								
Course			rmed citizenry pletion of the		icy,	Indicators	icarriing.		
Learning			-						
Outcomes							h as a disciplined inquiry, nd as bridging the gap practice ion research and the key		
							ting action research n procedures in a mini		
	of proc	edures for	nderstanding a writing action TS 3b, 3e, 3f, 3	research	n	researc 4.2 Demon	h project.	ар	for writing an action oply the procedures for

In exposing stue examples, illust those that prof	trations, multimedia tools and inte	5.1 Discuss the critical issues to be considered in conducting action research.  5.2 Apply the critical issues in action research  5.3 Write a proposal on an identified problem in an inclusive classroom during observation while on supported teaching in schools.  this course, teacher educators should endeavour to us ceractive strategies that are gender responsive and nixed ability and gender balanced groups for panel  Sub-topics (if any):  Teaching and Learning Activities to Achieve Learning			
			Achieve Learning Outcomes:		
Unit 1	Definition and Characteristics of Action Research      Processes in conducting Action	Meaning of research, action research and types of action research; Action Research as a disciplined inquiry; Action Research as reflective practice; Action Research as bridging the gap between research and practice; The need for action research; Key principles of Action Research (reflective critique; dialectical critique; collaborative resource; risk, plural structure; theory, practice and transformation)  Problem identification	Tutor-led discussions on research, action research, and types of action research; individual and group power point presentations on action research as a disciplined inquiry, reflective practice, bridging the gap between research and practice, and the need for action research; Shower thoughts on key principles of action research.		
	2. Processes in conducting Action Research	(perceive a problem, guidelines for reflection, diagnosing the perceived problem through evidence/indicators and causes); Reviewing related literature to gain more insight into the problem at hand; Planning the intervention activities (selecting appropriate intervention activities); Planning for data collection (purpose and objective of the research; research questions; data collection methods and instruments); Implementing the intervention (being innovative and creative; prioritising intervention activities practical and understandable);	Group power point presentations on processes in conducting action research; Concept mapping/cartooning on processes in conducting action research; independent study and report on processes in conducting action research.		

	1			
			Monitoring the	
			intervention ( activity and	
			monitoring; monitoring	
			plan; data collecting plan;	
			recording data collected);	
			Analysis of data	
			(organising of the data,	
			making meaning of the	
			major	
			-	
			themes/interpretation of	
			data	
	3	3. Data collection and analysis	General data collection	Group power point
			procedures and methods	presentations on
			(selecting the methods;	procedures and
			making a rational choice;	methods used in
			methods available;	collecting data in
			considering practicalities;	action research;
			categorising the	Group projects on
				how to collect data in
			methods); Paper and pen	
			methods (personal field	action research using
			notes or journals; pupils'	ICT; Tutor-led
			diaries; questionnaires;	demonstration on
			class exercises, quizzes,	how to analyse data
			tests; portfolios; case	in action research
			study); Live methods	using software;
			(sociometric methods; on-	Group projects on
			to-one interview; group	how to analyse data
			interview; focus-group	in action research
			I =	
			interview/discussion;	including the use of
			observation; rating scale);	appropriate ICT tools
			Ostensive methods	and softwares.
			(slide/tape presentations;	
			audio-taped interviews;	
			videotaping the action);	
			Approaches to data	
			analysis (quantitative	
			analysis; creating a data	
			set; qualitative analysis;	
			1	
			types of qualitative data;	
			approaches to qualitative	
			data analysis; processes	
			of analysing data); Steps	
			for analysing data	
			(analysing quantitative	
			data; software tools for	
			qualitative analysis;	
			qualitative approach to	
			analysing action research	
			data; synthesising the	
			data; guidelines for	
	4	4 Whiting option recognity	analysing data)	Tally for learning
	4	4. Writing action research report	Presentation (preliminary	Talk for learning
			pages including	approaches for
			declaration;	writing action
			acknowledgements;	research report;
			dedication; table of	Individual project on
			contents; list of tables; list	writing action
			of figures; list of diagrams	research report using
			; abstract); Chapter one:	ICT;
			Introduction (background	.5.,
ı			to the study; perceived	

	1			
			problem; diagnosis of the	
			problem in terms of	
			evidence and causes;	
			statement of the	
			problem; purpose of the	
			study; objectives;	
			research questions;	
			delimitations; significance	
			of the study; definition of	
			terms; organisation of the	
			chapters of the study);	
			Chapter two: Literature	
			Review (what is literature	
			review?; materials to	
			review; sources of	
			materials to reviewed;	
			types of literature to	
			review-theoretical and	
			empirical; how to review	
			literature; writing	
			literature review);	
			Chapter three:	
			Methodology (research	
			design; setting of the	
			study; population;	
			sample; sampling	
			technique;	
			implementation of	
			interventions;	
			· · · · · · · · · · · · · · · · · · ·	
			instruments used, type of	
			data collected; ethical	
			issues considered;	
			problems encountered;	
			method of data analysis);	
			Chapter four: Data	
			presentation, analysis and	
			discussion (synthesising	
			the data; presenting data	
			from pupils' diaries, your	
			journal, photograph or	
			videos;	
			interpretation/discussion;	
			answering the research	
			questions); Chapter five:	
			Summary, conclusions	
			and recommendations	
			(summary of key findings;	
			conclusions; limitations;	
			recommendations; areas	
	-	C Critical increas in a still in	for future research)	Think noise shares are
	5	5. Critical issues in action	Role of the action	Think-pair-share on
		research	researcher; Ethical	the role of the action
			considerations (informed	researcher;
			consent; guidelines for	Individual/group
			reasonably informed	presentations and
			consent; access and	reflective notes on
			acceptance; privacy;	ethics to be
			anonymity;	considered when
			confidentiality); Strengths	conducting action
			and limitations of action	research; Shower
			research (research;	thought on practical
L	1	I.		

strengths of action research; Practical and theoretical matters of action research (intervention-oriented; planning in actionreflection cycle; monitoring and evaluation essential; thinking changes; encountering mistakes); Things to remember in action research (start small; plan carefully; involve others; keep others informed; arrange for feedback; organise a writing schedule; consider ethical issues)

and theoretical matters of action research; group power point presentations on things to remember in action research

Course Assessment (Educative assessment: of, for and as learning) In assessing student teachers, teacher educators should endeavour to use assessment procedures that are gender sensitive/responsive and those that promote inclusivity (gender balanced and mixed ability groups for presentations, projects).

Reference to be made to NTEAP for specific details.

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

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

#### NOTE:

"Write a 12-paged (excluding reference), double-spaced ActionResearch proposal on a chosen topic based on your experience during supported teaching" The proposal must have an appendix for a proposed tool (Interview guide, test, observation guide etc) you will use to collect the preliminary data to conduct research on problems on early grade learners

Assesses Learning Outcomes: CLO 1, and CLO 2

NTS:

- 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking.
- 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3i) Listens to learners and gives constructive feedback.

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

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

#### NOTE:

- a. Assignment (Each should NOT be more than 400 words)
  - i. Identify a child in your school or community of practice with SEND issue and describe the procedure you will apply to provide support for this child.
  - ii. Identify a researchable issue or problem in education and write an introductory section for the problem indicating the (i) introduction (ii) statement of problem and (iii) significance of the study)
  - iii. Describe steps or procedures you will adopt meet ethical requirements in conducting an action research at the school and district levels.

Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO4, and CLO 5

	NTS:3bCarries out small-scale action research to improve practice.
	Component 3: Weighting: 40%
	Summary of Assessment Method: End of semester examination
	Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, CLO 5.
	NTS:3bCarries out small-scale action research to improve practice.
Teaching	1.NVIVO
and	2.ATLAS Ti
Learning	3.SPSS
Resources	4.TESSA Online Educational Resources (www.tessafrica.net)
	5.T-TEL Modules (www.t-tel.org).
	6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com,
	www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
Reading	Development and Action
List1	Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi:
	Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities.
	Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in
	universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional	Cohen, L., Manion, L., & Morrison, K. (2011).Research methods in education (7th ed.). New York:
Reading List	Routledge.
reduing List	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York:
	McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
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 $<sup>^{1}</sup>$  This must make clear what is the "Required reference (compulsory texts)" and the "Additional reading list"

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title	e of Lesson	Definition	and characte	Lesso		3 Hours			
Les	son description		•			a fundamental,	sound knowle	dge,	
						pplication in cor			
						s a disciplined inc ce shall be expla			
						ciples of action r		iic ic	33011 WIII
						·			
	vious student				ld study in thei	r schools of prac	tice and have	also	taken the
	cher knowledge,			Based Inquiry	achare to the e	ourse learning o	utcomos and	tha	•
Pile	or learning (assumed)			ts of the cours		ourse learning (	Julcomes and	uie	3
Pos	sible barriers to		tudent teacher might have incorrect ideas/misconceptions about research.						
	rning in the lesson						_		
	son Delivery –	Face-to-	Practical	Work-Based	Seminars	Independent	e-learning		Practicum
	sen to support dents in achieving	face √	Activity	Learning		StudyV	opportuniti	es	
	outcomes								
Les	son Delivery – main								
	de of delivery chosen	Face-to-face: Discussion, shower thoughts, student teacher presentations, to explain the concept of							e concept of
	support student	Action Research and key principles in its application in education							
	chers in achieving learning outcomes.	Independent Study: to appreciate characteristics of Action Research							
uie	learning outcomes.								
•	Purpose for the	The purpose of this lesson is to expose student teachers to action research, and types of action							
	lesson, what you	research.1	The lesson fur	ther seeks to e	xposestudent t	eachers to the c	haracteristics	of ac	tion
	want the students	research.	(NTECF, NTS 3	8b, 3e, 3f, 3g).					
	to achieve, serves	2h Ca wi aa							
	as basis for the learning outcomes.				rch to improve	practice. encourages stud	ent		
	An expanded		ion and critica		orrategies that t	erreourages staa			
	version of the			-	cially girls and s	students with Sp	ecial		
	description.			uring their pro					
				al strategies a <sub>l</sub>	propriate for n	nixed ability, mu	Itilingual and		
•	Write in full aspects of the NTS	muiti-age	multi-age classes.						
	addressed								
•	Learning Outcome	Learning (	Outcomes	L	earning Indicat	tors	Identify whi	ch cr	oss – cutting
	for the lesson,						Issues, core		
	picked and						skills, inclus		
	developed from the course specification						these be ad		sity. How will
	Learning indicators						developed	ai C33	cu oi
	for each learning	CLO 1. De	monstrate kno	owledge	L.1Explain resea	arch, action		uiry s	kills through
	outcome	and under	rstanding of a	ction	research, ar		observation		
			its types, key		action resea		Develop skil		
			eed for action		L.2 Describe act	tion research ned inquiry, as	report and s		)T
		(INTECE, IN	TS 3b, 3e, 3f,	<b>38</b> J.	•	ractice, and as	Develop Pre		ation skills
						gap between	Developing		
					research an		collaboratio		
					L.3 Discuss the	need for	and care to		
						arch and the	(SEN) throug	gh gro	oup work
					key principle	es of action			
					research.				

Content of lesson picked	Sub Topic	Time or Stage	me or Stage Teaching and learning to achieve learning outcomes depending on delivery mode selected. Teacher led,		
and developed from the					
course specification			collaborative group work		
Topic Title			Teacher Activity	Student Activity	
Definition and	a. Introduction	10 minutes	Face-to-Face:	Face-to-Face:	
Characteristics of Action	to Y2S2		Tutor Initiates discussion	Student teachersdo self-	
Research	Course		to do self-introduction	introduction	
	Manual		and require of student		
		10 : :	teachers to do same	<u> </u>	
		10 minutes	Face-to-Face:	Face-to-Face: discuss the Course	
			Make available copies of Y2S2 course Manual to	manual for Y2S2 and state	
			student teachers to	their expectations for the	
			introduce Course manual	semester as well as	
			to student teachers and	critique the previous	
			allow them to discuss	semester's manual	
			their expectations for the		
			semester as well as		
			critique the previous		
			semesters challenges.		
			Student teachers are		
			made to draw		
			experiences from their		
			school observation as		
			they prepare to conduct		
			research on early		
	1 4 1	40	adolescence.	5 . 5 . 6 . 11 . 1	
	b. Action	40 minutes	Face-to-Face:	Face-to-Face/GroupWork:	
	Research, and Types of		Tutor through shower thoughts discusses with	Student teachers in groups discusses with	
	Action		student teachers' the	student teachers' the	
	Research		meaning of Action	meaning of Action	
	1.5555.5		Research and its types.	Research and its types	
			(Action Research as a	,,	
			disciplined inquiry;		
			Action Research as		
			reflective practice;		
			Action Research as		
			bridging the gap		
			between research and		
	- Cl · · · ·	CO minut	practice)	Indonesia Ct. I	
	c. Characteristic	60 minutes	Independent Study:	Independent Study:	
	s of Action Research		Tutor assign students	Students present report on characteristics of	
	Research		into mixed ability/gender group for them to search	Action Research.	
			on the internet and	Action Research.	
			discuss with whole class		
			the characteristics of		
			Action Research.		
	d. Key Principles	60 minutes	Face-to-Face/Group	Face-to-Face/Group:	
	of Action		Work:	Work:	
	Research		Tutor to put student	Student teachers in	
			teachers into mixed	special ability groups to	
			ability/gender-based	present reports on key	
			groups shower thought	principles of action	
			onkey principles of	research	
			action research using		
			Shower thoughts		
	J				

Lesson assessments –	Component 1:							
evaluation of learning:	·							
of, for and as learning	In-lesson Assessment Method: Assignment and Presentation  I. Students write a one-page essay "Discuss the need for Action Research and the key							
within the lesson	principles of Action Research for Early Grade learners" and submit it during lesson							
within the lesson	· · ·							
	3(Assignment will be graded as part of <b>Component 1</b> )							
	II. Students present report on characteristics of Action Research during the lesson (To be							
	graded as Oral presentation)							
	Accessed Learning Outcomes, CLO 1							
	Assesses Learning Outcomes: CLO 1,							
	NTS: 3e. Employs a variety of instructional strategies that encourages student							
	participation and critical thinking.							
Teaching Learning	TESSA Online Educational Resources (www.tessafrica.net).							
Resources	T-TEL Modules (www.t-tel.org).							
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher							
nequired rene (eere)	Development and Action Research.							
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.							
	Kumasi: Payless Publication Ltd.							
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities.							
	Accra: Readwide Publishers.							
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting							
	pedagogical research in universities. London: Routledge.							
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open							
	University Press.							
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.							
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York:							
	Routledge.							
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.							
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York:							
	McGraw-Hill.							
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative							
	approaches, Nairobi: Acts Press.							
CPD Requirement	Talk for Learning Approaches (Theme 3)							

Year of B.Ed. 3 Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Processes	involved i	n Conductii	ng Action Research(1	)		Lesson Duration		3 Hour s
Lesson description	appreciat and multi	The lesson seeks to provide the student teacher with a fundamental understanding and appreciation of the outline of the processes involved in conducting action research in inclusive and multi-grade classroom. The lesson further exposes student teachers to the processes involved in conducting action research							
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	Student to course Inc	eachers hav	ve undertak ool-Based In	en child study in thei				so tak	en the
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practica I Activity	Work- Based Learning	Seminars	Independent StudyV		rning rtunities	Prac	ticum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Discussion, concept mapping, student teacher presentations, to explore planning processing in Action Research Independent Study: tostudy planning activities							ning	
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed	processes NTS 3b, 3 3bCarries 3e) Emplo participat 3f) Pays a Education 3g) Emplo	The purpose of this lesson is to expose student teachers todemonstrate the understanding of the processes involved in conducting action research in inclusive and multi-grade classroom(NTECF, NTS 3b, 3e, 3f, 3g, 3i).  3bCarries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.						ECF,	
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning	Outcomes	L	earning Indicators		cutt tran inclu add will or d	ntify which ing Issues, isferable susivity. Equessing divithese be a eveloped	, core kills, uity a versity addres	and nd /. How ssed
	unde proce cond resea and r classi	2 Demonstr rstanding o esses involv ucting actic irch in inclu multi-grade room (NTEC e, 3f, 3g, 3i)	f the ced in in sive 2	.1.Outline the proces onducting action rese nclusive and multi-gra .2. Discuss the proces onducting action rese	earch in ade classroom sses involved in	thro Devo repo com Devo skills colla atte indiv	elop inquing by the second skills ort and skil munication elop Prese so Developiaboration and widual neewough group	vation of wri lls of n ntatio ng Soo and care t ds (SE	n ting on cial o N)

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	depending on delivery mode selected. Teacher le collaborative group work or independent study		
Topic Title			Teacher Activity	Student Activity	
Processes involved in Conducting Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor Initiates discussion to review previous lesson	Face-to-Face: Student teachersanswer questions	
	b. Identification of Problem	50 minutes	Face-to-face: Tutor through concept mapping to discusses with student teachers' theprocesses involved in conducting Action Research in inclusive and multi-grade classroom. Discussion should focus on problem identification (How to perceive a problem, guidelines for reflection, diagnosing the perceived problem through evidence/indicators and causes)	Face-to- face/Groupwork: Student teachers in groups discusses with student teachers' way and means of identifying problems	
	c. Review of Literature	50 minutes	Independent Study: Tutor assign students into mixed ability/gender group for them to search on the internet and discuss with whole class how to review related literature to gain more insight into the problem at hand	Independent Study: Students present report on how to review related literature	
	d. Planning the Intervention Activities	50 minutes	Face-to-Face/Group work: Tutor to put student teachers into mixed ability/gender- based groups to discuss planning the intervention activities (selecting appropriate intervention(s), intervention activities); Planning for data collection (purpose and objective of the research; research questions; data collection methods and instruments);	Face-to-Face/Group Work: work: Student teachers in special ability groups to present reports on planning intervention activities	
	e. Review Quiz	20 minutes	Paper and Pencil Quiz		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	as part of <b>Co</b> II. Students pre graded)  Assesses Learning Out	Class Testand Pre te at least 10-Iten mponent 1(Subje sent report on platcomes: CLO 2,	sentation (Mid-Term) n (Questions) on lesson 1 and 2 (Cl ct Portfolio) anning intervention activitiesduring		
Teaching Learning Resources	TESSA Online Education T-TEL Modules (www.	onal Resources (w	search to improve practice. ww.tessafrica.net).		
Required Text (core)	Ackummey, M. A. &Ka Development and Act		ducational action research. Winne	eba: Centre for Teacher	

	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and
	universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open
	University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York:
	Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12
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Titl	e of Lesson	Processes i	involved in	Conductin	g Action Research	(2)		Lesson		3
			Duration						Hours	
Les	son description		The lesson seeks to provide the student teacher with a fundamental understanding and							
			ppreciation of the outline of the processes involved in conducting action research in inclusive							
		1	nd multi-grade classroom. The lesson further exposes student teachers to the processes involved conducting action research							
_					1.11.1 . 1					
_	vious student teacher					neir schools of pract	tice and	nave also	о таке	n the
_	owledge, prior learning	course Incl	usive school	oi-Based ir	iquiry					
•	sumed) ssible barriers to	Chudantha	-	. haa !.aa.						
	rning in the lesson	Student te	acher mign	t nave inco	orrect ideas/illiscoi	nceptions about res	searcn.			
	son Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independent	o loor	mina	Droc	cticum
	support students in	face V	Activity	Based	Seminars	StudyV	e-lear	rtunities	Piac	.ticum
	ieving the outcomes	Tace v	Activity	Learning	,	Studyv	Орро	ituilities		
	son Delivery – main			Learning						
	de of delivery chosen	Face-to-fac	re· Discussi	on cartoo	ning student teach	er presentations, to	o explo	re nlannir	ισ	
	support student	processing				.c. presentations, t	c capio	. c planini	.0	
	chers in achieving the				plementingactiviti	es in conducting Ac	tion Re	search		
	rning outcomes.				1					
	0									
•	Purpose for the	The purpos	se of this le	sson is to	expose student tea	chers todemonstra	te the i	understan	ding	of the
	lesson, what you				•	n inclusive and mul			_	
	want the students to	NTS 3b, 3e					Ü		•	
	achieve, serves as		, , , ,							
	basis for the learning	3bCarries of	out small-sc	ale action	research to impro	ve practice.				
	outcomes. An	3e) Employ	s a variety	of instruc	ional strategies th	at encourages stude	ent			
	expanded version of	participation	on and critic	cal thinkin	g.					
	the description.					d students with Spo	ecial			
				_	eir progress.					
•	Write in full aspects			nal strate	gies appropriate fo	r mixed ability, mu	ltilingua	al and		
	of the NTS addressed	multi-age o								
					constructive feedba		1			
•	Learning Outcome	Learning O	utcomes		Learning Indicator	S		tify which		
	for the lesson, picked							ing Issues,		and
	and developed from							sferable sl usivity. Equ		nd
	the course									
•	specification Learning indicators	addressing diversity. H will these be addresse								
	for each learning							eloped	iuui c.	,5CU 01
	outcome	CLO 2	Demonstra	te	2.1.Outline the pro	ocesses involved in		elop inqui	rv skil	ls
	outcome	understanding of the conducting action research in through observation								
		processes involved in inclusive and multi-grade classroom Develop skills of write								
			cting action			<u> </u>		ort and ski		J
			ch in inclus		2.2. Discuss the pro	ocesses involved in	-	municatio		
		multi-	grade classr		conducting action			elop Prese	entatio	on
			F, NTS 3b, 3		Č			Developi		
		3g, 3i)						boration :	_	
		,					atte	ntion and	care t	to
							indiv	vidual nee	ds (SE	∃N)
							thro	ugh group	worl	<u> </u>

Content of lesson picked and developed from the course specification	Sub Topic  Time or Stage  Teaching and learning to achieve learn outcomes: depending on delivery more independent study  Teacher led, collaborative group work independent study		elivery mode selected. group work or	
Topic Title			Teacher Activity	Student Activity
Processes involved in Conducting Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor Initiates discussion to review previous lesson	Face-to-Face: Student teachers answer questions
	b. Planning for Data Collection	50 minutes	Face-to-face: Tutor through cartooning discusses with student teachers' theprocesses involved in conducting Action Research in inclusive and multi-grade classroom. Discussion should focus on planning for data collection (purpose and objective of the research; research questions; data collection methods and instruments).	Face-to- face/Groupwork: Student teachers in groups discusses with student teachers' planning for data collection
	c. Implementing the Intervention	50 minutes	Independent Study: Tutor assign students into mixed ability/gender group for discussion onImplementing the intervention (being innovative and creative; prioritising intervention activities; making intervention activities practical and understandable).	Independent Study: Students present report on implementing the intervention
	d. Monitoring the Intervention Activities	50 minutes	Face-to-Face/Group work: Tutor to put student teachers into mixed ability/gender- based groups to discuss monitoring the intervention. The discussion should focus on monitoring plan; data collecting plan; and recording data collected. Analysis of data discussion should focus on organising the data, making meaning of the major themes and interpretation of data	Face-to-Face/Group Work: work: Student teachers in special ability groups to present reports on monitoring intervention activities
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment 1: (End of Semesting Students present reports on valesson (To be graded as oral power in lesson 1 is of the Assesses Learning Outcomes: NTS:3bCarries out small-scale	tion arious processes resentation) due for collection	s involved in conducting Actio	on Research during the

Teaching Learning	TESSA Online Educational Resources (www.tessafrica.net).
Resources	T-TEL Modules (www.t-tel.org).
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.  Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

Title of Lesson Data Collection and Analysis (1)	Lesson	3						
	Duration	Hours						
<b>Lesson description</b> The lesson seeks to provide the student teacher with understanding of the								
methods in data collection when conducting Action Research. It further s								
apply the data collection procedures in a mini Action Research project. Fi	inally, it seeks	to assist						
·	tudents to demonstrate how to analyse data in action research							
Previous student teacher   Student teachers have undertaken child study in their schools of practice	and have also	taken the						
knowledge, prior learning course Inclusive School-Based Inquiry								
(assumed)								
Possible barriers to Student teacher might have incorrect ideas/misconceptions about resear	rcn.							
learning in the lesson  Lesson Delivery – chosen Face-to- Practical Work- Seminars Independent e-	laavnina	Practicum						
·	learning	Practicum						
	pportunities							
Lesson Delivery – main mode of delivery chosen Face-to-face: discussion, shower thoughts, student teacher presentations	s to approciat	o data						
to support student collection procedure	s, to appreciat	e uata						
teachers in achieving the Independent Study: to study on paper and pen methods of collecting da	ıta							
learning outcomes. Practical Activity: to develop skills and competence in conducting interview								
e-learning opportunities: to search for paper and pen methods of collect								
c learning opportunities, to search for paper and performances of conece	ing data							
Purpose for the     The purpose of this lesson is to expose student teachers todemonstrate k	knowledge.							
lesson, what you understanding and application of data collection and analysis procedures		3a, 3b, 3c,						
want the students to 3e, 3f, 3g, 3i).		, , ,						
achieve, serves as 3a) Plans and delivers varied and challenging lessons, showing a clear gra	sp of the							
basis for the learning intended outcomes of their teaching.	•							
outcomes. An 3b Carries out small-scale action research to improve practice.								
expanded version of 3c) Creates a safe, encouraging learning environment.								
the description.  3e) Employs a variety of instructional strategies that encourages student								
participation and critical thinking.								
Write in full aspects     3f) Pays attention to all learners, especially girls and students with Special	al							
of the NTS addressed Educational Needs, ensuring their progress.								
3g) Employs instructional strategies appropriate for mixed ability, multilir	ngual and							
multi-age classes.								
3i)Listens to learners and gives constructive feedback.								
	dentify which							
	cutting Issues,							
	transferable sk							
	nclusivity. Equ	•						
	addressing dive will these be a							
2008	developed	dui esseu oi						
	Develop inquir	v skills						
	analysing data	50. 511115 111						
	Develop skills o	of writing						
	report and skill	-						
	communication	15 01						
	Develop Preser	า						
		n ntation						
	Develop Preser skills Developir collaboration a	n ntation ng Social						
	skills Developir	n ntation ng Social ind						
3b, 3c, 3e, 3f, 3g,	skills Developir collaboration a	n ntation ng Social ind care to						

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage  Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study		
Topic Title			Teacher Activity	Student Activity
Data Collection and Analysis	a. Review of Previous Lesson  a. General Data Collection Method	10 minutes 50 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson Face-to-Face/Group Work: Tutor through cartooning discusses with studentteachers, general data collection procedures and methods. The discussion should focus on selecting the methods, making a rational choice, methods available,	Face-to-Face: Student teachers answer questions Face-to- face/GroupWork: Student teachers in groups discusses with student teachers' general data collection methods
	b. Paper and Pencil Method	60 minutes	considering practicalities and categorising the methods.  Independent Study/e-learning: Tutor assign students into mixed ability/gender group for independent study on paper and pen methods. Each group will take one of the following (personal field notes or journals; pupils' diaries; questionnaires; class exercises, quizzes, tests; portfolios; case study) and search on the internet for sample and share. Tutor guides groups to make presentation	Independent Study/e-learning: Students present groupreport on paper and pen methods of collecting data.
	c. Live Method	60 minutes	Practical Activity: Tutor to put student teachers into mixed ability/gender-based groups to discuss Live methods (sociometric methods; on-to-one interview; group interview; focus-group interview/discussion; observation; rating scale). Guide students in pairs to conduct one-on-one interviews	Practical Activity: Student teachers in pairs conduct one-on- one interviews and peer critique each other's work.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	b. Student teach work.  Assesses Learning Outo	n Class Presentatio ent group report o ers in pairs conduc comes: CLO 2,		_
Teaching Learning Resources	1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educati	ional Resources (w	ww.tessafrica.net)	

	5.T-TEL Modules (www.t-tel.org).
	6.Other Relevant Online Resources (www.Tess-india.net,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.  Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

Year of B.Ed. 3 Semester 2 Place of lesson in semester	1234 <b>5</b> 6789101112
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Title of Lesso	n	Data Colle	ection and	Analysis (2)				Lesson		3
								Duration	า	Hours
Previous students with the state of the stat	dent teacher prior learning iers to le lesson ery – chosen	The lesson seeks to provide the student teacher with understanding of the procedures and methods in data collection when conducting Action Research. It further seeks to assist students to apply the data collection procedures in a mini Action Research project. Finally, it seeks to assist students to demonstrate how to analyse data in action research  Student teachers have undertaken child study in their schools of practice and have also taken the course Inclusive School-Based Inquiry  Student teacher might have incorrect ideas/misconceptions about research.  Face- Practical Work- Seminars Independent e-learning Practicum								
achieving the		to-face √	Activity √	Based Learning		StudyV	٧	rtunities		
Lesson Delive mode of delive to support st teachers in a learning outc	very chosen udent chieving the	Face-to-face: discussion, shower thoughts, student teacher presentations, to appreciate data collection procedure Independent Study: to study on paper and pen methods of collecting data Practical Activity: to develop skills and competence in conducting interviews e-learning opportunities: to search for paper and pen methods of collecting data							ta	
the stude achieve, basis for outcome expande the description.	what you want ents to serves as the learning es. An d version of	The purpose of this lesson is to expose student teachers todemonstrate knowledge, understanding and application of data collection and analysis procedures. The course further seeks to assist student teachers to obtain credible information and use appropriate software tools to analyse data. (NTECF, NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).  3a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.  3b Carries out small-scale action research to improve practice.  3c) Creates a safe, encouraging learning environment.  3e) Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.								
the lesso develope course sp	_		Outcomes	L	constructive feedbac earning Indicators		transfe inclusi addres will the develo	•	ore ar ls, y and sity. I dresse	nd How
		knowled and appl collectio procedu	emonstrate lge, undersi lication of c n and analy res (NTECF, ic, 3e, 3f, 3g	lata vsis NTS S, 3i).	<ul> <li>3.1 Discuss the procemethods in data when conducting research</li> <li>3.2 Apply the data comprocedures in a research project</li> <li>3.3 Demonstrate how data in action research</li> </ul>	collection gaction ollection nini action w to analyse	Develor analysis Develor report committee Develor Collaboration and call an	op inquiry gh data color analytic ing data op skills of and skills unication op Present oping Social coration and through gird through gird data.	llection cal skill writing of cation al datte vidual	lls in ng skills ention needs

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to ach outcomes: depending on del Teacher led, collaborative gr independent study	livery mode selected. oup work or	
Topic Title			Teacher Activity	Student Activity	
Data Collection and Analysis	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions	
	b. Ostensive Method	50 minutes	Practical Activity/e- learning opportunities: Tutor through demonstration discusses with studentteachersostensive methods (slide/tape presentations; audio-taped interviews; videotaping the action)	Practical Activity/e- learning opportunities: Student teachers in groups discusses ostensive methods	
	c. Approaches to Data Analysis	60 minutes	Practical Activity/e-learning: Using demonstrations, tutor assist students to appreciate approaches to data analysis (quantitative analysis; creating a data set; qualitative analysis; types of qualitative data; approaches to qualitative data analysis; processes of analysing data)	Practical Activity /e-learning: Students participate in practical sessions	
	d. Steps in Data Analysis	60 minutes	Practical Activity: Using demonstrations, tutor assist students to appreciate steps in analysing data using appropriate software (analysing quantitative data; software tools for qualitative analysis; qualitative approach to analysing action research, synthesising the data; guidelines for analysing data)	Practical Activity: Students participate in practical sessions	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Student teachers in pairs peers, critique each other's work.  Component 2: (End of Semester weighting: 30%) Semester Project – To be submitted at the end of lesson 12 Tutor discusses the Semester project with student teachers: "Write a 12-paged(excluding reference, double-spaced ActionResearch proposal on a chosen topic based on your experience during supported teaching" The proposal must have an appendix for a proposed tool(Interview guide, test, observation guide etc) you will use to collect the preliminary data.  Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.				

Teaching Learning	1.NVIVO
Resources	2.ATLAS Ti
nesources	3.SPSS
	4.TESSA Online Educational Resources (www.tessafrica.net)
	5.T-TEL Modules (www.t-tel.org).
	6.Other Relevant Online Resources (www.Tess-india.net,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.  Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Software for data analysis

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12
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Title of Lesson	Writing Action Research Report (Presentation Format and Introduction)  Lesson Duration  He							
Lesson description	The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Presentation Format and Introduction). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research.							
Possible barriers to learning	Student	teacher mig	ght have in	correct ideas/miscor	nceptions about	research	۱.	
in the lesson  Lesson Delivery – chosen to support students in achieving the outcomes	Face- to- face V	Practical Activity V	Work- Based Learning	Seminars	Independent Study	e-leari oppor	ning tunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Format a	and Introdu Activity: to	ction o develop s	nt teacher presentat skills and competenc se appropriate ICT sl	e in crafting rese	arch		
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	The purpose of this lesson is to expose student teachers todemonstrate understanding and application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i).  3b Carries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.							
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	CLO und appl proceactic proj	4. Demons erstanding lication of cedures for on research ect (NTECF, 3e, 3f, 3g, 3	trate and writing NTS	4.1 Discuss the procedures for writing an action research project. 4.2 Demonstrate how to apply the procedures for writing action research.  Device the procedures for writing action research.			entify which cross — tting Issues, core and ansferable skills, clusivity. Equity and dressing diversity. How Il these be addressed or eveloped evelop inquiry skills rough data collection evelop analytical skills in alysing data evelop skills of writing port and skills of mmunication evelop Presentation ills Developing Social Illaboration and tention and care to dividual needs (SEN)	

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
Topic Title			Teacher Activity	Student Activity		
Writing Action Research Report (Presentation Format and Introduction)	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions		
	b. Presentation Format	50 minutes	Face-to-Face:  Using shower thoughts, tutor discusses with students the format for presenting Action Research. The resentation should focus on: preliminary pages including declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract)	Face-to-Face: Student teachers participate in lesson by answering questions		
	c. Chapter one	60 minutes	abstract)  Face to Face: Using cartooning, tutor discusses with student teachers processes and components of Chapter one of an Action Research. The following components must be discussed: Introduction (background to the study; perceived problem; diagnosis of the problem in terms of evidence and causes; statement of the problem; purpose of the study; objectives; research questions; delimitations; significance of the study; definition of terms; organisation of the chapters of the study)	Face to Face: Students participate in the lesson		
	d. Practical Steps in crafting Chapter One	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report. Students are guided to review the various components and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations Students search on the internet and identify a sample of an Action Research report (Chapter One) anddiscuss the various components. Student teachers in pairs peers, critique each other work.					

	Component 2: Students use the experience in this lesson to work on their semester project (Chapter One)  Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.
Teaching Learning	1.NVIVO
Resources	2.ATLAS Ti
	3.SPSS
	4.TESSA Online Educational Resources (www.tessafrica.net)
	5.T-TEL Modules (www.t-tel.org).
	6.Other Relevant Online Resources (www.Tess-india.net,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd. Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and
	universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open
	University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New
	York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Year of B.Ed. 3	Semester 2	Place of lesson in semester	123456 <b>7</b> 89101112
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Title of Lesson	Writing Actio	n Research	Report (Lit	terature Review)			Lesson Duration	3 Hours	
Lesson description	Action Resear The lesson wi (Literature Re opportunities	The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Literature Review). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.							
Previous student teacher knowledge, prior learning (assumed)	Student teach processing in	Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research.							
Possible barriers to learning in the lesson				ect ideas/misconcep					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face V	Practical Activity V	Work- Based Learning	Seminars	Independer Study		rning rtunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Practical Acti	Face-to-face: discussion, student teacher presentations to study component of Chapter Two Practical Activity: to develop skills and competence in crafting research e-learning opportunities: to use appropriate ICT skills to retrieve samples of research report							
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.      Write in full aspects of the NTS addressed	application of 3b Carries ou 3e) Employs a participation 3f) Pays atter Educational N 3g) Employs i multi-age clas 3i)Listens to I	The purpose of this lesson is to expose student teachers todemonstrate understanding and application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i).  3b Carries out small-scale action research to improve practice.  3e) Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.  3i)Listens to learners and gives constructive feedback.							
Learning Outcome for the lesson, picked and developed from the course specification	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				
Learning indicators for each learning outcome	CLO 4. Demonstrate for each understanding and			<ul><li>4.1 Discuss the proc writing an action project.</li><li>4.2 Demonstrate ho the procedures f action research.</li></ul>	ow to apply for writing	data colle Develop a analysing Develop s and skills Develop F Developir and atten	analytical so data skills of wr of communication of Social co tion and co needs (SE	iting report nication on skills ollaboration	

Content of lesson picked and developed from the course specification Topic Title	Stage outcomes: deper Teacher led, colla		Teaching and learning to a outcomes: depending on d Teacher led, collaborative independent study  Teacher Activity	lelivery mode selected.		
Writing Action Research Report (Literature Review)	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions		
	b. Chapter Two (Literature Review): An Overview	60 minutes	Face-to-Face: Using shower thoughts, tutor discusses with students the various components of Chapter Two: Literature Review Discussion should focus on: what is literature review? materials to review; sources of materials to reviewed; how to review literature; writing literature review);	Face-to-Face: Student teachers participate in lesson by answering questions		
	c. Types of Literature to Review- (Theoretical and Empirical)	50 minutes	Face to Face: Using cartooning, tutor discusses with student the various types of literature review. Theoretical and empirical types must be discussed.	Face to Face: Students participate in the lesson		
	d. Practical Steps in Writing Literature Review	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Two). Students are guided to review the various components of the chapter and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester Assessment Method: In Class Pre Students search on the internet anddiscuss the various compone Component 2: Students use the experience in the	sentations ( <b>No</b> t and identify a sa nts. Student tea	is) It to be graded) ample of an Action Research r achers in pairs peers, critique	each other's work.		
Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.						
Teaching Learning Resources	NTS:3bCarries out small-scale action research to improve practice.  1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com www.telmooc.org, www.col.org, Khan academy) 7.The iBox (CENDLOS) 8.YouTube					

Demined Test (sees)	Advances M.A. Okarlana C. Ind.) Educational action assembly Winnerbay Control for Tracker
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities.
	Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open
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	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York:
	Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York:
	McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository
Cr D Requirement	Netrieving research report from a repository

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 $oldsymbol{8}$ 9 10 11 12
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Title of Lesson	Writing /	Action Resear	ch Report (N	lethodology)			Lesson Duration		3 Hours	
Lesson description	The lesson seeks to provide the student teacher with understanding of the procedures for									
Lesson description	writing an Action Research project and demonstrate how to apply the procedures for writing									
	Action Research. The lesson will also expose student teachers to the various stages in writing									
	Action Research report (Chapter Three). This will help them to undertake Action Research									
	project to improve the learning opportunities of an agreed group of pupils to promote greater									
	inclusion which will help them to develop their teaching, and classroom management and									
		organisational strategies.								
Previous student teacher	Student teachers have undertaken child study in their schools of practice and have taken a									
knowledge, prior learning	lesson processing in conducting Action Research.									
(assumed)										
Possible barriers to learning	Student teacher might have incorrect ideas/misconceptions about research.									
in the lesson										
Lesson Delivery – chosen to	Face-	Practical	Work-Base	d Seminars	Independent	e-leai	•	Pract	ticum	
support students in	to-	Activity	Learning		Study		rtunities			
achieving the outcomes	face √	٧				٧				
Lesson Delivery – main	For to formalism and about to show a secondaria and to show a secondaria of Chautau Thurs									
mode of delivery chosen to	Face-to-face: discussion, student teacher presentations to study component of Chapter Three									
support student teachers in achieving the learning	Practical Activity: to develop skills and competence in crafting research e-learning opportunities: to use appropriate ICT skills to retrieve samples of research report									
outcomes.	e-leariii	ng opportuni	iles. to use a	opropriate ici si	Cilis to retrieve sa	imples	OI TESEAIC	птеро	11 (	
outcomes.										
Purpose for the lesson,	The purpose of this lesson is to expose student teachers todemonstrate understanding and									
what you want the	application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i).									
students to achieve,										
serves as basis for the	3b Carries out small-scale action research to improve practice.									
learning outcomes. An	3e) Employs a variety of instructional strategies that encourages student									
expanded version of	participation and critical thinking.									
the description.	3f) Pays attention to all learners, especially girls and students with Special									
	Educational Needs, ensuring their progress.									
<ul> <li>Write in full aspects of</li> </ul>	3g) Employs instructional strategies appropriate for mixed ability, multilingual and									
the NTS addressed	multi-age classes.									
	3i)Listens to learners and gives constructive feedback.									
Learning Outcome for	Learning	Learning Outcomes Learning Indicators				Identify which cross –				
the lesson, picked and							cutting Issues, core and			
developed from the							transferable skills,			
course specification							inclusivity. Equity and addressing diversity. How			
<ul> <li>Learning indicators for each learning outcome</li> </ul>								e addressed or		
each learning outcome		developed						ocu oi		
	CLO 4. Demonstrate 4.1 Discuss the procedures for						Develop inquiry skills			
	understanding and			writing an action research project.			through data collection			
		lication of		4.2 Demonstrate how to apply the			Develop analytical skills in			
	prod	cedures for w	riting prod	procedures for writing action			analysing data			
	actio	on research	rese	research.		Deve	Develop skills of writing			
		ect (NTECF, N					report and skills of			
	3b,	3e, 3f, 3g, 3i).					communication			
	1						Develop Presentation			
							skills Developing Social			
							collaboration and			
							tention and care to			
				individual needs (SEN) through group work						
						thro	ugn group	work		

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study					
Topic Title			Teacher Activity	Student Activity				
Writing Action Research Report (Methodology)	a. Review of Previous Lesson b. Chapter Three	10 minutes 60 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson Face-to-Face:	Face-to-Face: Student teachers answer questions Face-to-Face:				
	(Methodology): Research Design		Using shower thoughts, tutor discusses with students the various components of: Chapter three: Methodology (research design; setting of the study; population; sample; sampling technique)	Student teachers participate in lesson by answering questions				
	e. Implementati on Interventions	50 minutes	Face to Face: Using cartooning, tutor discusses with student the various implementation interventions (instruments, type of data collected; ethical issues; problems in data collection; method of data analysis to be used)	Face to Face: Students participate in the lesson				
	f. Practical Steps in Writing Methodology	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Three). Students are guided to review the various components of the chapter and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Students search on Three) and discuss to other's work.  Component 2: Students use the extended Assesses Learning Component 2:	d: In Class Presentat the internet and ide he various compone perience in this less Outcomes: CLO 2,	ting: 30%) cions ( <b>Not</b> to be graded) centify a sample of an Action Resectents. Student teachers in pairs pe	ers, critique each				
Teaching Learning Resources	5.T-TEL Modules (w 6.Other Relevant On www.oerafrica.org,	2.ATLAS Ti						
Required Text (core)	Ackummey, M. A. & Development and A Dampson, D. G., & I Kumasi: Payless Pub	action Research. Mensah, D. K. D. (20 olication Ltd.	ducational action research. Winr 14). A practical guide to action a to action research for colleges of	nd case study research.				

	universities. Accra: Readwide Publishers.  Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.  Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.  Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Title of Lesson	Writing Discussion		irch Repoi	t (Data Presentation	n, Analysis and		Lesson Duration		3 Hour s		
Lesson description	an Action Research Research Action R promote	The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Data Presentation, Analysis and Discussion). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.									
Previous student teacher knowledge, prior learning	Student	Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research.									
(assumed) Possible barriers to learning in the lesson	Student	teacher migh	nt have inc	orrect ideas/miscon	ceptions about re	esearch	۱.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practical Activity	Work- Based Learning	Seminars	Independent Study		rning ortunities	Pract	ticum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	analysis Practical	and discussion of the discussi	on, studer on develop sl	nt teacher presentati kills and competence e appropriate softwa	in crafting resea	rch		resent	ation,		
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed	applicati 3b Carrie 3e) Empl participa 3f) Pays Educatio 3g) Empl multi-ag	es out small-s loys a variety ition and crit attention to inal Needs, e loys instructi e classes.	lures for wascale action of instruction of instruction it is all learner insuring the onal strate	s, especially girls and eir progress. egies appropriate for	h project (NTECF, ve practice. t encourages stud d students with Sp mixed ability, mu	, NTS 3 dent pecial ultiling	ual and	g, 3i).			
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	3i)Listens to learners and gives constructive feedback.  Learning Outcomes  Learning Indicators  Identify which cross — cutting Issues, core an transferable skills, inclusivity. Equity and addressing diversity. Will these be addressed or developed								and nd r. How		
	und appl prod actio	4. Demonstrerstanding and lication of cedures for workers for which the cedures for which the cedures for the	rriting project	4.1 Discuss the proce writing an action res 4.2 Demonstrate how procedures for writing research.	earch project. w to apply the	thro Dev ana Dev repo com Dev skill colli atte	elop inquir ough data of elop analy lysing data elop skills of ort and skill munication elop Prese is Developina aboration and vidual needough group	collecti tical sk of writ Is of n ntation ng Soc and care to ds (SEN	ion kills in ting n cial		

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to a outcomes: depending on d Teacher led, collaborative independent study	n delivery mode selected. ve group work or					
Topic Title			Teacher Activity	Student Activity					
Writing Action Research Report (Data Presentation, Analysis and Discussion)	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions					
	b. Chapter Four (Data Presentation and Analysis)	50 minutes	Practical Activity: Tutor using demonstrations, discusses with students the practical approaches to synthesising the data and presenting data from pupils' diaries, journal, photograph or videos.	Practical Activity: Student teachers participate in lesson by answering questions					
	c. Implementation of Data and Discussion	40 minutes	Face to Face: Using cartooning, tutor discusses with student the various ways used in interpretation of data and discussion. Class will discuss how to answer research questions using analysed data.	Face to Face: Students participate in the lesson					
	d. Practical Steps in Data Analysis	80 minutes	Practical Activity/e- learning opportunities: Tutor puts students into mixed ability/gender groups. Student teachers are guided to collect data from their group. With the help of appropriate software, tutor guides students to analyse the data and produce a report. They are guided to discuss the report.	Practical Activity/e- learning opportunities: Students participate in practical sessions					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semes Assessment Method: In Class Student teachers are guided With the help of appropriate in groups critique each other	Presentations to collect data t software, analy	( <b>Not</b> to be graded)	port.Student teachers					
	Component 2: Students use the experience in this lesson to work on their semester project (Chapter Four)  Assesses Learning Outcomes: CLO 2,  NTS:3bCarries out small-scale action research to improve practice.								
Teaching Learning Resources	1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational R 5.T-TEL Modules (www.t-tel. 6.Other Relevant Online Reso	org). ources (www.Te	,	rg, Khan academy)					

	7 The iPoy (CENDLOS)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and
	universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
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	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Software for data analysis

Year of B.Ed. 3	Semester 2	Place of lesson in semester	123456789 10 11 12
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	1,4,	5		15 0 1					2			
Title of Lesson	_		ch Report	(Summary, Conclu	sion and		Lesson		3			
Lancar description	Recommen				:	£ 4 la a	Duration		Hours			
Lesson description		-			ith understanding o				_			
					to apply the proced							
					hers to the various nmendations). This	_	_					
			•		oportunities of an a		•					
									O			
		omote greater inclusion which will help them to develop their teaching, and classroom inagement and organisational strategies.										
Previous student teacher		udent teachers have undertaken child study in their schools of practice and have taken a lesson										
knowledge, prior learning		rocessing in conducting Action Research.										
(assumed)	processing	, iii conduct	ing Action	ricacaren.								
Possible barriers to	Student te	acher might	t have inc	orrect ideas/misco	nceptions about res	search						
learning in the lesson	Student te	actici illigii	t nave me	orrect lacas, misco	necptions about ic.	scarcii.						
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independent	e-lear	rning	Pract	ticum			
to support students in	face V	Activity	Based	Semmars	Study		rtunities		licuiii			
achieving the outcomes	1.000	√	Learning	2	,,	۷ ا						
Lesson Delivery – main	Face-to-fa	<b>ce:</b> discussio			tions to study comp	onent	of Chapte	r Three				
mode of delivery chosen					e in crafting resear				-			
to support student					kills to retrieve sam		research r	eport				
teachers in achieving the		••				•		•				
learning outcomes.												
Purpose for the	The purpo	se of this le	sson is to	expose student tea	chers todemonstra	ite unde	erstanding	and				
lesson, what you					ch project (NTECF,		_					
want the students to				_								
achieve, serves as	3b Carries	out small-so	cale actio	n research to impro	ve practice.							
basis for the learning	3e) Employ	ys a variety	of instruc	tional strategies th	at encourages stud	ent						
outcomes. An	participati	on and critic	cal thinkir	ıg.								
expanded version of					nd students with Sp	ecial						
the description.	Educationa	al Needs, er	suring the	eir progress.								
			nal strate	gies appropriate fo	or mixed ability, mu	ltilingua	al and					
<ul> <li>Write in full aspects</li> </ul>	multi-age											
of the NTS addressed			and gives	constructive feedb								
<ul> <li>Learning Outcome</li> </ul>	Learning C	utcomes		Learning Indicator	's		tify which					
for the lesson, picked							ing Issues,		and			
and developed from							sferable sl					
the course							ısivity. Equ					
specification							ressing div					
Learning indicators							these be a	aares	sea or			
for each learning	CLO 4	Domonstra	n+0	4.1 Discuss the pre	and was for	_	eloped	مر دادنال				
outcome		. Demonstra standing an		4.1 Discuss the prowriting an action r			elop inquii ugh data d					
		ation of	u	4.2 Demonstrate h			elop analy					
		dures for wi	riting	procedures for wr			ysing data		XIIIS III			
		research p		research.	iting action		elop skills		ting			
		F, NTS 3b, 3	-	. cocurcii.			ort and skil		6			
	3g, 3i)		, , , , ,				municatio					
	راد عور	•					elop Prese		n			
							s Developi					
							boration a	-				
							ntion and		0			
							idual nee					
							ugh group					

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to ach outcomes: depending on del Teacher led, collaborative graindependent study	ivery mode selected.
Topic Title			Teacher Activity	Student Activity
Writing Action Research Report (Summary, Conclusion and Recommendations)	a. Review of Previous     Lesson      b. Chapter Five:	10 minutes  60 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson Face-to-Face:	Face-to-Face: Student teachers answer questions Face-to-Face:
Recommendationsy	Summary and Conclusion	oo minutes	Using shower thoughts, tutor discusses with students how to identify and write summary of key findings and conclusions.	Student teachers participate in lesson by answering questions
	c. Recommendations	50 minutes	Face to Face: Using cartooning, tutor discusses with students how to write limitations, recommendations and areas for future research.	Face to Face: Students participate in the lesson
	d. Practical Steps in Summary, Conclusion and Recommendations	60 minutes	Practical Activity/e- learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Five). Students are guided to review the various components of the chapter and discuss it in class. They are guided to critique the summary, conclusion, limitations, recommendations and areas for future research	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	andcritique the summary sessions.  Component 2: Students use the experier NB: Students are reminded during Lesson 12.  Assesses Learning Outcor NTS:3bCarries out small-s	class Presentations ternet and identify conclusion, limital name in this lesson to ed of submission dames: CLO 2,	( <b>Not</b> to be graded)  y a sample of an Action Research tions, recommendations and an action work on their semester project and 5-	reas for future research ct (Chapter Five)
Teaching Learning Resources	1.NVIVO 2.ATLAS TI 3.SPSS 4.TESSA Online Education 5.T-TEL Modules (www.t- 6.Other Relevant Online I www.oerafrica.org,www. 7.The iBox (CENDLOS) 8.YouTube	tel.org). Resources (www.Te		g, Khan academy)

Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and
	universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open
	University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York:
	Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository
C. D. Requirement	nethering research report from a repository

Year of B.Ed.	3	Semester	2	Place of lesson in semester	12345678910 11 12
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Title of Lesson	Critical Iss	sues in Actio	on Researd	:h			Lesson Duration		3 Hours		
Lesson description	conductir research observation opportun	The lesson seeks to assist student teachers to discuss the critical issues to be considered in conducting action research. It will further assist them to apply the critical issues in action research to write a proposal on an identified problem in an inclusive classroom during observation while on supported teaching in schools. This will help them to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to									
Previous student teacher knowledge, prior learning (assumed)	Student to in Action	evelop their teaching, and classroom management and organisational strategies.  udent teachers have undertaken child study in their schools of practice and have taken lessons.  Action Research report  udent teacher might have incorrect ideas/misconceptions about research.									
Possible barriers to learning in the lesson			•		•	•					
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face √	Practica I Activity	Work- Based Learning	SeminarsV	Independent Study	e-learn opport	_	Praction	cum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.		Face-to-face: discussion, student teacher presentations to appreciate critical issues in reseasements. Seminar: to develop skills and competence in crafting research ethically									
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	understar 3j, 3i). 3b Carries 3e) Emplo participat 3f) Pays a Educatior 3g) Emplo	The purpose of this lesson is to expose student teachers todemonstrate knowledge, understanding and application of critical issues in action research (NTECF, NTS 3b, 3e, 3f, 3g, 3 3j, 3i).  3b Carries out small-scale action research to improve practice.  3e) Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.									
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning	Outcomes		Learning Indicators  Identify which of cutting Issues, of transferable skin inclusivity. Equivaddressing dive will these be ad							
	know unde appli issue resea	5. Demonst rledge, rstanding a cation of cr s in action irch (NTECF e, 3f, 3g, 3i,	nd itical , NTS , 3j, 3l).	5.1 Discuss the cr considered in cor research. 5.2 Apply the crit research 5.3 Write a propo problem in an inc during observatic supported teachi	n ana Dev ed repo com Dev skill atte	developed  Develop inquiry skills through data collection Develop analytical skills in analysing data Develop skills of writing report and skills of communication Develop Presentation skills Developing Social collaboration and attention and care to individual needs (SEN) through group work					

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode select Teacher led, collaborative group work or independent study		
Topic Title			Teacher Activity	Student Activity	
Critical Issues in Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions	
	b. Role of the Action Researcher and Ethical Considerations	60 minutes	Face-to-Face: Using shower thoughts, tutor discusses with students the role of the Action Researcher. The class further discussesethical considerations in Action Research (informed consent; guidelines for reasonably informed consent; access and acceptance; privacy; anonymity; confidentiality)	Face-to-Face: Student teachers participate in lesson by answering questions	
	c. Strengths and Limitations of Action Research	30 minutes	Face to Face: Using diamond nine, tutor discusses with students the strengths and limitations of Action Research.	Face to Face: Students participate in the lesson	
	d. Practical and Theoretical Matters of Action Research	80 minutes	Seminar: Tutor invites two (2) other tutors who have experience in conducting Action and Research for them to share their experience with class. The seminar should focus on: planning, monitoring & evaluation, and overcoming mistakes/ethical issues)	Seminar: Students participate in seminar and answer questions. Write reflective note in their SRJ	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report andcritique the ethical consideration sessions Component 2: Students use the experience in this lesson to work on their semester project NB: Students are reminded of submission date for Semester Project and 5-minutes presentation during Lesson 12.  Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.  1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)				
Teaching Learning Resources					

	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.  Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd.  Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.  Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.  Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
Additional Reading List	Tomal, D. R. (2010). <i>Action research for educators</i> . New York: Rowman and Littlefield Education.  Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York:
	Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Year of B.Ed.	3 Semester	2	Place of lesson in semester	1234567891011 12
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Title of Lesson	Pronosal fo	or an Action	Research				Lesson		3
Title of Lesson	Порозанн							Hours	
Lesson description	proposal o supported agreed gro	The lesson seeks to assist student teachers to apply the critical issues in action research to write a proposal on an identified problem in an inclusive classroom during observation while on supported teaching in schools. This will help them to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their							
Previous student teacher		teaching, and classroom management and organisational strategies.							
knowledge, prior learning		Student teachers have undertaken child study in their schools of practice and have taken lessons in Action Possageh report							
(assumed)	, in Action is	in Action Research report							
Possible barriers to	Student te	acher migh	t have inco	rrect ideas/misconce	ptions about res	search.			
learning in the lesson									
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independent	e-lea	rning	Pract	ticum
to support students in	face √	Activity	Based		Study	орро	rtunities		
achieving the outcomes			Learning			٧			
Lesson Delivery – main									
mode of delivery chosen				rally present their Ac		-			
to support student				nt teachers e-electroi	nically submit th	neir Act	ion Resea	rch	
teachers in achieving the	proposals	for assessm	ent						
learning outcomes.									
. Down and fourth	The nume	co of this lo	ssan is to a	vnasa studant taash	rs to domonstr	ata lina	ladaa		
Purpose for the				xpose student teache				of oa	2: 2:
lesson, what you want the students to		understanding and application of critical issues in action research (NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j,							
achieve, serves as	31).								
basis for the learning	3h Carries	out small-s	rale action	research to improve	nractice				
outcomes. An				onal strategies that e		ent			
expanded version of		on and criti							
the description.				especially girls and s	tudents with Sp	ecial			
		al Needs, er			·				
Write in full aspects			_	ies appropriate for m	nixed ability, mu	ltilingu	al and		
of the NTS addressed	multi-age	classes.							
	3i)Listens t	o learners	and gives c	onstructive feedback.	•				
<ul> <li>Learning Outcome</li> </ul>	Learning C	utcomes	L	earning Indicators		Ider	ntify which	cross	-
for the lesson, picked	I						ing Issues,		and
and developed from							sferable s		
the course							usivity. Equ		
specification							ressing div		
Learning indicators							these be a	idaress	sed or
for each learning	CLOF	. Demonstra	-t-o [	5.3 Write a proposal o	n an identified		eloped	tical cl	kille in
outcome	knowl			oroblem in an inclusiv			elop analy lysing data		KIIIS III
		•							ting
		understanding and during observation while on Develop skills of writing application of critical supported teaching in schools.						8	
		issues in action research supported teaching in schools. report and skills of communication							
									n
	-	(NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j, 3l).  Develop Presentation skills Developing Social							
		-,, 0.,.					aboration		
		attention and care to							
		individual needs (SEN)							
							ough group		

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected.  Teacher led, collaborative group work or independent study			
Topic Title			Teacher Activity	Student Activity		
Proposal for an Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions		
	b. Proposal Presentation	110 minutes	Face-to-Face: Tutor invites two (2) other tutors to serve as Reviewers as students present their proposals	Face-to-Face: Student teachers present their semester project		
	c. E-Portfolio	20 minutes	Face to Face/e-learning opportunity: Tutor guides students to create an e-portfolio using their Action Research Proposals	Face to Face e- learning opportunity: Students participate in the lesson		
	d. Review of the Course	20 minutes	Face-to Face: Tutor uses shower thoughts to review the entire course	Face-to Face: Students participate in the review session and answer questions		
Lesson assessments –	Reference to be made to N	TEAP for specific	details.			
evaluation of learning: of, for and as learning within the lesson	Reference to be made to NTEAP for specific details.  Component 1: Subject Portfolio Assessment (30% overall score)  Selected items of students work (3 of them -10% each) = 30%  Midterm assessment = 20%  Reflective Journal = 40%  Organisation of the subject portfolio = 10% (how it is presented /organised)  Assesses Learning Outcomes: CLO 1, and CLO 2  NTS:  3e) Employs a variety of instructional strategies that encourages student participation and critical thinking.  3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.  3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.  3i) Listens to learners and gives constructive feedback.  Component 2:Subject Project: (30% overall semester score)  Introduction, a clear statement of aim and purpose of the project = 10%  Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%  Substantive or main section = 40%  Conclusion = 30%  Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO4, and CLO 5  NTS:3bCarries out small-scale action research to improve practice.  Component 3: End of semester examination=40%  Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, CLO 5.  NTS:3bCarries out small-scale action research to improve practice.					
Teaching Learning Resources	1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational 5.T-TEL Modules (www.t-te 6.Other Relevant Online Re www.oerafrica.org,www.fu	l.org). sources (www.Tes		g, Khan academy)		

	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.
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	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
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	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
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