YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

INTRODUCTION TO THE STUDY OF HISTORY











The Government of Ghana









FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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| Ms. Shirley Dankwa | African Studies | | Dr. Emmanuel Adjei-Boateng | |
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| Dr. Aboagye Dacosta | | | Mr. Kwaku Esia-Donkoh | |
| Mr. Alexander Otoo | Geography | | Mohammed Z. Abdulmumin | Pedagogy |
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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

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 instill 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

| | action in the control of the control | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 5. | Course Learning Outcomes | 6. Learning Indicators | | | | | | |
| 1. | Appreciate the origin, meaning and nature of history as | 1.1 Write down the diverse meanings of history as a discipline | | | | | | |
| | a discipline (NTS 2c p. 13, NTECFp. 45) | 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 | 2.1 Indicate the basic steps in undertaking historical research. | | | | | | |
| | research and how this is different from other sources of | 2.2 List the processes and methods involved in collecting and | | | | | | |
| | information (NTS 2c p. 13, NTECF p. 45) | assembling historical facts | | | | | | |
| | | 2.3 Differentiate historical facts from fictions and opinions | | | | | | |
| 3. | Develop skills in analyzing primary and secondary | 3.1 Categorize the sources of writing History | | | | | | |
| | sources (NTS 2c p. 13, NTECF p.45) | 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 | 4.1 Design a research proposal in History pointing outthe | | | | | | |
| | historical research (NTS 2c p. 13, NTECF p. 45) | 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 | 6.1 Create and use inquiry approach in teaching History |
| | teaching the JHS curriculum. (NTS 2c p. 13, NTECF p. 45) | |
| 7. | Critically and collectively reflect and engage all learners | 7.1Develop lesson notes in teaching History. |
| | especially those with special needs to improve the | 7.2 Design student reflective logs, journals or portfolios. |
| | teaching and learning of History (NTS 1a p. 12, NTECF | 7.3 Seek advice from experienced teachers and SEN specialists. |
| | p.45) | 7.4 Design a Gender Responsive Scorecard |

| p.45) 7.4 Design a Gender Responsive Scorecard | | | | | | | |
|--|---|---|---|--|--|--|--|
| 7. Course Con | | | | | | | |
| 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:

- $\dot{\ }$ historical writing and research
- field and archival studies
- integrating ICT in teaching history
- Teaching and Learning Resources (audio-visuals and visuals)

| ear of B.Ed. 2 Semester 1 Place of lesson in seme | ester 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 | | | | | | 3 Hours | | |
|---|--|---|-----------------|-------------|--------------------|--------------------|---------------------------|--|--|
| Lesson description | This lesson intro | This lesson introduces student teachers to the nature and study of history as a discipline. As an | | | | | | | |
| | | | | | | | s 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 | | | | | | | | |
| | | | | | • | • | ates, names and | | |
| | • | | | | | | of history as a | | |
| | - | | | - | - | _ | gating the past as | | |
| | | - | | | | - | troduction to the | | |
| | provided. | as outcom | es, expectation | is, allu ti | ie tillee asse | essinent com | ponents, will be | | |
| Previous student teacher | | s have nrio | r knowledge of | history as | a discipline | in the hasic s | chool curriculum | | |
| knowledge, prior | (Basic one and fo | - | Knowicage of | motory as | a discipline | in the basic s | choor carriculani | | |
| learning (assumed) | (Busic one und it | ourj. | | | | | | | |
| Possible barriers to | Misconceptions | associated v | with studving h | istory and | how history | does not prep | are one for the | | |
| learning in the lesson | job market. | | , , , , | , | , | | | | |
| | _ | | | | | | | | |
| Lesson Delivery – chosen | Face-to-face F | Practical | Work-Based | Semin | Independ | e-learning | g Practicum | | |
| to support student | [√] | Activity [| Leaning | ars [] | ent Study | opportuniti | es | | |
| teachers in achieving the | | ٧] | | | () | [] | | | |
| outcomes | | | | | | | | | |
| Lesson Delivery – main | The course will b | | _ | _ | | | | | |
| mode of delivery chosen | Face-to-face - D | - | | • | | | • | | |
| to support student teachers in achieving the | Interaction with | · · · · · · · · · · · · · · · · · · · | | = | | no are exper | ienceu anu | | |
| learning outcomes. | accomplished in Seminars: To ge | _ | _ | | | and reflection | of some | | |
| learning outcomes. | research technic | _ | • | | | | | | |
| | ways of overcon | • | • | | | | · and racinity | | |
| Overarching | The purpose of t | | | the origin | , meaning and | d nature of hi | story as a | | |
| outcome, what you | discipline. The le | esson will w | ork towards ach | nieving the | following do | mains of the | National | | |
| want the student | Teachers' Standa | ards: | | | | | | | |
| teachers to achieve, | | | it knowledge, p | | _ | | cal content | | |
| serves as basis for | | - | school and grad | - | | | | | |
| the learning | | | aried and chall | | - | g a clear gras | p of the | | |
| outcomes. An expanded version of | | | of their teachi | • . | • | on and lands | to numeratul | | |
| the description. | | g (NTS 3h). | sks that encour | ages learn | er collaborati | on and leads | to purposerui | | |
| Write in full aspects | learning | g (1413 311). | | | | | | | |
| of the NTS | | | | | | | | | |
| addressed | | | | | | | | | |
| Learning Outcome | Learning Outcor | nes | Learr | ning Indica | itors | Identif | y which cross | | |
| for the lesson, | 1. Show an und | derstanding | of 1. Discuss | some of | the expectati | ons cutting | issues – core | | |
| picked and | the course requ | | | ırse. | | | insferable skills, | | |
| developed from the | expectations for | | | | | | vity, equity and | | |
| course specification | 2. Exhibit knowle | • | 2. Expla | | importance | | sing diversity. | | |
| Learning indicators | thesignificance of | of studying | studying I | History. | | | ill these be | | |
| for each learning | history. | | | | | addres develo | | | |
| outcome | 2 Domonstrat- | 20 | ادا | atifu s= | mo of | | pea? lent teachers are | | |
| | Demonstrate understanding o | | | | me of ociated with | | d to the study of | | |
| | address miscond | | | | ociated Willi | | as a subject, | | |
| | History as a disc | | Study Of I | natury. | | | evelop skills of | | |
| | 4 43 4 4130 | | | | | , | - p | | |

| 4. Exhibit keen knowledge of 4. Explain the work of the historian. critical thinking, | | | | | | | | |
|---|-----------------------------------|--------------|---|--------------------------------|--|--|--|--|
| | the work of the his | _ | Explain the work of the motors | creativity and | | | | |
| | the work of the ms | corium. | | innovation. | | | | |
| Topic Title: | | | Teaching and learning activities to a | | | | | |
| Evolution of history as a | Sub-topic | | on the delivery mode selected. Teacher-led collaborative group | | | | | |
| discipline(I) | | | work or independent. | | | | | |
| | | | Teacher Activity | Student Activity | | | | |
| | Course | | Face-to-face: Tutor discusses with | Face-to-face | | | | |
| | requirements | | student teachers Course | Student teachers ask | | | | |
| | and expectations | | requirements and expectations | guestion about course | | | | |
| | for the semester. | | for the semester. | requirements and | | | | |
| | | | | expectations. | | | | |
| | Addressing | 80 | Face to face & Seminar: | Face to face & Seminar: | | | | |
| | misconceptions | mins | Tutor discusses the relevance of | Tutor encourages student | | | | |
| | about the | | history as a discipline and invites a | teachers discuss with the | | | | |
| | discipline | | resource person to give a seminar | resource person major | | | | |
| | | | on why history is important as a | concerns they have | | | | |
| | | | discipline and for lifelong learning. | concerning the study of | | | | |
| | | | t. f | history and the question of | | | | |
| | | | Face-to-face: | employment opportunities | | | | |
| | | | Tutor serves as a facilitator in this class activity. | available. | | | | |
| | The historian at | | Face to face & Seminar: | Face to face & Seminar: | | | | |
| | work | 40 | race to face & Sellillar. | race to face & Seminar. | | | | |
| | WOIK | mins | Tutor discusses the different | Individual/group work: | | | | |
| | | | areas of history and how to select | Student teachers discuss the | | | | |
| | | | an area relevant for their | different areas of history | | | | |
| | | | research. | and how to select an area | | | | |
| | | | | relevant for their research. | | | | |
| | | | Tutor serves as a facilitator in this | Student teachers present | | | | |
| | | | class activity. | reports on their findings | | | | |
| Lesson assessments – | Student teachers p | resent a on | e-page paper convincing a student o | n the importance of studying | | | | |
| evaluation of learning: | history as a take ho | ome assignn | nent | | | | | |
| of, for and as learning | Addresses CLO 1 | _ | | | | | | |
| within the lesson | NTS to be Address | | I. d d | | | | | |
| | | | knowledge, pedagogical knowledge a | and pedagogicalcontent | | | | |
| | | | grade they teach in". reativity and innovative skills, literac | y and critical thinking skills | | | | |
| Instructional Resources | | | aptops, Smart phones LCD projector | · | | | | |
| Required Text (core) | | | et Guide to Writing in History Bedfo | | | | | |
| | | | history: A quide for students. New \ | | | | | |
| Additional Reading List | ,, , | | ory? Cambridge: Cambridge University | , | | | | |
| | Jenkins, K. (1995). | On what is l | nistory? From Carr and Elton to Rorty | and White. London: | | | | |
| | Routledge. | | | | | | | |
| | | | ature of history, knowledge, evidenc | | | | | |
| | • | . , | n Herodotus to H-Net: the story of Hi | storiography. New York: | | | | |
| | Oxford University F | | | | | | | |
| CDDd- | | | history, 3rd revised ed. Harrow, Esse | x: Longman. Vansina, Jan. | | | | |
| CPD needs | Workshop for tuto | | h | | | | | |
| | - historical writing and research | | | | | | | |

| Title of Lesson | Evolution | on of history | as a discinl | ne (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 | | | | | | | |
| | | | | | | contemporary societ | | | |
| Previous student teacher | The pre | vious lesson | has expose | d student teach | ners to appre | ciate the significance of | of history. | | |
| knowledge, prior learning | | | | | | | | | |
| (assumed) Possible barriers to learning | Ctudont | + + o o ob o vo mo | u find it a | it shallonging t | a arasa tha t | achaicalitics of the los | con at the | | |
| in the lesson | initial st | | iy iiiu it a i | nt chanenging t | o grasp the t | echnicalities of the les | son at the | | |
| iii tile lessoii | illitiai St | iage. | | | | | | | |
| Lesson Delivery – chosen to | Face- | Practical | Work- | Seminars | Independe | e-learning | Practicum | | |
| support student teachers in | to- | Activity | Based | [] | nt Study | opportunities [v | | | |
| achieving the outcomes | face [| [] | Leaning | | 0 | 1 | | | |
| | ٧] | | | | | | | | |
| Lesson Delivery – main mode | | | | ng the followin | _ | | | | |
| of delivery chosen to support | | | - | | | ld be used in facilitatir | • | | |
| student teachers in achieving | | | | | | sors) who are experie | nced and | | |
| the learning outcomes. | | | | d writing a histo | | | | | |
| | | • | | • | | nd other multi-media s for analysis, reflectio | | | |
| | discussi | • | or accompi | sileu teachers a | and educator | s for allalysis, reflection | iis ailu | | |
| Overarching outcome, | | | course is to | appreciate the | origin, mean | ing and nature of hist | orv as a | | |
| what you want the | | • | | | _ | ving domains of the Na | • | | |
| student teachers to | | rs' Standards | | | 0 | 9 | | | |
| achieve, serves as basis | • | "Has secure | content k | nowledge, peda | ngogical know | ledge and pedagogica | l content | | |
| for the learning | | knowledge | for the sch | ool and grade t | hey teach in" | (NTS 2c). | | | |
| outcomes. An expanded | • | | | - | | showing a clear grasp | of the | | |
| version of the | | | | their teaching | ` ' | | | | |
| description. | | _ | s that enco | urages learner | collaboration | n and leads to purpose | ful learning | | |
| Write in full aspects of | (NTS 3h | 1). | | | | | | | |
| the NTS addressed | Laguain | ~ Outcomes | | l couning India | otovo la | lamtify which areas an | tting issues | | |
| Learning Outcome for the lesson, picked and | Learnin | g Outcomes | | Learning Indic | | dentify which cross cu core and transferable | • | | |
| developed from the | 1.Exhib | it | 1. V | rite down the | | iclusivity, equity and | • | | |
| course specification | anun | nderstanding | of r | neanings of hist | | iversity. How will the | _ | | |
| Learning indicators for | the c | origin and | (| iscipline | | ddressed or develope | | | |
| each learning outcome | mea | ning of histor | y as 2. D | iscuss the natu | | s student teachers are | | | |
| G | | cipline. | | istory as a disci | | ne evolution of history | as a | | |
| | | an apprecia | | entify some his | 3 | ubject, they develop s | kills of | | |
| | | e distinct nat | | oncepts emplo | , | ritical thinking, creativ | • | | |
| | | story as a | l t | he study of hist | , " | nnovation. Additional | | | |
| | | pline. onstrate the | | | | s tolerance and hones | ty will be | | |
| | | onstrate the ty to reflect a | nd | | а | ddressed. | | | |
| | | yse historical | | | | | | | |
| | l . | epts. | | | | | | | |
| | сопсери. | | | | | | | | |

| Topic Title: • Evolution of history as a discipline (II) | Sub-topic | Stage/time | depending on the delivery | earning activities to achieve outcomes he delivery mode selected. Teacher-led roup work or independent. | | | |
|--|--|--|--|---|--|--|--|
| as a discipilile (II) | | | 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. e-learning opportunities | 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 e-learning opportunities | | | |
| | concepts | | Tutor puts student teachers in group to research on concepts in history on https://alphahistory.co m/history-concepts/ | 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 | Media reports Artifacts),comp | , Letters, Diarie outers/laptops, S | es, Eyewitness articles, Vide Smart phones LCD projector, | | | | |
| Required Text (core) | 2. Storey, W.K Press. | . (2016). Writing | | nts. New York: Oxford University | | | |
| Additional Reading List | | | story? Cambridge: Cambridge s history? From Carr and Elto | e University Press. In 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) |

| Year of B.Ed. | 2 Semester | 1 | Place of lesson in semester | 123456789101112 |
|---------------|------------|---|-----------------------------|-----------------|
|---------------|------------|---|-----------------------------|-----------------|

| Title of Lesson | Problem an | eas in historic | al writing(I) | | | Lesson Duration | 3 Hours | |
|---|--------------|---|----------------|---------------|----------------|------------------------|---------------|--|
| Lesson description | | | | and techn | igues involv | | | |
| | | 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 | | | | | | |
| | _ | | | • | • | writing such as ol | - | |
| | | | | | | udent teachers will | | |
| | | historical obje | | | • | | | |
| | | , | , | , , | , | | | |
| Previous student | Student tea | achers have p | rior knowled | ge on the ev | olution of his | tory as a discipline. | | |
| teacher knowledge, | | | | | | | | |
| prior learning | | | | | | | | |
| (assumed) | | | | | | | | |
| Possible barriers to | The conce | ot of objectiv | ity in History | may be dif | ficult to und | erstand and fully a | ppreciate the | |
| learning in the lesson | need for ob | ojectivity in Hi | story. | | | | | |
| Lesson Delivery – | Face-to- | Practical | Work- | Seminars | Independer | t e-learning | Practicum | |
| chosen to support | face | Activity | Based | [] | Study | opportunities | | |
| student teachers in | [\dagger] | [] | Leaning | | [√] | [] | | |
| achieving the outcomes | | | [] | | | | | |
| Lesson Delivery – main | The course | will be delive | red using the | following m | nethods | | | |
| mode of delivery | | | | | | e used in facilitating | • | |
| chosen to support | | | | | | s) who are experien | ced and | |
| student teachers in | - | ed in conduct | - | - | | | | |
| achieving the learning | Independe | nt study: Inq | uiry Learning | to prepare | reports and p | resent findings | | |
| outcomes. | | | | | | | | |
| Overarching | | | | | | ndertaking historica | | |
| outcome, what you | | | | | | e lesson will work to | owards | |
| want the student | _ | he following o | | | | | | |
| teachers to achieve, serves as basis for | | | | | _ | ge and pedagogical | content | |
| the learning | | owledge for t | | | | • | f +h a | |
| outcomes. An | | | | | | wing a clear grasp o | rtne | |
| expanded version | | tended outco | | • • | | d leads to purposef | ul loarning | |
| of the description. | (NTS 3h). | rigiui tasks tiii | at encourage | 3 learner cor | iaboration ai | ia leads to parposer | uricarring | |
| Write in full aspects | (1415 511). | | | | | | | |
| of the NTS | | | | | | | | |
| addressed | | | | | | | | |
| Learning Outcome for | Learning O | utcomes | Learni | ng Indicator | s I | dentify which cross | cutting | |
| the lesson, picked and | | | | | | ssues – core and tra | _ | |
| developed from the | 1. Show the | e ability to | 1. Address | s problems p | ertaining | kills, inclusivity, eq | uity and | |
| course specification | identify pro | oblems | to histo | rical writing | . 8 | ddressing diversity | . How will | |
| Learning indicators for | pertaining | to historical | 2. Explai | n the d | ifferences | hese be addressed | or | |
| each learning outcome | writing. | | between | historical c | bjectivity | leveloped? | | |
| | | Demonstrate | and person | al opinions. | 1 | s student teachers | are exposed | |
| | knowledge | | | | t | o the problem areas | of historical | |
| | distinguish | ing historical | | | | vriting, they develor | | |
| | objectivity | from | | | | ollaboration, critica | _ | |
| | | nd opinions | | | ı | problem solving and | innovation. | |
| | (subjectivit | y in History) | | | | | | |

| Topic Title: • Problem areas | Sub-topic | Stage/ | Teaching and learning activities t the delivery mode selected. Teach | o achieve outcomes depending on her-led collaborative group or | | |
|--|---|-------------|--|---|--|--|
| in historical | | time | independent work. | | | |
| writing(I) | | | Teacher Activity | Student Activity | | |
| | Causation | 90 | Face to face & Discussions: | Face to face & Discussions: | | |
| | and | minutes | Tutor engages student teachers | Tutor engages student teachers in | | |
| | Explanatio | | in 'In-class research | 'In-class research presentation' on | | |
| | n in | | presentation' on the various | the various perspectives in | | |
| | History | | perspectives in historical | historical writing, ideas of | | |
| | | | writing, ideas of causation and | causation and explanation in | | |
| | | | explanation in History. | History. | | |
| | | | Tutor employs 'Talk for | Tutor employs 'Talk for learning' approach to elicit responses from | | |
| | | | learning' approach to elicit response from a reading | the assigned reading material. | | |
| | | | material | the assigned reading material. | | |
| | Historical | 90 mins | Face-to-face: | Discussions: | | |
| | objectivity | | - Tutor leads a class | - In-class discussion with | | |
| | | | discussion on how to be | student teachers on how to be | | |
| | | | objective in analysing | an objective and professional | | |
| | | | historical facts amid popular | historian despite their | | |
| | | | opinions and preconceived | individual biases and | | |
| | | | biases. | preconceived ideas. Student | | |
| | | | | teachers write a good thesis | | |
| 1 | T | | | statement for a research work. | | |
| Lesson assessments – evaluation of learning: | 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 | | | | | |
| of, for and as learning | | • | ical topic for a group presentation i | | | |
| within the lesson | • . | | s as a historical research. | astrying the reasionity and | | |
| | Addresses C | • | | | | |
| | NTS to be A | ddressed: N | TS 2C: "Has secure content knowled | dge, pedagogical knowledge and | | |
| | pedagogical | content kno | wledge for the school and grade the | ey teach in". | | |
| | Core skills to be developed: Creative, critical thinking, literacy, collaborative, problem solving | | | | | |
| | and innovative skills. | | | | | |
| Instructional Resources | | • | | rts (based on primary sources and | | |
| | | | | ies, Eyewitness articles, Videotapes, | | |
| Required Text (core) | | | Artifacts)computers/ laptops, LCD page 14 | | | |
| Required Text (core) | | , , | , | New York: Oxford University Press. | | |
| Additional Reading List | | | at is history? Cambridge: Cambridge | | | |
| | | | what is history? From Carr and Elto | | | |
| | Routledge. | | | | | |
| | 3. Marwick, A. (2001). The new nature of history, knowledge, evidence, language. Chicago: | | | | | |
| | Lyceum B | | | | | |
| | 4. Popkin D. J. (2016) From Herodotus to H-Net: the story of Historiography. New York: Oxford | | | | | |
| | University Press | | | | | |
| CDD monds | | | rsuit of history, 3rd revised ed. Har | row, Essex: Longman. Vansına, Jan. | | |
| CPD needs | Workshop for - historical w | | | | | |
| | - field and a | - | | | | |
| | - integrating | | | | | |
| | | | Resources (audio-visuals and visual: | s) | | |
| | | ====:::::15 | 135 (addie 1.5dd.) die 15ddi | -1 | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 12345678910 11 12 |
|---------------|---|----------|---|-----------------------------|-------------------|
|---------------|---|----------|---|-----------------------------|-------------------|

| Titl | e of Lesson | Problem | areas in histor | ical writing | (II) Le | sson Duration | 3 H | ours | | |
|------|-------------------------|---|---|---------------|----------------|---------------------|------------------------|----------------|--|--|
| | son 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 | | | | | | | | |
| | | | | - | | - | etations of histori | | | |
| | | • | _ | _ | • | | guish historical obj | | | |
| | | | ity in History. | tuuciit teut | | | Bailor motorical obj | ,000.7.0,0 | | |
| Pro | vious student teacher | | | nrior know | ledge of the | nrohlems and | challenges in histo | orical writing | | |
| | owledge, prior learning | | previous lesso | | leuge of the | e problems and | chanenges in misc | orical writing | | |
| | sumed) | Hom the | previous lesso | 11. | | | | | | |
| • | ssible barriers to | The cone | ant of objecti | uitu in Hicto | m, may bo | difficult to undo | rstand and fully ag | annociato tho | | |
| | rning in the lesson | | objectivity in F | • | ny may be t | unneun to unde | istaliu aliu luliy af | opreciate the | | |
| | son Delivery – chosen | Face- | Practical | Work- | Seminars | Independent | e-learning | Practicum | | |
| | • | to-face | | | | | _ | Practicum | | |
| | support student | | Activity | Based | [٧] | Study | opportunities | | | |
| | chers in achieving the | [\dagger] | [√] | Leaning | | [v] | [√] | | | |
| | comes | The second | so will be delic | [V] | ha fallaudir - | , mosth ode | | | | |
| | son Delivery – main | | se will be deliv | _ | _ | | d to for all 2 | - 1 | | |
| | de of delivery chosen | | | | • | | e used in facilitating | _ | | |
| to | support student | | | | - | |) who are experien | iced and | | |
| | chers in achieving the | | shed in conduc | • | • | | | | | |
| lea | rning outcomes. | | | | | • • | n and reflection of | | | |
| | | | - | | _ | ciated with writing | ng a historical resea | arch and | | |
| | | | vays of overco | | | | | | | |
| • | Overarching | | | | | | historical writing s | | | |
| | outcome, what you | - | | | | | d opinions. Studen | | | |
| | want the student | | • | • | • | | ity in History. The | | | |
| | teachers to achieve, | | _ | | - | | Teachers' Standard | | | |
| | serves as basis for | | | | | | ge and pedagogical | content | | |
| | the learning | | knowledge for | the school | and grade th | iey teach in" (NT | S 2c). | | | |
| | outcomes. An | • | Plans and deliv | ers varied a | ınd challengi | ing lessons, shov | ving a clear grasp o | f the | | |
| | expanded version of | į | intended outco | omes of the | ir teaching (I | NTS 3a). | | | | |
| | the description. | • : | Sets meaningf | ul tasks that | encourages | learner collabor | ration and leads to | purposeful | | |
| • | Write in full aspects | | learning (NTS 3 | 3h). | | | | | | |
| l | of the NTS addressed | <u>•</u> | Appreciate the | origin, mea | aning and na | ture of history a | s a discipline (NTS 2 | 2c p. 13, | | |
| | | | NTECFp. 45) | | | | | | | |
| | | | | | | | hers in teaching th | e JHS | | |
| L | | | curriculum. (N | TS 2c p. 13, | NTECF p. 45) |) | | | | |
| • | Learning Outcome | Learning Outcomes Learning Indicators Identify which cross cutting | | | | | | | | |
| | for the lesson, picked | 1. Exhibit knowledge of 1. Examine why there is the need issues – core and | | | | | | nd | | |
| | and developed from | | In Example with the second of | | | | | | | |
| | the course | historical objectivity from recording historical events. inclusivity, equity and | | | | | | | | |
| | specification | fictions and opinions addressing diversity. How | | | | | | | | |
| • | Learning indicators | (subjectivity in History) will these be addressed or | | | | | | | | |
| | for each learning | | . ,, | | | | developed? | | | |
| | outcome | | | | | | As student tea | chers are | | |
| | | | | | | | exposed to the | problem | | |
| | | | | | | | areas of histor | • | | |
| | | | | | | | they develop s | | | |
| | | | | | | | thinking, probl | | | |
| | | | | | | | and innovation | • | | |
| _ | | 1 | | l e | | | 3.10 | | | |

Deleted: ¶

| Topic Title: | | | Teaching and learning activities to a | |
|---|---|----------------|---|---|
| Problem areas in historical writing | Sub-topic | Stage/time | on the delivery mode selected. Teac or independent work. | ther-led collaborative group |
| (II) | | | Teacher Activity | Student Activity |
| , , | Review of | 70 minutes | Face-to-face: | Face to face & Discussions: |
| | the | | Tutor engages student teachers in | Tutor facilitates a review of |
| | previous | | reviewing the previous lesson by | the previous lesson on the |
| | lessons | | asking student teachers to identify | processes and techniques |
| | | | and sum up some of the salient | involved in historical |
| | | | issues discussed in the previous | writing. |
| | | | 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. | |
| | The place | 110 mins | Seminar & Face to face: | Face to face & Discussions |
| | and | | Tutor presents a seminar | In-class debate on how |
| | relevance of | | on why and how historians | historians can be |
| | Historical | | need to be objective in | objective in selecting |
| | objectivity | | researching and recording | and interpreting |
| | in History | | past events as a useful | historical facts for |
| | | | academic exercise. | research devoid of personal biases and |
| | | | Tutor then groups student teachers and tasks student | opinions on how to |
| | | | teachers to select some | write a good thesis |
| | | | historical facts of a given | statement for a |
| | | | period in history and | research work. |
| | | | analyse them objectively. | Student teachers |
| | | | | present reports on this |
| | | | | activity. |
| Lesson assessments – | | | into groups to discuss how to situate | |
| evaluation of learning: | _ | | onsidered for choosing a historical topi | = |
| of, for and as learning within the lesson | | | topic for a group presentationjustifyin a historical research. | ig the feasibility and |
| within the lesson | Addresses CLC | - | a Historical research. | |
| | | | 2C: "Has secure content knowledge, pe | edagogical knowledge and |
| | | | dge for the school and grade they tead | |
| | Core skills to | oe developed: | Creativity and innovative skills, literac | cy and critical thinking skills. |
| Instructional Resources | | - | (Books, Paintings, Media reports (ba | |
| | | | Primary Sources: (Letters, Diaries, Ey | |
| B | | | ifacts)computers/laptops, LCD project | |
| Required Text (core) | | , , , | ocket Guide to Writing in History Bedfo Ing history: A guide for students. New \ | |
| Additional Reading List | | | istory? Cambridge: Cambridge Univers | |
| 7.444.0.044 | , | • | is history? From Carr and Elton to Rort | • |
| | Routledge. | , | , | , |
| | Marwick, A. (2 | 2001). The new | nature of history, knowledge, evidenc | ce, language. Chicago: |
| | | | 2016) From Herodotus to H-Net: the st | ory of Historiography. New |
| | York: Oxford U | | | |
| onn I | | | of history, 3rd revised ed. Harrow, Esse | ex: Longman. Vansina, Jan. |
| CPD needs | Workshop for | | arch | |
| | historical wri field and arc | • | IICII | |
| | - integrating I | | history | |
| | | U | ources (audio-visuals and visuals) | |
| | . cacaming and | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 1234 5 678910 11 12 |
|---------------|---|----------|---|-----------------------------|----------------------------|
|---------------|---|----------|---|-----------------------------|----------------------------|

| Title of Lesson | Sources of t | :he historian's l | nowledge | of the past (I) | Lesson Dur | ration | 3 Hours | | |
|--|--|--|---|---|--|---|---|--|--|
| Lesson description | | | | | | | to examine past | | |
| | events. It w historical re | events. It will focus on introducing student teachers to the two main sources of conduction a historical research. | | | | | | | |
| Previous student teacher | Student tea | chers are famil | iar with the | processes in | volve in writin | g the history of | their family. | | |
| knowledge, prior learning (assumed) | | | | | | | | | |
| Possible barriers to | Learners ab | ility to distingu | ish betwee | n examples o | f primary and | secondary sour | ces in history | | |
| learning in the lesson | | | | | | | | | |
| Lesson Delivery – chosen | Face-to- | Practical | Work- | Seminar | Independent | e-learning | Practicum | | |
| to support student | face [v] | Activity | Based | s [v] | Study [v] | opportunitie | s | | |
| teachers in achieving the | | | Leaning | | | [] | | | |
| outcomes | | | | | | | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching | Face-to-fac Interaction Seminars: tutor led Independen | with resource points to generate ground study: Inqui | lecturette, persons wh pup and ind ry Learning | think, pair sh o are experie ividual creativ to prepare re | are should be nced and accovity, discussion eports and pre | | ers. : student and/or | | |
| 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 | • "H kn • Pla int • Se | 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 | Learning O | utcomes | Learni | ng Indicators | i s a t | dentify which on ssues — core and skills, inclusivity addressing diverable hese be addres developed? | d transferable , equity and rsity. How will | | |
| each learning outcome | | ing of the storians use out the past ze the writing lifference imary and | historia recons 2. Classify primar source 3. differe primar and second 4. Provide | ntiate betwe | past. f f f f f f f f f f f f f f f f f f f | As student teach evidence to lear or writing abou develop critical treative and coll n teaching histo | n the methods t the past, they thinking, laborative skills | | |

| Topic Title: • Sources of the historian's | Sub-topic Stage/time Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent. | | | | | |
|---|---|----------------|---|---|--|--|
| knowledge of the past (I) | | | Teacher Activity | Student Activity | | |
| uie past (i) | Understandi ng the methods used in reconstructi ng 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. | 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/ Faceto- 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 | Group work: Student teachers discuss the limitations of primary and secondary sources as sources of writing history. | | |
| | STS/School visit | | writing history? 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". | | | | | |
| Instructional Resources | Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills. 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. Lyceum Books | (2001). The ne | w nature of history, knowledge, e g history: A guide for students. No | | | |
| Additional Reading List | Lyceum Books. 2. Storey, W.K. (2016). Writing history: A guide for students. New York: Oxford University Press. 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) |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 12345678910 11 12 |
|---------------|---|----------|---|-----------------------------|-------------------|
|---------------|---|----------|---|-----------------------------|-------------------|

| Title of Lesson | Sources of the h | nistorian's kno | owledge of t | he past (II) | | Lesson Duration | 3 Hours | | | |
|---------------------------------|-----------------------------|--|---------------|-----------------|---------------------|----------------------|----------------|--|--|--|
| Lesson description | | | | | evelop the know | | | | | |
| | | nterpret primary and secondary sources and reconcile various historical accounts. It will also | | | | | | | | |
| | expose student | | | | | | | | | |
| Previous student | 1 | | | _ | n writing historica | al research. | | | | |
| teacher knowledge, | | | | | . 0 | | | | | |
| prior learning | | | | | | | | | | |
| (assumed) | | | | | | | | | | |
| Possible barriers to | Learners ability | earners ability to put sources into context | | | | | | | | |
| learning in the | | | | | | | | | | |
| lesson | | | | | | | | | | |
| Lesson Delivery – | Face-to- Pr | ractical | Work- | Seminars | Independent | e-learning | Practicum | | | |
| chosen to support | face [v] A | ctivity [V] | Based | [] | Study [V] | opportunities | | | | |
| student teachers in | | | Leaning | | | [] | | | | |
| achieving the | | | | | | | | | | |
| outcomes | | | | | | | | | | |
| Lesson Delivery - | The course will I | be delivered | using the fo | llowing meth | nods | | | | | |
| main mode of | Face-to-face - D | Discussion, led | cturette, thi | nk, pair shar | e should be used | in facilitating less | ons. | | | |
| delivery chosen to | Interaction with | resource pe | rsons who a | re experienc | ed and accomplis | hed teachers. | | | | |
| support student | | | | | orts and present f | | | | | |
| teachers in | Practical Activit | Practical Activity: Simulation, role plays, individual and group activities, | | | | | | | | |
| achieving the | | | | | | | | | | |
| learning outcomes. | | | | | | | | | | |
| Overarching | The purpose of | this course is | to develop | skills in analy | yzing primary and | secondary sourc | es. The | | | |
| outcome, what | lesson will work | towards ach | ieving the fo | ollowing dom | nains of the Natio | nal Teachers' Sta | ndards: | | | |
| you want the | • "Has se | ecure content | : knowledge | , pedagogica | al knowledge and | pedagogical cont | ent | | | |
| student | | | | | ach in" (NTS 2c). | | | | | |
| teachers to | Plans a | ınd delivers v | aried and ch | allenging les | ssons, showing a | lear grasp of the | intended | | | |
| achieve, serves | | nes of their te | • • | | | | | | | |
| as basis for the | _ | l tasks that er | ncourages le | arner collab | oration and leads | to purposeful lea | arning (NTS | | | |
| learning | 3h). | | | | | | | | | |
| outcomes. An | | | | | | | | | | |
| expanded | | | | | | | | | | |
| version of the | | | | | | | | | | |
| description. | 1 | | | | | | | | | |
| Write in full | 1 | | | | | | | | | |
| aspects of the | | | | | | | | | | |
| NTS addressed | Learning Outco | mas | Learnin | g Indicators | | Identify which | ch cross | | | |
| Learning Outcome for | Learning Outcom | illes | Learnin | 5 illulcators | | cutting issue | | | | |
| the lesson, | | | | | | transferable | | | | |
| picked and | | | | | | inclusivity, e | - | | | |
| developed | | | | | | addressing d | | | | |
| from the | | | | | | How will the | - | | | |
| course | | | | | | | r developed? | | | |
| specification | 1. Understand | The 1 | . Explain | the five I | broad phases (| of As student te | - | | | |
| Learning | SCIM-C stra | | | l interpretati | | evidence to l | | | | |
| indicators for | historical | <i>3,</i> | | | | methods for | | | | |
| each learning | interpretati | ion. | | | | about the pa | • | | | |
| outcome | 2. develop the | | . Interpre | primary so | ources (the signir | | | | | |
| | knowledge | | | nd of 1844) | | creative and | • | | | |
| | of analyzing | | | / | | | skills as well | | | |
| | sources | . , | | | | as the use of | ICT in | | | |
| | | | | | | teaching hist | | | | |
| | 1 | | | | | | • | | | |

| Topic | | | Teaching and learning activities to achieve | outcomes depending on the |
|-------------------------------|------------------------------|------------------------|---|--|
| Title: | Sub-topic | Stage/time | delivery mode selected. Teacher-led collabo | rative group work or |
| Sources of the | | | independent. | Cr. de de de de de |
| historian's knowledge of | Daview of | 20 mins | Teacher Activity | Student Activity |
| the past (II) | Review of previous | 20 mins | Face-to-face Explore student teachers' RPK on previous | Individual/group work: Review previous lessons with |
| past (, | lesson | | lesson using talking circles. | peer using talking circles. |
| | The SCIM- | 30 mins | Independent study & e-learning | Group work: |
| | C Strategy | | | |
| | | | Show short videos from YouTube on (SCIM- | In-class research on the |
| | | | C)strategy | meaning of these terms in |
| | | | https://www.teachertube.com/video/scim- c-explained-74521 | historical interpretation. |
| | | | http://www.historicalinguiry.com/for | |
| | | | analyzing historical sources and placing | |
| | | | them within a historical narrative. i.e. | |
| | | | Summarizing, Contextualizing, Inferring, | |
| | | | Monitoring, and Corroborating | |
| | Analysis = | FO mirro | - Guide students to discuss the model | Cuarra recorder |
| | Analysing primary | 50 mins | Face-to-face Lead learners on the procedures | Group work: Engage student teachers in |
| | source (I) | | undertaken by the historian in analyzing | analyzing historical sources |
| | ., | | historical sources and placing them within | and placing them within a |
| | | | a historical narrative using the SCIM-C | historical narrative. |
| | | 20 : | strategy. | |
| | Analysing primary | 80 mins | Practical activity | Individual/group work: |
| | source (II) | | Provide learners with a primary material | Engage student teachers in |
| | 304.00 (, | | (the bond of 1844) to analyse. (refer to | analyzing historical sources |
| | | | appendix) | and placing them within a |
| | | | | historical narrative. |
| | STS/School | | Tutor tasks student teachers to observe | Student teachers prepare to |
| | visit | | how teachers assist students to analyse historical data in teaching history. They are | observe how teachers assist students to analyse historical |
| | | | to report this in the next session | data in teaching history. |
| Lesson | Assessment | As/for/of lea | | , , |
| assessments – | Project Assig | gnment: Provid | de learners with a primary material to analyse. | E.g. independence declaration |
| evaluation of | - | Kwame Nkrur | nah | |
| learning: of, | Weight: | | | |
| for and as learning within | Addresses CI | | 5 2C: "Has secure content knowledge, pedagog | ical knowledge and nedagogical |
| the lesson | | | school and grade they teach in". | ical knowledge and pedagogical |
| | Core skills to | be developed | d: Creativity and innovative skills, literacy and o | ritical thinking skills. |
| Instructional | | | ** | s), computers/ laptops, LCD |
| Resources | | | udio player and camera | naugaa Chier |
| Required Text (core) | Books. | A. (2001). The | new nature of history, knowledge, evidence, la | nguuge. Chicago: Lyceum |
| (50.0) | | .K. (2016). <i>Wri</i> | ting history: A guide for students. New York: O | xford University Press. |
| | | | pe.com/video/scim-c-explained-74521 | , |
| | | w.historicaling | | |
| Additional | | | history? Cambridge: Cambridge University Pres | |
| Reading List | Jenkins, K. (1 Routledge. | .995). On what | t is history? From Carr and Elton to Rorty and V | vnite. London: |
| | _ | 79). Varieties d | of history, 2nd ed. London: Macmillan. | |
| | | | of history, 3rd revised ed. Harrow, Essex: Long | gman. Vansina, Jan. |
| | (1985). | | | · |
| CPD needs | Workshop fo | | | |
| | | orical writing a | | |
| | | and archival | | |
| | | | teaching history | |
| | • Tea | cning and Lear | rning Resources (audio-visuals and visuals) | |

| Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 | 123456 7 89101112 |
|--|--------------------------|
|--|--------------------------|

| Title of Lesson | Teaching r | esearch metho | ods in History (| [I) | Lessor | Duration | 3 Hours | |
|--------------------------|--------------|---|--|-----------------|------------------|----------------------|------------------|--|
| Lesson description | This lessor | builds on the | sources of the | historian's k | nowledge of t | he pastand expose | es student | |
| • | teachers to | the importar | nt steps involve | ed in writing a | a historical res | earch. It engages | student | |
| | teachers ir | n how they car | n translate and | organize the | information t | hat they have gatl | hered and | |
| | | alyzed into a coherent historical research. It primarily addresses how student teachers can | | | | | | |
| | choose a r | pose a relevant area and topic of interest for their research project. | | | | | | |
| Previous student | | dent teachers have prior knowledge of what constitute a historical research and the sources | | | | | | |
| teacher knowledge, | available ir | n writing a hist | torical research |). | | | | |
| prior learning | | J | | | | | | |
| (assumed) | | | | | | | | |
| Possible barriers to | Having alre | eady been exp | osed to a num | ber of both p | rimary and se | condary sources, s | student | |
| learning in the lesson | | | | | • | itable information | | |
| | | • | eir area and to | • | | | | |
| Lesson Delivery – | Face-to- | Practical | Work- | .' | Independe | e-learning | Practicum | |
| chosen to support | face [v] | Activity [| Based | 1 | nt Study | opportunities | | |
| student teachers in | | √] | Leaning | 1 | [v] | t i | | |
| achieving the | | • | , and the second | | | | | |
| outcomes | | | | | | | | |
| Lesson Delivery – main | The course | will be delive | red using the f | ollowing met | hods | • | | |
| mode of delivery | Face-to-fa | ce – Discussio | n, lecturette, tl | hink-pair-sha | re should be u | sed in facilitating | lessons. | |
| chosen to support | Interaction | with resource | e persons (libra | arians, history | y professors) v | vho are experienc | ed and | |
| student teachers in | accomplish | ned in conduct | ting and writing | g a historical | research. | | | |
| achieving the learning | Practical a | ctivity- Engagi | ing student tea | chers in cond | ducting fieldw | ork in history. Stud | dent teachers | |
| outcomes. | will choose | e a feasible his | torical topic su | ich as a histo | ry of their con | nmunity, school or | family history | |
| | as their res | search. | | | | | | |
| | Independe | ent study: Inq | uiry Learning t | o prepare rep | oorts and pres | ent findings | | |
| Overarching outcome, | | | | | | | | |
| what you want the | The purpo | se of this cour | se is to develo | p skills neces | sary in writing | proposals for hist | orical research. | |
| student teachers to | The lesson | will work tow | ards achieving | the following | g domains of t | he National Teach | ers' Standards: | |
| achieve, serves as basis | • "I | Has secure cor | ntent knowledg | ge, pedagogio | al knowledge | and pedagogical c | ontent | |
| for the learning | kı | nowledge for t | he school and | grade they to | each in" (NTS 2 | 2c). | | |
| outcomes. An | • Pl | ans and delive | ers varied and o | challenging le | essons, showir | ng a clear grasp of | the intended | |
| expanded version of | | | eir teaching (N | | • | | | |
| the description. | | | • • | • | ner collaborat | ion and leads to p | urposeful | |
| Write in full aspects of | | arning (NTS 3 | | | | | | |
| the NTS addressed | 1 | 0, | • | | | | | |

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

| Topic Title: | | | Teaching and learning activities | to achieve outcomes depending on | | | |
|-------------------------|---|-------------------|--|--|--|--|--|
| Teaching research | Sub-topic | Stage/time | 9 | acher-led collaborative group work | | | |
| methodology in | | | or independent. | | | | |
| History(I) | | | Teacher Activity | Student Activity | | | |
| | Review of | 10 mins | Face to face: | Group Discussion: | | | |
| | lesson 6 | | Tutor-led review of previous | Student teachers discuss the | | | |
| | | | lessons | previous lesson and lists areas | | | |
| | | | Tutor divides student teachers | that need attention. | | | |
| | | | into mixed ability groups. | | | | |
| | Choosing a | 40 mins | Face-to-face: | Individual/group work: | | | |
| | historical | | Tutor introduces the lesson by | Student teachers discuss the | | | |
| | topic. | | asking student teachers to mention some of the broad | different areas of history and | | | |
| | | | areas in writing a historical | how to select an area relevant for their research. | | | |
| | | | project. | Student teachers present | | | |
| | | | project. | reports on their findings | | | |
| | | | | Tutor serves as a facilitator in this | | | |
| | | | | class activity. | | | |
| | Developing | 70mins | Practical Activity: Tutor guides | Discussion : Student teachers | | | |
| | a research | | student teacher through the | discuss the key steps involved in | | | |
| | plan. | | processes involved in writing a | doing a historical research in | | | |
| | | | research. | connection with their chosen | | | |
| | | | | topic. | | | |
| | Background | 60 mins | <u>Face-to-face:</u> Tutor discusses | Independent Study: | | | |
| | to | | with student teachers how to | Student teachers deliberate on | | | |
| | Literature | | conduct background literature | relevant secondary sources for | | | |
| | Review | | review from relevant | their research. | | | |
| | | | secondary sources | Student teachers present | | | |
| | | | | some of the sources they plan to use for their research. | | | |
| Lesson assessments – | Student teach | ners present a o | I ne-page review of any secondary s | | | | |
| evaluation of learning: | research. | icis present a oi | te page review of any secondary s | source material relevant for their | | | |
| of, for and as learning | Addresses CL | 0 4 | | | | | |
| within the lesson | | | C: "Has secure content knowledge | , pedagogical knowledge and | | | |
| | | | ge for the school and grade they t | | | | |
| | Core skills to be developed: Creativity and innovative skills, literacy and critical thinking skills. | | | | | | |
| Instructional | | - | - | rs, journal articles, Paintings, Media | | | |
| Resources | reports,Lette | | , | tapes, Speeches, Photographs, | | | |
| | | | , Smart phones LCD projector/scre | | | | |
| Required Text (core) | | | ket Guide to Writing in History Bed | | | | |
| Additional Panding | • | | g history: A guide for students. Ne tory? Cambridge: Cambridge Univ | | | | |
| Additional Reading List | , , | , | history? From Carr and Elton to Ri | • | | | |
| LIST | Routledge. | JJJj. On What is | mstory: From Carr and Liton to Ki | orty and winte. London. | | | |
| | | 2001). The new | nature of history, knowledge, evid | ence, language, Chicago; Lyceum | | | |
| | | | | f Historiography. New York: Oxford | | | |
| | University Pre | | ,., | | | | |
| | | | history, 3rd revised ed. Harrow, E | ssex: Longman. Vansina, Jan. | | | |
| CPD needs | Workshop for | r tutors on: | | | | | |
| | - historical wi | riting and resear | ch | | | | |
| | | CT in teaching h | | | | | |
| | - Teaching an | d Learning Reso | urces (audio-visuals and visuals) | | | | |

| Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 |
|--|
|--|

| Title of Lesson | Teaching | g research me | ethods in His | tory (II) | Lesson | Duration | 3 Hours | | |
|--------------------------|-----------|---|----------------|--|---------------------|--------------------|---------------------|--|--|
| Lesson description | • | | | e student teachers in transitioning from the research stage to the | | | | | |
| 20000 0.000p.1.0 | | | | | student teachers | | - | | |
| | _ | - | • | _ | s and requiremen | | • | | |
| | | l in History. | | | | | | | |
| Previous student | | | ve prior kno | wledge on I | how to select rele | evant topics for | writing a history | | |
| teacher knowledge, | project. | | | 0 | | | , 0 | | |
| prior learning | , ,, | oject. | | | | | | | |
| (assumed) | | | | | | | | | |
| Possible barriers to | Student | tudent teachers may encounter some difficulty in differentiating a history research proposal | | | | | | | |
| learning in the lesson | from oth | itudent teachers may encounter some difficulty in differentiating a history research proposal rom other forms of proposal in other disciplines. | | | | | | | |
| Lesson Delivery – | Face- | Practical | Work- | Seminars | Independent | e-learning | Practicum | | |
| chosen to support | to- | Activity | Based | [] | Study | opportunities | | | |
| student teachers in | face [| [v] | Leaning | | 0 | [] | | | |
| achieving the outcomes | √] · | | [] | | | | | | |
| Lesson Delivery – main | The cour | rse will be de | livered using | the followin | ng methods | | • | | |
| mode of delivery | Face-to- | face – Discus | sion, lecture | tte, think, pa | air share should be | e used in facilita | ting lessons. | | |
| chosen to support | Interacti | on with reso | urce persons | (librarians, | history professors |) who are exper | ienced and | | |
| student teachers in | accompl | ished in cond | lucting and v | riting a hist | orical research. | | | | |
| achieving the learning | Practica | l activity- Stu | dent teacher | rs conduct ir | ndividual fieldworl | k in history. Stud | lent teachers | | |
| outcomes. | select re | levant histor | ical topics su | ch as family | history, school his | story, communit | y history, | | |
| | biograph | nies and auto | biographies, | for their res | earch writing. | | | | |
| Overarching outcome, | The purp | oose of this c | ourse is to de | evelop skills | necessary in writi | ng proposals for | historical | | |
| what you want the | research | . The lesson | will work tov | ards achiev | ing the following o | domains of the N | National | | |
| student teachers to | Teachers | s' Standards: | | | | | | | |
| achieve, serves as basis | • | "Has secure | content know | wledge, ped | agogical knowledg | ge and pedagogi | cal content | | |
| for the learning | | knowledge f | or the schoo | l and grade t | they teach in" (NT | S 2c). | | | |
| outcomes. An | • | Plans and de | livers varied | and challen | ging lessons, show | ving a clear gras | o of the intended | | |
| expanded version of | | outcomes of | their teachi | ng (NTS 3a). | | | | | |
| the description. | • | Sets meanin | gful tasks tha | at encourage | es learner collabor | ation and leads | to purposeful | | |
| Write in full aspects of | | learning (NT | S 3h). | | | | | | |
| the NTS addressed | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Learning Outcome for | Learning | Outcomes | L | earning Indi | cators | - | which cross cutting | | |
| the lesson, picked and | | | | | | issues – c | ore and | | |
| developed from the | 1.Learn | how to dev | elop 1.1 l | Design a rese | earch proposal in | transfera | ble skills, | | |
| course specification | | ls necessary | | _ | ting out the salien | L . | ,, equity and | | |
| Learning indicators for | | ting propo | | | ed in writing a | addressin | g diversity. How | | |
| each learning outcome | for | 0 | | oroposal. | • | | be addressed or | | |
| | rese | earch | | • | | develope | | | |
| | 2. Le | arn how | to 2.1 \ | Write a rep | ort indicating sali | enti | t teachers are | | |
| | cor | correctly | | | as the origin of | the introduce | d to the art of | | |
| | | orporate idea | | | he socio-cultural | and writing a | | | |
| | | er works in t | | • • • | | and research, | they develop | | |
| | owi | n research. | | | in the community | /. | nnovative, | | |
| | | | | | | personal | development and | | |
| | | | | | | lite-long | earning skills. | | |

| Topic Title: | | | _ | achieve outcomes depending on the |
|-------------------------|-------------------------|-----------------|---|---|
| Teaching research | Sub-topic | Stage/time | • | ed collaborative group or independent |
| methods in History (II) | | | work. Teacher Activity | Student Activity |
| (11) | | | reactier Activity | Student Activity |
| | Techniques | 40 mins | Face-to-face: | Discussions: |
| | and | | Begin the lesson by acting student toochers | Engages student teachers in discussion on bourte apply |
| | challenges- research | | asking student teachers to review the critical | discussion on how to apply the main steps in writing a |
| | proposal. | | steps involved in writing | proposal. |
| | p. opcom | | a historical research. | Student teachers present |
| | | | | reports on their findings. |
| | Crafting and | 60 mins | Face-to-face | Discussions: |
| | developing a | | Tutor leads a class | In-class discussion on how to |
| | thesis | | discussion on how to write | write a good thesis statement |
| | statement | | a good thesis statement. Tutor tasks student | for a research work. |
| | | | Tutor tasks student teachers to draft a thesis | Student teachers present reports on their individual |
| | | | statement for their | tasks. |
| | | | proposed topic. | |
| | Situating | 80 mins | Face-to-face | Discussions and Practical Activity: |
| | research | | Tutor leads a discussion on how | Student teachers discuss how to |
| | within a | | to situate a research within a | situate a research within a |
| | historical | | historical context. | historical context |
| | context | | | Group activity on identifying a historical context for their |
| | | | | proposed research area and |
| | | | | topic. |
| | STS/School | | Tutor tasks student teachers to | Student teachers prepare to observe |
| | visit | | observe how teachers assist | how teachers assist students to |
| | | | students to analyze historical | situate historical data within a |
| | | | data by situating the data within | historical context teaching history. |
| | | | a historical context in teaching history. They are to report this in | |
| | | | the next session | |
| Lesson assessments | Tutor puts stude | ent teachers in | | a research within a historical context. |
| - evaluation of | Using the factor | s considered f | or choosing a historical topic as a gu | ide, tutor tasks each group to choose a |
| learning: of, for and | | | sentation justifying the feasibility ar | nd relevance of these topics as a |
| as learning within | historical resear | | | |
| the lesson | Addresses CLO 4 | | · "Has socure content knowledge no | edagogical knowledge and pedagogical |
| | | | nool and grade they teach in". | edagogicai kilowiedge allu pedagogicai |
| | | • | reativity and innovative skills, literac | cy and critical thinking skills. |
| Instructional | | | • | ed on primary sources and appear after |
| Resources | | - | | ess articles, Videotapes, Speeches, |
| B | | | ters/ laptops, LCD projector/screen. | |
| Required Text (core) | | | ket Guide to Writing in History Bedfo g history: A guide for students. New \ | |
| Additional Reading | | , , | ory? Cambridge: Cambridge Univers | |
| List | | • | history? From Carr and Elton to Rort | • |
| | Routledge. | | • | |
| | | • | , , | ce, language. Chicago: Lyceum Books |
| | ' ' | L6) From Hero | dotus to H-Net: the story of Historiog | graphy. New York: Oxford University |
| | Press | The nurself of | history and voying dead Harris See | Nu Langman Vancing I |
| CPD needs | Workshop for tu | | history, 3rd revised ed. Harrow, Esse | ex: Longman. vansina, Jan. |
| Ci Dilecus | ' | cal writing and | research | |
| | | nd archival stu | | |
| | | ting ICT in tea | | |
| | _ | - | g Resources (audio-visuals and visua | als) |

| r of B.Ed. 2 Semester 1 Place of lesson in semester | 12345678 9 101112 |
|---|--------------------------|
|---|--------------------------|

| Title of Lesson | Teaching research m | ethods in History | (III) Lesson Dura | ation 3 | Hours | | | | | |
|---|--|---|--------------------------|----------------------|-----------------|--|--|--|--|--|
| Lesson description | | | achers to the final sta | ges in writing a hi | storical | | | | | |
| · | | • | | | | | | | | |
| | | esearch. It engages student teachers in how they can organize and write the various napters 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 | | | e of what constitutes | | | | | | | |
| knowledge, prior learning | | · · | available for writing a | | - | | | | | |
| (assumed) | | | Ü | | | | | | | |
| Possible barriers to learning | Student teachers | may encounter | some difficulty in o | vercoming the | challenges of | | | | | |
| in the lesson | plagiarism. | , | , | · · | · · | | | | | |
| Lesson Delivery – chosen to | Face- Practical | Work- Ser | ninar Independent | e-learning | Practicum | | | | | |
| support student teachers in | to- Activity | Based s [v |] Study | opportunities | | | | | | |
| achieving the outcomes | face [v] | Leaning | 0 | [v] | | | | | | |
| | [√] | | | | | | | | | |
| Lesson Delivery – main mode | The course will be do | elivered using the | following methods | | | | | | | |
| of delivery chosen to support | Face-to-face - Discu | ssion, lecturette, 1 | think-pair-share shoul | d be used in facili | tating lessons. | | | | | |
| student teachers in achieving | Interaction with reso | ource persons (libi | rarians, history profess | sors) who are exp | erienced and | | | | | |
| the learning outcomes. | accomplished in con | ducting and writir | ng a historical research | ١. | | | | | | |
| | e-learning opportun | ities – Videos fror | m YouTube of shared of | experiences of acc | complished | | | | | |
| | | | wed for analysis, refle | | | | | | | |
| | Seminars- to genera | te group and indiv | idual creativity, discu | ssion and reflection | on of some | | | | | |
| | | | ges associated with w | riting 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, | | | p skills necessary in w | | | | | | | |
| what you want the | | | s achieving the followi | ing domains of the | e National | | | | | |
| student teachers to | Teachers' Standards | | | | | | | | | |
| achieve, serves as basis | | | ge, pedagogical know | | gical content | | | | | |
| for the learning | _ | | I grade they teach in" | | | | | | | |
| outcomes. An expanded | | | challenging lessons, s | howing a clear gr | asp of the | | | | | |
| version of the | | utcomes of their to | = : : | | | | | | | |
| description. | | - | courages learner colla | iboration and lead | ds to | | | | | |
| Write in full aspects of | purposeful | learning (NTS 3h). | | | | | | | | |
| the NTS addressed | | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed | Learning Outcomes | Learning Inc | licators | Identify which o | _ | | | | | |
| from the course specification | 1. Exhibit the | 1 Identify the | ways that historians | skills, inclusivity | | | | | | |
| Learning indicators for each | ability to | | ters for a historical | addressing dive | | | | | | |
| learning outcome | develop | research. | ters for a mistorical | will these be ac | - | | | | | |
| learning outcome | chapters for a | | ft of your research | developed? | idi essed oi | | | | | |
| | research work. | | utline the chapters | As learners stud | ly how they | | | | | |
| | 2.Show an | | ute the research | can organize an | | | | | | |
| | understanding | project. | ate the research | various chapter | | | | | | |
| | of how to draft | | immary of research | research work t | | | | | | |
| | chapters for a | work. | , | creative, innova | | | | | | |
| | research. | | | development ar | | | | | | |
| | 3. Demonstrate | | | learning skills. | - | | | | | |
| | knowledge on | | | | | | | | | |
| | how to evaluate, | | | | | | | | | |
| | analyse and | | | | | | | | | |
| | present | | | | | | | | | |
| | historical data | | | İ | | | | | | |
| I | | | | | | | | | | |

| Topic Title: Teaching research methods in History (III) | Sub-topic | Stage/time | Teaching and learning activiti depending on the delivery mo collaborative group work or in | de selected. Teacher-led | | |
|---|---|---|--|--|--|--|
| | | | 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 | 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 | submit a one-pag Addresses CLO 4 NTS to be Addres and pedagogical of | ge write-up on so ssed: NTS 2C: "I content knowle | e and analyse research work. Stu elected topics for their research Has secure content knowledge, p dge for the school and grade the ativity and innovative skills, litera | work. pedagogical knowledge y teach in". | | |
| Instructional Resources | appear after ar | n event) someP | s, Paintings, Media reports (bas rimary Sources: (Letters, Dia ohs, Artifacts)computers/ laptop: | ries, Eyewitness articles, | | |
| Required Text (core) | | • • | Guide to Writing in History Bedf history: A guide for students. Ne | | | |
| 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 tut Historica Field and Integration | al writing and re d archival studie ing ICT in teachi | es | ials) | | |

| Title of Lesson | Technical asp | ects of historic | cal writing. | | Lesson Du | ration 3 H | 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 teach History from I | hers have prio | or knowled | lge on how ourse. | to conduct an | d write a resea | | | |
| Possible barriers to learning in the lesson | | hers may enco he styles histo | | • | in differentiati | ng between ot | her styles of | | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face-to- face [V] | Practical Activity | Work- Based Leaning | Seminar s [v] | Independent Study [v] | e-learning opportunities [$ \lor $] | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of | 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 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 | | | | | | | | |
| the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Sets meaningful tasks that encourages learner collaboration and leads to purposeful | | | | | | | | |

| Topic Title: | | | _ | ng activities to achieve outcomes | | | |
|--|--|---------------------|-------------------------------------|---------------------------------------|--|--|--|
| • | Sub-topic | Stage/time | • | livery mode selected. Teacher- | | | |
| | | | | up work or independent. | | | |
| | | | Teacher Activity | Student Activity | | | |
| | Citation/footnoting, | 120 mins | Face-to-Face & e- | Face-to-Face & e-learning: | | | |
| | dating, chronology | | <u>learning:</u> | Engages student teachers in | | | |
| | and periodization (I) | | Teacher makes use | practical use of the computer in | | | |
| | | | of computer (ICT) | activities that will guide student | | | |
| | | | to guide student | teachers in how to cite, | | | |
| | | | teachers on how to | footnote, indentations, dating | | | |
| | | | do correct citation, | and periodization in their | | | |
| | | | footnoting, | research work. etc. | | | |
| | | | indention, dating and periodization | | | | |
| | | | in their research | | | | |
| | | | work. | | | | |
| | Citation/footnoting, | 60 mins | Face -to-Face & | Seminar& presentation: | | | |
| | dating, chronology | | Seminar: | Student teachers present work | | | |
| | and periodization | | Teacher leads class | that shows evidence of having | | | |
| | (II) | | in identifying areas | participated fully in the class | | | |
| | | | in their research | activity. | | | |
| | | | that lacks some of | | | | |
| | | | these | | | | |
| | | | technicalities. | | | | |
| Lesson assessments – | | | computer to show ho | w to engage in technicalities in | | | |
| evaluation of learning: of, for and as learning within | doing a historical wor Addresses CLO 4 | K | | | | | |
| the lesson | | NTS 2C: "Has s | ecure content knowle | dge, pedagogical knowledge and | | | |
| the lesson | | | ne school and grade the | | | | |
| | | • | • | literacy and critical thinking skills | | | |
| Instructional Resources | Primary data (picture | s, videos/docur | nentary, archival docu | ments) , computers/ laptops, LCD | | | |
| | projector/screen, vide | | | | | | |
| Required Text (core) | | | le to Writing in History | | | | |
| | | 6). Writing histo | ory: A guide for stude | nts. New York: Oxford University | | | |
| A LPC - LPC - Post Post Post | Press. | | | of the second second | | | |
| Additional Reading List | | • | mbridge: Cambridge U | • | | | |
| | 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. | ic iicii iidiai c c | , motor y, mro mreage, e | accc, ranguager ccager | | | |
| | , | om Herodotus to | H-Net: the story of Hi | storiography. New York: Oxford | | | |
| | University Press | | | | | | |
| | | | nd ed. London: Macm | | | | |
| | | ırsuit of history, | 3rd revised ed. Harrov | w, Essex: Longman. Vansina, Jan. | | | |
| enn I | (1985). | | | | | | |
| CPD needs | Workshop for tutors of | | .i. | | | | |
| | | iting and resear | cn | | | | |
| | Field and arc Integrating II | | istom | | | | |
| | | CT in teaching h | · · | d vicuals) | | | |
| | Teaching and Learning Resources (audio-visuals and visuals) | | | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesson in semester | 12345678910 11 12 |
|---------------|---|----------|---|-----------------------------|-------------------|
|---------------|---|----------|---|-----------------------------|-------------------|

| Title of Lesson | Fieldwork pre | esentation | | | Lesson | Dur | ration 3 H | ours | | | | | |
|--|--|--|-----------------|----------------|----------------|----------------|--------------------------------|-----------------|--|--|--|--|--|
| Lesson description | | | r student | teachers or | | | resent and critic | | | | | | |
| | research | | | • | . , | • | , | | | | | | |
| Previous student teacher | Student teac | hers have b | en expos | ed to the so | ources, met | hods | s and technicalit | ies of doing a | | | | | |
| knowledge, prior learning | historical research | | | | | | | | | | | | |
| (assumed) | | | | | | | | | | | | | |
| Possible barriers to learning in | N/A | N/A | | | | | | | | | | | |
| the lesson | , | •4• | | | | | | | | | | | |
| Lesson Delivery – chosen to | Face-to- P | Face-to- Practical Work- Seminars Independent e-learning Practicum | | | | | | | | | | | |
| support student teachers in | | ctivity | Based | [\dagger] | Study | | opportunities | | | | | | |
| achieving the outcomes | | , | Leaning | | , | | [] | | | | | | |
| Lesson Delivery – main mode of | The course w | ill be deliver | | nis method | | | | | | | | | |
| delivery chosen to support | | | _ | | ativity, discu | issio | n and reflection: | student | | | | | |
| student teachers in achieving | and/or tutor | | | | ,, | | | | | | | | |
| the learning outcomes. | , | | | | | | | | | | | | |
| Overarching outcome, what you | The purpose | of this lesso | is to affo | rd student te | achers an o | oaa | rtunity to presen | t their project | | | | | |
| want the student teachers to | | | | | | | e project. This le | | | | | | |
| achieve, serves as basis for the | | | | | | | ng the following I | | | | | | |
| learning outcomes. An | | | _ | | | | tice (NTS 3b). | | | | | | |
| expanded version of the | | | | | | | rages student pa | rticipation | | | | | |
| description. | | critical think | | | J | | 3 | . 1 | | | | | |
| Write in full aspects of the NTS | | | | | and learnin | ıg re | sources including | z ICT. to | | | | | |
| addressed | | ance learning | | , | | | | , , | | | | | |
| | | ens to learne | | s constructiv | e feedback | (NTS | S 3I). | | | | | | |
| Learning Outcome for the | Learning Out | | | ing Indicator | | | ntify which cross | cutting issues | | | | | |
| lesson, picked and developed | 1. Present a | | | sentation on | | | re and transfera | _ | | | | | |
| from the course specification | | arch findings | | torical probl | | | usivity, equity ar | - | | | | | |
| Learning indicators for each | | | I | ntext, the qu | , I | | ersity. How will t | - | | | | | |
| learning outcome | | | | ed, the prim | | | ressed or develo | | | | | | |
| | | | | ondary sour | - | As s | tudent teachers | present their | | | | | |
| | | | in | writing the o | wn/ | rese | earch finding the | y will develop | | | | | |
| | | | far | nily/ commu | nity | com | nmunication, per | sonal | | | | | |
| | | | his | tory | | dev | elopment and life | elong learning | | | | | |
| | 2. Critique | resear | h 2. cri | tique studen | t | skill | S. | | | | | | |
| | findings | | tea | chers' findir | igs from | | | | | | | | |
| | | | the | eir research v | work. | | | | | | | | |
| Topic Title: | Sub-topic | | Teach | ing and lear | ning activiti | es to | achieve outcon | nes | | | | | |
| Fieldwork presentation | | Stage/t | | | | | selected. Teache | r-led | | | | | |
| | | me | collab | orative grou | ıp work or i | ndep | | | | | | | |
| | | | Teach | er Activity | | | Student A | ctivity | | | | | |
| | Research | 180 mir | s Semi r | nar | | Pres | sentation on the | historical | | | | | |
| | presentation | | | Guide studer | nt | | blem, the contex | | | | | | |
| | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | eachers to d | - | | , | , | | | | | |
| | teachers to discuss questions asked, the primary an their research secondary sources used in the | | | | | | | | | | | | |
| | findings. research | | | | | | | - | | | | | |
| | Provide feedback to Student teachers will critique teachers. | | | | | | | I critique the | | | | | |
| | student teachers by presentation by asking the | | | | | | | • | | | | | |
| | asking the following duestions: | | | | | | | | | | | | |
| | | | | questions: | | | What was n | | | | | | |
| | | | ~ | • | s most | | interesting | | | | | | |
| | | | | interestin | | | paper? | | | | | | |
| | | | | this pape | - | | | estions can I | | | | | |
| | | | ~ | What sug | | | provide? | | | | | | |
| | | | | can I prov | /ide? | can I provide? | | | | | | | |

| Lesson assessments – | N/A |
|---------------------------------|--|
| evaluation of learning: of, for | |
| and as learning within the | |
| lesson | |
| 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) |

| Year of B.Ed. | 2 Semester | 2 | 1 | Place of lesson in semester | 1234567891011 12 |
|---------------|------------|---|---|-----------------------------|------------------|
|---------------|------------|---|---|-----------------------------|------------------|

| Title of Lesson | | Course revie | w | Lesson Duration | | | | 3 Hours | | | |
|---|---|--|---|-----------------|----------|---|--------------|-------------|------------------------|--|--|
| Lesson description Previous student | 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. Lessons learnt from lesson 1 through the semester using all the learning approaches. | | | | | | | | | | |
| teacher knowledge, prior learning (assumed) | | | | | | | | | | | |
| Possible barriers to | Difficulty w | ith some co | ncepts not a | dequately | y deal | lt with. | | | | | |
| learning in the lesson | Lessons no | t appropriate | ely understo | od by stu | dent | - teachers. | | | | | |
| Lesson Delivery – | Face-to- | Practical | Work- | Semina | ars | Independent | e-learni | _ | Practicum | | |
| chosen to support | face [v] | Activity | Based | | | Study [V] | opportu | unities | [] | | |
| students in achieving | | [] | Learning [| | | | | | | | |
| the outcomes Lesson Delivery – main | The course | will be deliv | orod using t | ho follow | ing m | othods | | | | | |
| mode of delivery chosen | | e: Discussion | _ | | ıııg ııı | etilous | | | | | |
| to support student | | | - | | are r | eports and preser | nt findings | s | | | |
| teachers in achieving | - | resentations | | | | • | | • | | | |
| the learning outcomes. | | | , | 11 0 | | · | | | | | |
| Purpose for the lesson, | The purpos | se of this less | on is to hel | o students | s refre | esh their minds or | n all the le | earning th | at happened | | |
| what you want the | in the sem | ester and pro | ovide oppor | tunities fo | r the | m to seek suppor | t for learr | ning outco | mes they are | | |
| students to achieve, | | | | ribute tow | /ards | the attainment of | all the C | LOs and h | elp address | | |
| serves as basis for the | | ng aspects of | | | | | | | | | |
| learning outcomes. An | | | | | | parents, School M | | | | | |
| expanded version of the | | | | | | as part of a com | • | | | | |
| description. Write in full aspects of | | | nai strategie | s appropi | riate i | or mixed ability, i | nuitilingu | iai and mi | uti-age | | |
| the NTS addressed | | s (NTS 3g). | cks that one | ourages k | arno | r collaboration ar | d loads to | nurnoco | ful loarning | | |
| | (NTS 3 | | sks that enc | ourages it | carric | i collaboration al | iu ieaus ti | o pui pose | rui learriirig | | |
| Learning Outcome for | Learning O | | | earning I | ndica | tors | Identif | y which c | ross – | | |
| the lesson, picked and | | | | | | | cutting | g Issues, c | ore and | | |
| developed from the | | | | | | | transfe | erable ski | lls, | | |
| course specification | | | | | | | | vity. Equi | - | | |
| Learning indicators for | | | | | | | | _ | rsity. How | | |
| each learning outcome | | will these be address | | | | | | | | | |
| | 1 Domor | estrato the a | hility to 1 | N.4-1 | - 1:-4 | -£l | develo | • | lossans | | |
| | Demonstrate the ability to identify weaknesses and strengths in learning the course for the period under review. Make a list of weaknesses and strengths on poster papers for sharing papers for sharing teachers develop Collaborative, critical | | | | | | | | vork and udent p | | |
| | Demonstrate the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies Demonstrate the ability to reflect on lessons learnt so far and state new insights and or grey areas needing remedies Sequence of thinking and Communic skills from the reflective activities. 2. Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media | | | | | | | | | | |
| | to corr misinfo (lessor discuss teache | knowledge ect misconce ormation for 1 – 12) lesses with the sturs the variouelop their the | eption / earlier ons and udent us areas | and/o misco | r mod | cept maps dels linking cions/misinforma r insights | | | | | |

| Content of lesson picked | Sub Topic | Time or | Teaching and learning to acl | _ | | |
|---|--|---|---|--|--|--|
| and developed from the course specification | | Stage | depending on delivery mode collaborative group work or | - | | |
| 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 | 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 | weakness and strengths 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 | (Presentations to la | st for each grou ning: Student – T | luring group work helps to ass ip a 10-15mins) Teachers working in groups on | _ | | |
| Teaching Learning Resources | Primary data (pictures projector/screen, video/ | | | s), computers/ laptops, LCD | | |
| Required Text (core) | 1. Marwick, A. (2001). <i>Ti</i> Books. 2. Storey, W.K. (2016). <i>V</i> | he new nature o | of history, knowledge, evidence A guide for students. New York | c: 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 | Selected itemsWritten AGroup Pre | of student's wo sssignment esentation I Presentation | ment (30% overall score) rk (3 of them – 10% each) | | | |

 $^{^{1}\!\}text{See}$ rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

- Reflective Journal 40%
- Organisation of the portfolio –10% (how it is presented/organised)

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

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

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

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

