Four-Year B.Ed. Course Manual

INTRODUCTION TO THE STUDY OF HISTORY

The Government of Ghana
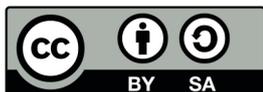
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Transforming Teaching, Education & Learning

FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.

- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.

- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.

- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.

- Inform tutors, student teachers and others working with student teachers about:

    1. What is to be taught and why.

    2. how it can be taught.

    3. how it should be assessed.

- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.

- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.

- Can be used as self-study tools by student teachers.

- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).

- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors

- Teacher Education University Lecturers

- Student Teachers

- Mentors and Lead Mentors

- All Those with An Interested In Teacher Education.

USING THIS MANUAL

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

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

My teaching philosophy is …………………………………………………………………………………………………...

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

Course Manual Writing

A.	Course Information

Title Page: **Introduction to the Study of History**

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

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

ii.	Course Details					
Course name	**Introduction to the Study of History**					
Pre-requisite						
Course Level	200	**Course Code**		**Credit Value**	3	**Semester 1**

Table of contents

1.	Goal for the Subject or Learning Area

The goal for this subject area is to prepare History student teachers for basic school education by teaching them how to: Conduct historical research, engage in how to criticize and examine historical issues, disseminate information to learners, as well as promote the study of history as a discipline and a guide for life. It also seeks to train student teachers to possess the ability to explain current developments in Ghana through a critical study of major past events.

2.	Key contextual factors

One major misconception associated with History is that the discipline is about the study of dates, names and narration of past events. Most historians unfortunately present history as "factual" and "fiction" rather than as an open narrative subject based upon evidence that can be questioned and reflected upon. Besides, core competency skills which are relevant for the world of work are not considered by many teachers in studying History at the basic education level.
The Introduction to the study of History course therefore introduces the student teacher to the nature of History. It emphasizes the fact that History is based on the systematic study of events and the deliberate effort to explain past events in a more coherent manner. It stresses that history is an analytical subject not a story-telling or narrative discipline. Through participation in archival and field research and interviews, the student teacher will acquire the systematic skills of comprehensive study of all aspects of society in the past.

3.	Course Description

This course discusses how to train student teachers to understand the origins of historical writing and the techniques of collecting data to write history. It describes the processes and techniques involved in historical research, challenges historians encounter and the possible ways of dealing with these challenges. It deals with the origins, nature, subject matter and sources of writing Ghanaian history and methodologies in teaching history.
The course will be taught using a variety of teaching methods which will engage in various historical research and writing and show in what way(s) these are similar to or different from other disciplines. Learner based pedagogies such as think-pair-share, field research, talk for learning, debate and in-class research will be used for teaching. Assessment strategies of, for and as learning will include peer assessment, individual/ group presentations, portfolios and examination. Student teachers will be expected to demonstrate an understanding of the work of the historian in collecting, evaluating and interpreting data in order to present it as a coherent account of the past. They should be able to adapt these processes in teaching the discipline. The course is designed to meet the following NTS, NTECF, expectations and requirements NTS 1a p. 12, NTECF p.45, NTS 2c p. 13,

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

Critical Thinking, Equity and Inclusivity, Social Collaboration/Team work, Creativity, Innovation, Problem solving, reflection, developing historical skills and Inquiry

5. Course Learning Outcomes	6. Learning Indicators
1. Appreciate the origin, meaning and nature of history as a discipline (NTS 2c p. 13, NTECFp. 45)	1.1 Write down the diverse meanings of history as a discipline 1.2 Explain the importance of studying History 1.3 Discuss the nature of history as a discipline
2. Understand the basic steps in undertaking historical research and how this is different from other sources of information (NTS 2c p. 13, NTECF p. 45)	2.1 Indicate the basic steps in undertaking historical research. 2.2 List the processes and methods involved in collecting and assembling historical facts 2.3 Differentiate historical facts from fictions and opinions
3. Develop skills in analyzing primary and secondary sources (NTS 2c p. 13, NTECF p.45)	3.1 Categorize the sources of writing History 3.2 Tell the difference between primary and secondary sources 3.3 Interpret primary and secondary sources
4. Demonstrate skills necessary in writing proposals for historical research (NTS 2c p. 13, NTECF p. 45)	4.1 Design a research proposal in History pointing outthe salient steps involved in writing a proposal.
5. Carry out historical research on the family and	5.1 Identify the critical steps in doing historical research

	community history. (NTS 2c p. 13, NTECF p. 45)		5.2 Write a report indicating salient themes such as the origin of the community, the socio-cultural and political organizations and women's role in the community.
6.	Develop investigative skills that will assist them in teaching the JHS curriculum. (NTS 2c p. 13, NTECF p. 45)		6.1 Create and use inquiry approach in teaching History
7.	Critically and collectively reflect and engage all learners especially those with special needs to improve the teaching and learning of History (NTS 1a p. 12, NTECF p.45)		7.1Develop lesson notes in teaching History. 7.2 Design student reflective logs, journals or portfolios. 7.3 Seek advice from experienced teachers and SEN specialists. 7.4 Design a Gender Responsive Scorecard

7. Course Content

Unit/Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Evolution of history as a discipline **(I)**	The nature of history and subject matter.	• Debate on the nature of the discipline • Verbal exposition on the evolution of history • Group presentations on the various positions onhistory
2	Evolution of history as a discipline **(II)**	The nature of history and subject matter.	• Debate on the nature of the discipline • Verbal exposition on the evolution of history • Group presentations on the various positions on • history
3	Problem areas in historical writing **(I)**	Causation and explanation, perspective and objectivity	• In-class research presentation on the various • perspectives in historical writing • Talk for learning approach to elicit response from a • reading material
4	Problem areas in historical writing **(II)**	Causation and explanation, perspective and objectivity	• In-class research presentation on the various • perspectives in historical writing • Talk for learning approach to elicit response from a • reading material
5	Sources of the historian's knowledge of the past **(I)**	Primary and Secondary	• In-class research on the various sources of writing • history • Debate on primary and secondary sources of writing • Engage in the interpretation of primary sources
6	Sources of the historian's knowledge of the past **(II)**	Primary and Secondary	• In-class research on the various sources of writing • history • Debate on primary and secondary sources of writing • Engage in the interpretation of primary sources
7	Research methodology**(I)**	Techniques and challenges – literature search, choice of topic, research proposal, data collection, evaluation analysis and presentation of data.	• Engage students in a fieldwork on individual, family, school and community histories. • The tutor should serve as a facilitator in this endeavour to get weekly update of students work.
8	Research methodology **(II)**	Techniques and challenges – literature search, choice of topic, research proposal, data collection, evaluation analysis and presentation of data.	• Engage students in a fieldwork on individual,family, school and community histories. • The tutor should serve as a facilitator in this • endeavour to get weekly update of students work.
9	Research methodology **(III)**	Techniques and challenges – literature search, choice of topic, research proposal,	Engage students in a fieldwork on individual, family, school and community histories. The tutor should serve as a facilitator in this

		data collection, evaluation analysis and presentation of data.	endeavour to get weekly update of students work.
10	Technical aspects of historical writing	Citation/footnoting, dating, chronology and periodization	Engage in writing activities that will involve student teachers in how to cite, footnote, date and periodize historical works.
11	Fieldwork presentation	Fieldwork presentation	
12	Course Review	Reflections and review of the semester.	

8. Teaching and Learning Strategies

Verbal exposition, Peer presentation, Mind mapping, Debates, Tutorial sessions, Think-Pair-Share, Brainstorming, Field/archival studies, Resource persons.

9. Course Assessment Components

Component 1: Subject Portfolio Assessment (30% overall score)
- Selected items of student's work (3 of them – 10% each)
  - Written Assignment
  - Group Presentation
  - Individual Presentation
- Midterm assessment/Quiz - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

Assesses Learning Outcomes: CLO 1, 2, 4 5, 6, and 7

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 work (20%)
- Substantive or main section – 40%
- Conclusion – 30%

Assesses Learning Outcomes: CLO 2, 3 & 4

Component 3: End-of-semester examinations (40%)

Assesses Learning Outcomes: CLO 1,2,3,4,

10. Required Reading and Reference List

1. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books.
2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.

11. Teaching and learning resources

Primary data (pictures, videos/documentary, archival documents) , computers/ laptops, LCD projector/screen, video/ audio player and camera

12. Course related professional development for tutors/ lecturers

Workshop for tutors on:
- historical writing and research
- field and archival studies
- integrating ICT in teaching history
- Teaching and Learning Resources (audio-visuals and visuals)

Lesson 1

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

Title of Lesson	Evolution of history as a discipline (I)		Lesson Duration	3 Hours
Lesson description	This lesson introduces student teachers to the nature and study of history as a discipline. As an introductory lesson, it seeks to dispel the erroneous notion of history as a difficult and unproductive subject by underscoring the important role history plays in development, integration and fostering tolerance in any given society. The lesson also seeks to encourage student teachers to develop the love for history by addressing some major misconception associated with the discipline such as the idea that history is solely about dates, names and narration of past events. The lesson will thus stress the analytical aspect of history as a discipline and how student teachers will acquire the systematic skills in investigating the past as well as contemporary societies. As the first lesson of the semester, general introduction to the course, as well as outcomes, expectations, and the three assessment components, will be provided.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of history as a discipline in the basic school curriculum (Basic one and four).			
Possible barriers to learning in the lesson	Misconceptions associated with studying history and how history does not prepare one for the job market.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Semin ars [ ]	Independ ent Study []	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **Seminars:** To generate group and individual creativity, discussion and reflection of some research techniques and challenges associated with writing a historical research and identify ways of overcoming these challenges.						
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to appreciate the origin, meaning and nature of history as a discipline. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. Show an understanding of the course requirements and expectations for the semester.	1. Discuss some of the expectations of the course.	As student teachers are exposed to the study of history as a subject, they develop skills of
	2. Exhibit knowledge of thesignificance of studying history.	2. Explain the importance of studying History.	
	3. Demonstrate an understanding of how to address misconceptions about History as a discipline	3. Identify some of the misconceptions associated with the study of history.	

Topic Title: Evolution of history as a discipline(I)			4. Exhibit keen knowledge of the work of the historian.	4. Explain the work of the historian.	critical thinking, creativity and innovation.

Topic Title: Evolution of history as a discipline(I)	Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.		
			Teacher Activity		Student Activity
	Course requirements and expectations for the semester.	60 mins	**Face-to-face:** Tutor discusses with student teachers Course requirements and expectations for the semester.		**Face-to-face** Student teachers ask question about course requirements and expectations.
	Addressing misconceptions about the discipline	80 mins	**Face to face & Seminar:** Tutor discusses the relevance of history as a discipline and invites a resource person to give a seminar on why history is important as a discipline and for lifelong learning. **Face-to-face:** Tutor serves as a facilitator in this class activity.		**Face to face & Seminar:** Tutor encourages student teachers discuss with the resource person major concerns they have concerning the study of history and the question of employment opportunities available.
	The historian at work	40 mins	**Face to face & Seminar:** Tutor discusses the different areas of history and how to select an area relevant for their research. Tutor serves as a facilitator in this class activity.		**Face to face & Seminar:** Individual/group work: Student teachers discuss the different areas of history and how to select an area relevant for their research. Student teachers present reports on their findings
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers present a one-page paper convincing a student on the importance of studying history as a take home assignment Addresses CLO 1 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogicalcontent knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills.				
Instructional Resources	Resource person,computers/ laptops, Smart phones LCD projector/screen.				
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.				
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.				
CPD needs	Workshop for tutors on: - historical writing and research				

Lesson 2

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

Title of Lesson	Evolution of history as a discipline (II)	Lesson Duration	3 Hours
Lesson description	This lesson introduces student teachers to the study of history as a discipline. It deals with the origin, nature and subject matter of history. The lesson seeks to focus primarily on the analytical aspect of history as a discipline instead of drawing heavily on the descriptive and narrative methods of teaching and studying history. This will equip student teachers with essential systematic skills in investigating the past as well as contemporary societies.		
Previous student teacher knowledge, prior learning (assumed)	The previous lesson has exposed student teachers to appreciate the significance of history.		
Possible barriers to learning in the lesson	Student teachers may find it a bit challenging to grasp the technicalities of the lesson at the initial stage.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Leaning	Seminars [ ]	Independent Study []	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **E-learning opportunities –** showing videos from YouTube and other multi-media resources of shared experiences of accomplished teachers and educators for analysis, reflections and discussions						
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to appreciate the origin, meaning and nature of history as a discipline. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1.Exhibit anunderstanding of the origin and meaning of history as a discipline. 2. Show an appreciation of the distinct nature of history as a discipline. 3. Demonstrate the ability to reflect and analyse historical concepts.	1. Write down the diverse meanings of history as a discipline 2. Discuss the nature of history as a discipline 3. identify some historical concepts employed in the study of history.	As student teachers are exposed to the evolution of history as a subject, they develop skills of critical thinking, creativity and innovation. Additional values such as tolerance and honesty will be addressed.

Topic Title: • Evolution of history as a discipline **(II)**	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	**Student Activity**
	Review of previous lesson	30 minutes	**Face to face:** Tutor reviews the previous lesson with students to underscore the importance of studying history.	**Face to face:** • Tutor calls on student teachers to identify some of the pertinent issues that the previous lesson addressed with regards to history's relevance as a subject and lifelong learning. Tutor then puts some selected student teachers into four groups to debate the importance of studying history on the one hand the job opportunities available; while the remaining student teachers serve as audience and record ongoing activities for later assessment.
	The nature and Subject matter of history	80 minutes	**Face to face:** Directing student teachers to the required reading materials, tutor leads a class discussion on the evolution and development of history as a discipline. Tutor further discusses the nature of history as an academic discipline and explains some key concepts of history as a subject and what it entails.	**Face-to-face:** - Tutor facilitates a discussion on the nature and the evolution of history as a discipline. - Student teachers engage in group presentations on the various positions on history
	Historical concepts	70 minutes	**e-learning opportunities** Tutor puts student teachers in group to research on concepts in history on https://alphahistory.com/history-concepts/	**e-learning opportunities** Student teachers use the internet to search for concepts in history
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers present a one-page summary of the evolution of history as a discipline at the end of the lesson. Addresses CLO 1 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in." **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills			
Instructional Resources	**Some Secondary and Primary Sources: (**Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts),computers/ laptops, Smart phones LCD projector/screen.			
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.			
Additional Reading List	1. Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. 2. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London:			

	Routledge.
	3. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books 4. 4. Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press
	5. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.
	6. https://alphahistory.com/history-concepts/
CPD needs	Workshop for tutors on:
	- historical writing and research
	- integrating ICT in teaching history
	- Teaching and Learning Resources (audio-visuals and visuals)

Lesson 3

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

Title of Lesson	Problem areas in historical writing**(I)**		Lesson Duration	3 Hours
Lesson description	This lesson describes the processes and techniques involved in historical writing and the challenges historians encounter and the possible ways of dealing with these challenges. The lesson seeks to address problems pertaining to historical writing such as objectivity and interpretations of historical fact from fictions and opinions. Student teachers will learn how to distinguish historical objectivity from subjectivity in History.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on the evolution of history as a discipline.			
Possible barriers to learning in the lesson	The concept of objectivity in History may be difficult to understand and fully appreciate the need for objectivity in History.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity []	Work-Based Leaning []	Seminars []	Independent Study [√]	e-learning opportunities []	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face** – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **Independent study:** Inquiry Learning to prepare reports and present findings
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to understand the basic steps in undertaking historical research and how this Is different from other sources of information. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Show the ability to identify problems pertaining to historical writing. 2. Demonstrate knowledge in distinguishing historical objectivity from fictions and opinions (subjectivity in History**)**	1. Address problems pertaining to historical writing. 2. Explain the differences between historical objectivity and personal opinions.	As student teachers are exposed to the problem areas of historical writing, they develop skills of collaboration, critical thinking, problem solving and innovation.

Topic Title:	Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group or independent work.	
• Problem areas in historical writing **(I)**			**Teacher Activity**	**Student Activity**
	Causation and Explanation in History	90 minutes	**Face to face &Discussions:** Tutor engages student teachers in 'In-class research presentation' on the various perspectives in historical writing, ideas of causation and explanation in History. Tutor employs 'Talk for learning' approach to elicit response from a reading material	**Face to face & Discussions:** Tutor engages student teachers in 'In-class research presentation' on the various perspectives in historical writing, ideas of causation and explanation in History. Tutor employs 'Talk for learning' approach to elicit responses from the assigned reading material.
	Historical objectivity	90 mins	**Face-to-face:** - Tutor leads a class discussion on how to be objective in analysing historical facts amid popular opinions and preconceived biases.	**Discussions:** - In-class discussion with student teachers on how to be an objective and professional historian despite their individual biases and preconceived ideas. Student teachers write a good thesis statement for a research work.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Tutor puts student teachers into groups to discuss how to situate a research within a historical context. Using the factors considered for choosing a historical topic as a guide, tutor tasks each group to choose a historical topic for a group presentation justifying the feasibility and relevance of these topics as a historical research. Addresses CLO 2 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creative, critical thinking, literacy, collaborative,problem solving and innovative skills.
Instructional Resources	**Some Secondary Sources: (**Books, Paintings, Media reports (based on primary sources and appear after an event)**somePrimary Sources: (**Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.
Additional Reading List	1. Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. 2. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. 3. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books 4. Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography*. New York: Oxford University Press 5. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.
CPD needs	Workshop for tutors on: - historical writing and research - field and archival studies - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 3

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

Title of Lesson	Problem areas in historical writing **(II)**		Lesson Duration		3 Hours
Lesson description	This lesson is a continuation of the preceding lesson which sought to describe the processes and techniques involved in historical writing and the challenges historians encounter and the possible ways of dealing with these challenges. The lesson seeks to address problems pertaining to historical writing such as objectivity and interpretations of historical fact from fictions and opinions. Student teachers will learn how to distinguish historical objectivity from subjectivity in History.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of the problems and challenges in historical writing from the previous lesson.				
Possible barriers to learning in the lesson	The concept of objectivity in History may be difficult to understand and fully appreciate the need for objectivity in History.				

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning [√]	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **Seminars-** to generate group and individual creativity, discussion and reflection of some research techniques and some challenges associated with writing a historical research and identify ways of overcoming these challenges.						
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to address problems pertaining to historical writing such as objectivity and interpretations of historical fact from fictions and opinions. Student teachers will learn how to distinguish historical objectivity from subjectivity in History. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h). • Appreciate the origin, meaning and nature of history as a discipline (NTS 2c p. 13, NTECFp. 45). • Develop investigative skills that will assist student teachers in teaching the JHS curriculum. (NTS 2c p. 13, NTECF p. 45)						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Exhibit knowledge of how to distinguish historical objectivity from fictions and opinions (subjectivity in History)	1. Examine why there is the need to be objective in researching and recording historical events.	As student teachers are exposed to the problem areas of historical writing, they develop skills of critical thinking, problem solving and innovation.

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Topic Title: • Problem areas in historical writing **(II)**	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group or independent work.	
			Teacher Activity	**Student Activity**
	Review of the previous lessons	70 minutes	**Face-to-face:** Tutor engages student teachers in reviewing the previous lesson by asking student teachers to identify and sum up some of the salient issues discussed in the previous lesson and encourages student teachers to share some of the problems and issues that they found challenging to understand. Tutor subsequently addresses these problems and clarifies the lesson for the student teachers.	**Face to face & Discussions:** Tutor facilitates a review of the previous lesson on the processes and techniques involved in historical writing.
	The place and relevance of Historical objectivity in History	110 mins	**Seminar & Face to face:** • Tutor presents a seminar on why and how historians need to be objective in researching and recording past events as a useful academic exercise. • Tutor then groups student teachers and tasks student teachers to select some historical facts of a given period in history and analyse them objectively.	**Face to face & Discussions** • In-class debate on how historians can be objective in selecting and interpreting historical facts for research devoid of personal biases and opinions on how to write a good thesis statement for a research work. • Student teachers present reports on this activity.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Tutor puts student teachers into groups to discuss how to situate a research within a historical context. Using the factors considered for choosing a historical topic as a guide, tutor tasks each group to choose a historical topic for a group presentationjustifying the feasibility and relevance of these topics as a historical research. Addresses CLO 1,6 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills.
Instructional Resources	**Some Secondary Sources: (**Books, Paintings, Media reports (based on primary sources and appear after an event)**some Primary Sources: (**Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.
CPD needs	Workshop for tutors on: - historical writing and research - field and archival studies - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 5

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

Title of Lesson	Sources of the historian's knowledge of the past **(I)**		Lesson Duration			3 Hours
Lesson description	The lesson seeks to expose student teachers to the approaches Historians use to examine past events. It will focus on introducing student teachers to the two main sources of conduction a historical research.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the processes involve in writing the history of their family.					
Possible barriers to learning in the lesson	Learners ability to distinguish between examples of primary and secondary sources in history					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. **Seminars:** to generate group and individual creativity, discussion and reflection: student and/or tutor led **Independent study:** Inquiry Learning to prepare reports and present findings					
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to develop skills in analyzing primary and secondary sources The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).					

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. demonstrate understanding of the methods historians use to write about the past 2. Categorize the sources of writing History 3. Tell the difference between primary and secondary Sources	1. Identify the methods historians use in reconstructing the past. 2. Classify these methods into primary and secondary sources. 3. differentiate between primary and secondary sources? 4. Provide examples of primary and secondary sources.	As student teachers use evidence to learn the methods for writing about the past, they develop critical thinking, creative and collaborative skills in teaching history.

Topic Title: • Sources of the historian's knowledge of the past (I)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Understanding the methods used in reconstructing the Past	40 minutes	**Independent learning** • Use K-W-L to guide student teachers to brainstorm the methods used in reconstructing the past e.g. Writing a history about your family, community or school.	**Group work:** • In-class research and discussion on the methods used in writing about the past (group work) • Student teachers present reports on their findings.
	The Historian's Tools	40 mins	**Independent learning/ Face-to- Face** • In groups of five, provide learners with some primary and secondary materials to brainstorm how these materials can help answer questions about what happened in the past? • Assist learners to categorize them into primary and secondary sources	**Group work:** • In-class research on the sources of writing history (group work) • Student teachers present reports on their findings.
	The use of primary and secondary sources	90mins	**Seminars** Using the snowball technique (group work), allow student teachers to discuss the limitations of the use primary and secondary sources of writing history?	**Group work:** Student teachers discuss the limitations of primary and secondary sources as sources of writing history.
	STS/School visit		Tutor tasks student teachers to observe how teachers use primary sources in teaching history. They are to report this in the next session	Student teachers prepare to observe how teachers use primary sources in teaching history.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Put learners in groups to mind-map the tools historians use to learn about the past (this should be displayed in their classroom). Addresses CLO 3 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills.
Instructional Resources	**Some Secondary Sources: (**Books, Paintings, Media reports (based on primary sources and appear after an event) **some Primary Sources: (**Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen, video/ audio player and camera.
Required Text (core)	1. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books. 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Stern, F. (1979). *Varieties of history*, 2nd ed. London: Macmillan. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).

CPD needs	Workshop for tutors on:
	- historical writing and research
	- field and archival studies
	- integrating ICT in teaching history
	- Teaching and Learning Resources (audio-visuals and visuals)

Lesson 6

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

Title of Lesson	Sources of the historian's knowledge of the past **(II)**			Lesson Duration	3 Hours
Lesson description	The lesson seeks to expose student teachers to develop the knowledge and skills necessary to interpret primary and secondary sources and reconcile various historical accounts. It will also expose student teachers to procedures for validating historical data.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with the sources used in writing historical research.				
Possible barriers to learning in the lesson	Learners ability to put sources into context				

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [ ]	Independent Study [√]	e-learning opportunities [ ]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face** – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. **Independent study:** Inquiry Learning to prepare reports and present findings **Practical Activity**: Simulation, role plays, individual and group activities,

• Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	The purpose of this course is to develop skills in analyzing primary and secondary sources. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Understand The SCIM-C strategy in historical interpretation.	1. Explain the five broad phases of historical interpretation	As student teachers use evidence to learn the methods for writing about the past, they develop critical thinking, creative and collaborative skills as well as the use of ICT in teaching history.
	2. develop the knowledge and skills of analyzing primary sources	2. Interpret primary sources (the signing of the Bond of 1844)	

Topic Title: Sources of the historian's knowledge of the past (II)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	**Student Activity**
	Review of previous lesson	20 mins	**Face-to-face** Explore student teachers' RPK on previous lesson using talking circles.	**Individual/group work:** Review previous lessons with peer using talking circles.
	The SCIM-C Strategy	30 mins	**Independent study & e-learning** Show short videos from YouTube on (SCIM-C)strategy https://www.teachertube.com/video/scim-c-explained-74521 http://www.historicalinquiry.com/for analyzing historical sources and placing them within a historical narrative. i.e. Summarizing, Contextualizing, Inferring, Monitoring, and Corroborating - Guide students to discuss the model	**Group work:** In-class research on the meaning of these terms in historical interpretation.
	Analysing primary source (I)	50 mins	**Face-to-face** Lead learners on the procedures undertaken by the historian in analyzing historical sources and placing them within a historical narrative using the SCIM-C strategy.	**Group work:** Engage student teachers in analyzing historical sources and placing them within a historical narrative.
	Analysing primary source (II)	80 mins	**Practical activity** Provide learners with a primary material (the bond of 1844) to analyse. (refer to appendix)	**Individual/group work:** Engage student teachers in analyzing historical sources and placing them within a historical narrative.
	STS/School visit		Tutor tasks student teachers to observe how teachers assist students to analyse historical data in teaching history. They are to report this in the next session	Student teachers prepare to observe how teachers assist students to analyse historical data in teaching history.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment As/for/of learning Project Assignment: Provide learners with a primary material to analyse. E.g. independence declaration speech of Dr Kwame Nkrumah Weight: Addresses CLO 3 NTS to be Addressed: NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills.			
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books. 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press. 3. https://www.teachertube.com/video/scim-c-explained-74521 4. http://www.historicalinquiry.com/			
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Stern, F. (1979). *Varieties of history*, 2nd ed. London: Macmillan. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).			
CPD needs	Workshop for tutors on: - historical writing and research - field and archival studies - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 7

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

Title of Lesson	Teaching research methods in History **(I)**		Lesson Duration	3 Hours
Lesson description	This lesson builds on the sources of the historian's knowledge of the pastand exposes student teachers to the important steps involved in writing a historical research. It engages student teachers in how they can translate and organize the information that they have gathered and analyzed into a coherent historical research. It primarily addresses how student teachers can choose a relevant area and topic of interest for their research project.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of what constitute a historical research and the sources available in writing a historical research.			
Possible barriers to learning in the lesson	Having already been exposed to a number of both primary and secondary sources, student teachers may find it challenging in selecting from these sources suitable information to guide them in narrowing down on their area and topic of interest.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [ ]	Independent Study [√]	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **Practical activity**- Engaging student teachers in conducting fieldwork in history. Student teachers will choose a feasible historical topic such as a history of their community, school or family history as their research. **Independent study:** Inquiry Learning to prepare reports and present findings						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this course is to develop skills necessary in writing proposals for historical research. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).						

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Demonstrate knowledge in selecting feasible historical research topic	1. Identify the ways that historians choose topics for a historical research.	As learners are exposed to theimportant steps involved in writing a historical research, they develop creative, innovative, personal development and life-long learning skills.
	2. Show the ability to develop a research plan	2.1 Identify the critical steps in doing historical research	
	3.Demonstrate an understanding on how to conduct and organize a background literature review.	3. Show and present how to search and review related literature for research work.	

Topic Title: Teaching research methodology in History**(I)**	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	**Student Activity**
	Review of lesson 6	10 mins	**Face to face:** Tutor-led review of previous lessons Tutor divides student teachers into mixed ability groups.	**Group Discussion:** Student teachers discuss the previous lesson and lists areas that need attention.
	Choosing a historical topic.	40 mins	**Face-to-face:** Tutor introduces the lesson by asking student teachers to mention some of the broad areas in writing a historical project.	**Individual/group work:** • Student teachers discuss the different areas of history and how to select an area relevant for their research. • Student teachers present reports on their findings Tutor serves as a facilitator in this class activity.
	Developing a research plan.	70mins	**Practical Activity:** Tutor guides student teacher through the processes involved in writing a research.	**Discussion**: Student teachers discuss the key steps involved in doing a historical research in connection with their chosen topic.
	Background to Literature Review	60 mins	**Face-to-face:** Tutor discusses with student teachers how to conduct background literature review from relevant secondary sources	**Independent Study:** • Student teachers deliberate on relevant secondary sources for their research. • Student teachers present some of the sources they plan to use for their research.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers present a one-page review of any secondary source material relevant for their research. Addresses CLO 4 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills.			
Instructional Resources	**Some Secondary and Primary Sources: (**Books, Book chapters, journal articles, Paintings, Media reports,Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts),computers/ laptops, Smart phones LCD projector/screen.			
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.			
CPD needs	Workshop for tutors on: - historical writing and research - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 2

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

Title of Lesson	Teaching research methods in History (II)			Lesson Duration	3 Hours
Lesson description	This lesson seeks to engage student teachers in transitioning from the research stage to the writing stage. It mainly focuses on introducing student teachers to the art of writing a historical research at the initial stage and the techniques and requirements involved in writing a research proposal in History.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on how to select relevant topics for writing a history project.				
Possible barriers to learning in the lesson	Student teachers may encounter some difficulty in differentiating a history research proposal from other forms of proposal in other disciplines.				
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning [ ]	Seminars [ ]	Independent Study []	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face** – Discussion, lecturette, think, pair share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **Practical activity**- Student teachers conduct individual fieldwork in history. Student teachers select relevant historical topics such as family history, school history, community history, biographies and autobiographies, for their research writing.				
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this course is to develop skills necessary in writing proposals for historical research. The lesson will work towards achieving the following domains of the National Teachers' Standards: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). - Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). - Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).				

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Learn how to develop skills necessary in writing proposals for a historical research	1.1 Design a research proposal in History pointing out the salient steps involved in writing a proposal.	As student teachers are introduced to the art of writing a historical research, they develop creative, innovative, personal development and life-long learning skills.
	2. Learn how to correctly incorporate ideas of other works in their own research.	2.1 Write a report indicating salient themes such as the origin of the community, the socio-cultural and political organizations and women's role in the community.	

Topic Title: Teaching research methods in History (II)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group or independent work.	
			Teacher Activity	**Student Activity**
	Techniques and challenges- research proposal.	40 mins	**Face-to-face:** • Begin the lesson by asking student teachers to review the critical steps involved in writing a historical research.	**Discussions:** • Engages student teachers in discussion on how to apply the main steps in writing a proposal. • Student teachers present reports on their findings.
	Crafting and developing a thesis statement	60 mins	**Face-to-face** • Tutor leads a class discussion on how to write a good thesis statement. • Tutor tasks student teachers to draft a thesis statement for their proposed topic.	**Discussions:** • In-class discussion on how to write a good thesis statement for a research work. • Student teachers present reports on their individual tasks.
	Situating research within a historical context	80 mins	**Face-to-face** Tutor leads a discussion on how to situate a research within a historical context.	**Discussions and Practical Activity:** • Student teachers discuss how to situate a research within a historical context • Group activity on identifying a historical context for their proposed research area and topic.
	STS/School visit		Tutor tasks student teachers to observe how teachers assist students to analyze historical data by situating the data within a historical context in teaching history. They are to report this in the next session	Student teachers prepare to observe how teachers assist students to situate historical data within a historical context teaching history.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Tutor puts student teachers into groups to discuss how to situate a research within a historical context. Using the factors considered for choosing a historical topic as a guide, tutor tasks each group to choose a historical topic for a group presentation justifying the feasibility and relevance of these topics as a historical research. Addresses CLO 4 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills.			
Instructional Resources	**Some Secondary Sources: (**Books, Paintings, Media reports (based on primary sources and appear after an event)**some Primary Sources: (**Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.			
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.			
CPD needs	Workshop for tutors on: • Historical writing and research • Field and archival studies • Integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 9

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

Title of Lesson	Teaching research methods in History **(III)**			Lesson Duration		3 Hours
Lesson description	This lesson seeks to expose student teachers to the final stages in writing a historical research. It engages student teachers in how they can organize and write the various chapters for their research work. It will also guide them in how they can make good use of the ideas and information gathered for their research and thereby avoid plagiarism.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of what constitutes historical sources and how they can differentiate between the sources available for writing a historical research.					
Possible barriers to learning in the lesson	Student teachers may encounter some difficulty in overcoming the challenges of plagiarism.					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study []	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research. **e-learning opportunities –** Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions. **Seminars-** to generate group and individual creativity, discussion and reflection of some research techniques and some challenges associated with writing a historical research and identify ways of overcoming these challenges. **Practical activity-** Students will be engaged in a historical individual fieldwork. Student teachers will choose a relevant historical topic and write a research on it.					
• **Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this course is to develop skills necessary in writing proposals for historical research. The lesson will work towards achieving the following domains of the National Teachers' Standards: • "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c). • Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).					

Learning Outcome for the lesson, picked and developed from the course specification .Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Exhibit the ability to develop chapters for a research work. 2. Show an understanding of how to draft chapters for a research. 3. Demonstrate knowledge on how to evaluate, analyse and present historical data objectively.	1. Identify the ways that historians develop chapters for a historical research. 2. Write a draft of your research work and outline the chapters that constitute the research project. 3. Present a summary of research work.	As learners study how they can organize and write the various chapters for their research work they develop creative, innovative, personal development and life-long learning skills.

Topic Title: Teaching research methods in History **(III)**	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Techniques and challenges- Evaluation and analysis**.**	40 minutes	**Face-to-face:** Tutor introduces the lesson by providing a general review of how historians engage in evaluating and analyzing a historical work.	**Discussion:** Student teachers explain how their research fits within these criteria.
	Discussion and presentation of research work(I)	60 mins	**Discussions:** • Leads a discussion on how to be objective and analytical in writing a history project. • The tutor explains to students how to question their sources with questions like who, what, why, where, and when. Tutor further engages students in how they can support their ideas and arguments with available sources.	**Group Discussion and Presentation:** • In-class discussion on how to present an objective historical work. (mixed ability groups) • present reports on their findings.
	Discussion and presentation of research work (II)	80 mins	**Seminar:** Initiate a debate on what constitutes an objective historical research.	**Individual Presentation:** Student teachers do a presentation of their research work.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Task student teachers to evaluate and analyse research work. Student teachers will then submit a one-page write-up on selected topics for their research work. Addresses CLO 4 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills
Instructional Resources	**Some Secondary Sources: (**Books, Paintings, Media reports (based on primary sources and appear after an event)**somePrimary Sources: (**Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan.
CPD needs	Workshop for tutors on: • Historical writing and research • Field and archival studies • Integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 10

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

Title of Lesson	Technical aspects of historical writing.		Lesson Duration	3 Hours
Lesson description	The lesson seeks to educate student teachers on how to acknowledge and correctly cite the sources from which they collected and gathered information for their research writing, especially during and after writing their project work. It deals with other technical ways of writing a history project such as pagination, correct use of quotations, citation/bibliography/footnoting, dating, chronology and periodization etc.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on how to conduct and write a research work in History from previous lessons in this course.			
Possible barriers to learning in the lesson	Student teachers may encounter some difficulty in differentiating between other styles of citation and the styles historians used in writing.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning [√]	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face –** Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. **E-learning opportunities –** Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions. **Seminars-** To generate group and individual creativity, discussion and reflection: student and/or tutor led						

| • Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.
• Write in full aspects of the NTS addressed | The purpose of this course is to develop skills necessary in writing proposals for historical research. The lesson will work towards achieving the following domains of the National Teachers' Standards:
• "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).
• Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching (NTS 3a).
• Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h). | | | | | | |

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes** 1. Demonstrate knowledge of the technical rudiments of historical writings.	**Learning Indicators** 1. Identify the ways that historians use other secondary works in their own research as well as the writing styles that they employ.	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	2. Demonstrates skills in the use of footnoting, periodization, bibliography, etc.	**2.** Show how historians make use of indentations, periodization, citations and referencing style in a research.	
	3. Show an understanding of how to critique research works that do not exhibit the features of a historical research.	3. Critique a secondary work and outline the ways in which this work does not conform to the standard of a historical research.	

Topic Title: •	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	**Student Activity**
	Citation/footnoting, dating, chronology and periodization (I)	120 mins	**Face-to-Face & e-learning:** Teacher makes use of computer (ICT) to guide student teachers on how to do correct citation, footnoting, indention, dating and periodization in their research work.	**Face-to-Face & e-learning:** Engages student teachers in practical use of the computer in activities that will guide student teachers in how to cite, footnote, indentations, dating and periodization in their research work. etc.
	Citation/footnoting, dating, chronology and periodization (II)	60 mins	**Face -to-Face & Seminar:** Teacher leads class in identifying areas in their research that lacks some of these technicalities.	**Seminar& presentation:** Student teachers present work that shows evidence of having participated fully in the class activity.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Carry out a practical activity using the computer to show how to engage in technicalities in doing a historical work Addresses CLO 4 **NTS to be Addressed:** NTS 2C: "Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in". **Core skills to be developed:** Creativity and innovative skills, literacy and critical thinking skills			
Instructional Resources	Primary data (pictures, videos/documentary, archival documents) , computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Rampola M.L. (2017) *A Pocket Guide to Writing in History* Bedford: St. Martin 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books. Popkin D. J. (2016) *From Herodotus to H-Net: the story of Historiography.* New York: Oxford University Press Stern, F. (1979). *Varieties of history*, 2nd ed. London: Macmillan. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).			
CPD needs	Workshop for tutors on: • Historical writing and research • Field and archival studies • Integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 11

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

Title of Lesson	Fieldwork presentation				Lesson Duration	3 Hours
Lesson description	The lesson seeks to offer student teachers opportunity to present and critique their draft research					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the sources, methods and technicalities of doing a historical research					
Possible barriers to learning in the lesson	N/A					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ ]	Practical Activity	Work-Based Leaning	Seminars [√]	Independent Study	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using this method **Seminars:** to generate group and individual creativity, discussion and reflection: student and/or tutor led					
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to afford student teachers an opportunity to present their project assignments and be able to orally justify their decisions about the project. This lesson will contribute towards attaining all CLOs and work towards achieving the following NTS: • Carries out small-scale action research to improve practice (NTS 3b). • Employs a variety of instructional strategies that encourages student participation and critical thinking (NTS 3e). • Produces and uses a variety of teaching and learning resources including ICT, to enhance learning (NTS 3j) • Listens to learners and gives constructive feedback (NTS 3l).					

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes 1. Present a summary of their research findings	Learning Indicators 1. Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in writing the own/ family/ community history	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? As student teachers present their research finding they will develop communication, personal development and lifelong learning skills.
	2. Critique research findings	2. critique student teachers' findings from their research work.	

Topic Title: • Fieldwork presentation	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Research presentation	180 mins	**Seminar** • Guide student teachers to discuss their research findings. • Provide feedback to student teachers by asking the following questions: ✓ What was most interesting about this paper? ✓ What suggestions can I provide?	Presentation on the historical problem, the context, the questions asked, the primary and secondary sources used in the research Student teachers will critique the presentation by asking the following questions: • What was most interesting about this paper? • What suggestions can I provide?

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**N/A**
Instructional Resources	Computers/ laptops, LCD projector/screen, video/ audio player and camera
Required Text (core)	1. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books. 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.
Additional Reading List	Carr, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Stern, F. (1979). *Varieties of history*, 2nd ed. London: Macmillan. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985).
CPD needs	Workshop for tutors on: • Historical writing and research • Field and archival studies • Integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 12

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

Title of Lesson	Course review		Lesson Duration	3 Hours
Lesson description	Review and audit the lessons for the semester. It is also expected that student teachers in the course of the lesson, will reflect on their own progress in the course throughout the semester and ask for clarification of some of the concepts discussed throughout the semester.			
Previous student teacher knowledge, prior learning (assumed)	Lessons learnt from lesson 1 through the semester using all the learning approaches.			
Possible barriers to learning in the lesson	Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning [ ]	Seminars	Independent Study [√]	e-learning opportunities	Practicum [ ]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods **Face-to-face:** Discussion, Demonstration **Independent Study:** Inquiry Learning to prepare reports and present findings **Seminar**: Presentations of models, mapping of the concepts						
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	The purpose of this lesson is to help students refresh their minds on all the learning that happened in the semester and provide opportunities for them to seek support for learning outcomes they are yet to master. This lesson will contribute towards the attainment of all the CLOs and help address the following aspects of NTS: • Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice (NTS 1e). • Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes (NTS 3g). • Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h).						

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed
	1. Demonstrate the ability to identify weaknesses and strengths in learning the course for the period under review.	1. Make a list of weaknesses and strengths on poster papers for sharing	As tutor review lessons through group work and presentation, student teachers develop Collaborative, critical thinking and Communication skills from the reflective activities.
	2. Demonstrate the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies	2. Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media	
	3. Exhibit knowledge on how to correct misconception / misinformation for earlier (lesson 1 – 12) lessons and discuss with the student teachers the various areas to develop their thought	3. Present concept maps and/or models linking misconceptions/misinformation to new insights	

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**
1 **Course review**	Reviewing the understanding of the student teachers of the lessons covered throughout the semester	60 mins	**Face-to-face** • Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them. • Provided student teachers with a checklist on each topic so that they are able to list weakness and strengths	• Student – Teachers responds to Tutor questions on weaknesses/difficultie s and strengths • Working in groups and with the checklist student-teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester.
	Remedies to course topics	120 minutes	**Seminar** - Group student – teachers according to remedy need and provide specific task assistance in the areas on concept needing remedy.	Students work in the special group (Same remedy need group) on tasks to remedy their learning need.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	• Student – Teachers presentations during group work helps to assess them of learning (Presentations to last for each group a 10-15mins) • Assessment of learning: Student – Teachers working in groups on remedial tutoring helps to assess them for learning			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Marwick, A. (2001). *The new nature of history, knowledge, evidence, language*. Chicago: Lyceum Books. 2. Storey, W.K. (2016). *Writing history: A guide for students.* New York: Oxford University Press.			
Additional Reading List	r, E. H. (1961). *What is history?* Cambridge: Cambridge University Press. Jenkins, K. (1995). *On what is history? From Carr and Elton to Rorty and White*. London: Routledge. Stern, F. (1979). *Varieties of history*, 2nd ed. London: Macmillan. Tosh, J. (2002). *The pursuit of history,* 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985). YouTube videos			
CPD Requirement	Workshop for tutors on: • Historical writing and research • Field and archival studies • Integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)			

Course Assessments	[1]Component 1: Subject Portfolio Assessment (30% overall score)
	• Selected items of student's work (3 of them – 10% each)
	   • Written Assignment
	   • Group Presentation
	   • Individual Presentation
	• Midterm assessment - 20%			

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

	• Reflective Journal – 40% • Organisation of the portfolio –10% (how it is presented/organised) [2]Component 2: Subject Project (30% overall semester score) • Introduction: a clear statement of aim and purpose of the project – 10% • Methodology: what the student teacher has done and why to achieve the purpose of the work (20%) • Substantive or main section – 40% • Conclusion – 30% **Component 3: End-of-semester examinations (40%)**

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