

Four-Year B.Ed. Course Manual

Psychology of Learning in Middle Childhood

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual Writing Format

A. Course Information

Title Page

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

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

ii. Course Details							
Course name	Psychology o	ychology of Learning in Middle Childhood					
Pre-requisite							
Course Level	200	Course	Credit	3			
		Code	Value				

Table of contents

1. Goal for the Subject or Learning Area

The goal of pedagogic studies is to equip student teachers with the foundation of the teaching profession by providing requisite instructional competencies, passion, commitment and positive attitude that ensures effective learning in diverse contexts.

2. Key contextual factors

Teaching and learning is often regarded as two sides of a coin. For both to be effective and successful, there is need for creating suitable environments. The ability to create these environments partly depends on the level of teachers' knowledge of the psychology of learning in middle childhood. The ability to use varied instructional strategies for learners with diverse learner characteristics, abilities and developmental stages of middle childhood learners is the hallmark of an effective teacher. In same vein, it is expected that adopting differentiated classroom and behaviour management strategies to meet the peculiar strengths, needs and challenges of primary school learners will promote effective teaching and learning. This course will equip student teachers with the theoretical knowledge and practical skills to foster effective learning and manage primary level learners' transition from Upper Primary through to the JHS.

3. Course Description

This course is meant to further expose and consolidate student teachers' knowledge about the psychology of learning at the middle childhood level. The course focuses on the stages of human and language development and their learning implications in middle childhood (primary) classrooms. Student teachers would be exposed to theories of learning, transfer of learning, and behaviour management techniques and their implications for learning in middle childhood classrooms. In the delivery of the course, differentiated interactive and assessment techniques would be employed to help student teachers examine the educational implications of the stages of development, learning theories and behaviour management techniques. This course, will therefore, equip student teachers with the knowledge and skills that will enable them apply differentiated instruction as well as managing transitional strategies from early grade through primary to the JHS (NTECF, NTS 3d, p.14)

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

Digital literacy of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools

Critical thinking is developed in student teachers when they express their conceptions, misconceptions and biases towards the use of various multimedia resources.

Collaboration is fostered through assigning group projects and presentation of various topics across units.

Communicative skills of student teacher would be enhanced through group discussions, presentations, co-planning and co-teaching

Personal development would be fostered through individual and group presentation, examining personal prejudices for some multimedia resources for teaching.

Respect for diversity would be engendered in student teachers by using various criteria of group formation.

Commitment and passion for teaching would be developed when student teachers develop various multimedia resources for teaching.

Creativity: This would be enhanced by creating or developing different multimedia resources to support the learning of learners with diverse characteristics.

5. Course Learning Outcomes	6. Learning Indicators
CLO 1. Demonstrate knowledge and understanding of the concepts and principles of physical, intellectual and social development in middle childhood and their learning implications (NTS 3d, p.14).	

CLO 2. Demonstrate knowledge and understanding of the theories, and factors affecting language development in middle childhood and their learning implications (NTS 3d, p.14). CLO 3. Demonstrate knowledge and application of the		 implications for learning i Discuss factors that pacquisition in middle child Discuss factors that inhib in middle childhood. Explain the behavioural a 	it language development and acquisition approach to learning in middle childhood		
they influence t	ing the theories of learning and how teaching and learning in middle , p.17, 3c, 3g, p. 14)	the learning implications.	roach to learning in middle childhood and rist approach to learning in middle		
	te and apply the concept of transfer fering situations in primary schools ITS 2d, p.13).	cognitive and affective do	ansfer of learning in the psychomotor,		
CLO 5. Demonstrate knowledge and understanding of classroom and behaviour management in inclusive primary schools. (NTS, 3d,3f, p.14),		 management". Differentiate between Pidevelopment and their childhood classrooms. Discuss strategies and creater of the piscus strategies s	 Differentiate between Piaget's and Kohlberg's models of moral development and their relationship to behaviour in middle childhood classrooms. Discuss strategies and creative approaches for effective classroom and behaviour management in middle childhood classrooms 		
7. Course Co					
Unit/ Week	Торіс	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes		
1	Stages of Human Development (Middle Childhood: 9-11 years)	Biological threats to human development; Physical development; Intellectual development; Social development; Learning implications for human (middle childhood) development.	Use Talk for learning approaches, individual and mixed-ability group presentations using power point, reflective notes, case study, audio- visual and tactile analysis		
2	Language Development	Theories of language development; Factors promoting language acquisition; Factors affecting language development; Learning implications of language development.	Debates, mixed-ability group projects using ICT, individual and group presentations using power point, audio-visual and tactile analysis		
3	Theories of Learning	Meaning of learning; Behaviourism, Cognitivism, and Constructivism as Theories of Learning; Educational Implications of theories of learning	Mixed-ability group projects and presentations using ICT, debates, case study, sociometric techniques, talk for learning approaches, audio-visual and tactile analysis, simulations.		
4	Transfer of Learning	Meaning and types of transfer of learning; conditions for transfer of learning to take place; educational implications for transfer of learning	Mixed-ability group discussion and presentations using power point; debates, talk for learning approaches, case study, audio-visual and tactile analysis		
5	Classroom and Behaviour Management in Middle Childhood Classrooms (Upper Primary)	The concept "classroom management" and behaviour management"; Moral development by Piaget and Kohlberg;	Audio-visual analysis, talk for learning approaches; individual and mixed- ability group discussions and presentations using power point, case study, role play.		

		Strategies and creative approaches to classroom				
		and behaviour management				
		in middle childhood				
		classrooms including				
		learners with SEN.				
8.	Teaching and Learning Strategies					
•	Concept cartoons and concept maps					
•	Cooperative learning					
•	Individual and group presentations Writing of reflective notes					
•	Think-pair-share, debates					
•	Ishakawa or fishbone strategy					
•	Team teaching – co-planning and co-teaching	by tutors and lecturers with varying expertise				
•		hes, never true, convince yourself, convince a friend; pyramid discussion				
	etc.					
9.	Course Assessment Components					
-	onent 1: Subject Portfolio Assessment (30% ov					
•	Selected items of students work (3 of them -10	U% each) = 30%				
	Midterm assessment = 20%					
•	Reflective Journal = 40%	putitic procented (organized)				
• NOTE	Organisation of the subject portfolio = 10% (he	Jw it is presented / organised)				
NOTE						
	1. Mixed ability group presentations on lear	ning implications for physical, intellectual and social development of				
	middle childhood.					
		fecting language acquisition and development, and implications of				
	language development for learning in mid	ldle childhood classrooms.				
	s Learning Outcomes: CLO 1 and CLO 2					
-	onent 2: Subject Project: (30% overall semester					
•	Introduction, a clear statement of aim and put					
•	Substantive or main section = 40%	one and why to achieve the purpose of the project = 20%				
•	Conclusion = 30%					
NOTE						
NOTE						
	1. Project on educational implications of theo	ries of learning, and transfer of learning in middle childhood classrooms.				
	or					
		aches to classroom and behaviour management in middle childhood				
		oft skills to be developed include: collaboration, critical thinking,				
A	communication, digital literacy, respect fo	or diversity)				
	Is Learning Outcomes: CLO 3, CLO 4 and CLO 5. nent 3: End of Semester Exams 40%					
NOTE	nent 5. Lind of Schlester Lkallis 40/0					
Summa	ry of Assessment Method-End of Semester Exar	nination on:				
	 Biological threats to human developm 					
		I and social development of middle childhood and their learning				
	implications.					
	 Factors that promote and inhibit lang childhood classrooms. 	uage development and their implications for learning in middle				
		tions for learning in middle childhood classrooms.				
		classroom and behaviour management in middle childhood classrooms				
		Ils to be developed include: critical thinking, honesty).				
Assesse	es Learning Outcomes: CLO 1, 2, 3 and 5.	,				
	Required Reading and Reference List					
Ammah	n, C. (2016). Developmental psychology for educ	ators. Accra: Janlex Ventures.				

¹See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP ²See rubrics on Subject Project Assessment in Annex 6 of NTEAP Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill.

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11. Course related professional development for tutors/ lecturers

PD Theme 1(creative approaches), Theme 3 (Talk for Learning), Theme 4 (Group Work), and Theme 7 (Assessing student teachers)

Year of B.Ed. 2 Se	emester	2	Place o	of less	on in seme	ester 1 ₂	345678	9 10 3	11 12	
Title of Lesson	Stages of	Human De	velopm	ent I		Losson	Duration	3 Hou		
	The lesse		4h - h 1						-	
Lesson description					-	d misconcepti		-		
						f addressing th				
		of physical development of middle childhood and their implications for learning in middle childhood (upper primary) classrooms. The lesson also seeks to give an overview of the								
						discussed, and	-			
	-	st lesson, it seeks to expose student teachers to the statement of teaching philosophy of								
	the tutor.							• •		
Previous student teacher	In the fir	st year, stu	udent t	eacher	s were intro	duced to the	concepts o	f hum	an grov	wth,
knowledge, prior learning	-					es of abnorma				
(assumed)						ause of huma	-		•	
	-					evelopment. Ag				
		variances i	n grow	th and	developmen	t of learners d	uring Supp	orted	Teachin	ig in
	Schools.	losson inte	~ d		t too chore t	a tha annsa la	omina out			ha 7
		nt compon				o the course le	arning out	comes	and th	ie 3
Possible barriers to learning		-				riances in hum	an growth	and de	velonm	nent
in the lesson		ople from (50000		relopii	ient
Lesson Delivery – chosen to	Face-to-	Practical	Wo		Seminars	Independent	E-learnin	g	Practio	cum
support student teachers in	face [√]	Activity	Bas	ed	[\]	Study	opportur	nities	[V]	
achieving the outcomes		[]	Lear	rning		[V]	[1]			
Lesson Delivery – main mode			ability g	group d	iscussion, le	cturette, think,	pair share	should	be use	d in
of delivery chosen to support	facilitatin	0								
student teachers in achieving	-			ideos f	rom YouTub	e on various l	kinds of re	source	es used	for
the learning outcomes.	0	and learning		ام مر مر ا	to alterial contracts as			- fl+:-		ي م ا
		-	-		learning reso	reativity, discus	sion and r	enectio	on; stud	Jent
					-	s to engage wi	th relevant	iccup	relate	d to
	topic.	cht study.	to cha	one stu		s to engage wi	th relevant	. 135003		u to
		: working ii	n mixed	-ability	groups for r	ole play, discus	sion, and pi	resenta	ations.	
Overarching outcome, what		-				stand what is ir				nual
you want the student	and the p	hilosophy o	of the tu	utor/lea	cturer in less	on delivery to a	ichieve leai	rning o	utcome	es in
teachers to achieve, serves as	the cours	e. Student	teache	rs shou	ld be able t	o identify, expl	ain, and ad	ddress	the bia	ises,
basis for the learning						threats to hu				
outcomes. An expanded						lear understan				
version of the description.						and how thes				
Write in full aspects of the NTS addressed						assrooms. It is to be discussed				
in buddlessed						teachers would				
		-				levelop their te				
					3e, 3f and 3n		01		, 	
• Learning Outcome for the	Learning	Outcomes		L	earning India	ators	Identify w	hich cr	oss cut	ting
lesson, picked and							issues			and
developed from the							transferat			kills,
course specification							inclusivity			and
Learning indicators for							addressing	-	-	
each learning outcome							will these developed		dressed	d or
	CLO 1:	Demon	strate	• B	riefly explair	the various	Communio		s	kills:
	knowledg		and			discussed for				and
	understar	nding of				and make	presentati	ons.	-	
		and princip		S	tudent teach	ers aware of	Digital lite		-	
		intellectua				sophy of	internet	for	relev	
	social d	levelopmer	nt in	te	eaching and	encourage	informatio	on on t	the the	mes

Topic Title:	middle childhood and their learning implications (NTS 3d, p.14).		 them to develop their teaching philosophy by the end of the course. Examine the biases and misconceptions of biological threats to human development and how they could be addressed. Explain the features of physical development in middle childhood and share their observations of variations in physical development during STS. Discuss the learning implications of the features of physical development in the instructional processes in middle childhood classrooms, making reference to observations during STS. Teaching and learning activities 	
	Sub-topic	Stage/	depending on the delivery mode	
Stages of Human		time	collaborative group work or inde	ependent.
Development I			Teacher Activity	Student Activity
	Introduction: Teaching Manual and Course Learning Outcomes	10 minutes	 Face-to-face Explain to student teachers the need for the course and what it involves. Introduce student teachers to the course manual and the course learning outcomes. Make your teaching philosophy known to student teachers and encourage them to develop and explain their teaching philosophy by the end of 	 Face-to-face Provide relevant answers to questions by explaining the concepts and environmental threats to human development. Specific examples observed during STS could be cited. Share opinion on the meaning and some
	Meaning and Misconception s of biological threats to human development Biological	10 minutes	 the course. Use tutor/lecturer led questioning technique to review student teachers' RPK on human growth, development, and maturation, as well as the environmental threats of human development (PD Theme 2). 	 biases/misconceptions on biological threats to human development. Digital Literacy Watch relevant videos on biological threats to human development and reflect on them for
	threats to human development	35 minutes	 Use tutor/lecturer led questioning technique to introduce the discussion on the meaning of, biases and misconceptions on biological threats to human development (PD Theme 2). 	 mixed-ability group discussion. Face-to Face In mixed-ability groups, discuss the biological threats to human development, deducing from the videos watched. Add other biological threats you

				
			Digital Literacy	may identify.
			• Show relevant short videos	Mixed-ability groups
			from YouTube and other	present their findings
			online resources on	using poster.
			biological threats to human	
		35	development (PD Theme	
		minutes	5).	
			Face-to Face	
			• Use mixed-ability grouping	
			to enable student teachers	
			discuss the biological	
			threats to human	
			development (PD Theme	
		25		
		minutes	4).	
		minutes		
	Dhuataal		• Facilitate poster	
	Physical		presentations by student	
	development		teachers' mixed-ability	
		10	groups on biological threats	
		40	to human development (PD	
		minutes	Theme 4).	
			 Use talk for learning 	
			approaches to assist	
			student teachers to explain	
	Learning		the meaning of physical	
	implications of		development, and discuss	
	physical		the features of physical	
	development		development of middle	
	in middle		childhood (PD Theme 3).	
	childhood		• Use mixed-ability groups to	
			enable student teachers	
			discuss the learning	
			implications of physical	
			development in middle	
			childhood classrooms,	
			relying on their experiences during STS. Groups submit	
			findings/report for marking	
	Canalusian	10	(PD Theme 4).	
	Conclusion	10 minutos	Review with student teachers,	Contribute to the review by
		minutes	the key points in the group	sharing your ideas on what
Losson assessments		mont (Cra	presentations made.	has been learned.
Lesson assessments – evaluation of learning: of, for			up Report: Assesses Course Learnir plications of physical development	
and as learning within the	classrooms.	icarriirig itiif		
lesson		of a group p	roject to be submitted at the end c	of Lesson 5
1033011			((NTS 1a,2c, 3d, 3e, 3f and 3m)	1 LC33011 J.
			ively reflects to improve teaching	and learning
			knowledge, pedagogical knowledg	_
			id grade they teach.	
			and learning with small and large	classes
			f instructional strategies that enco	
			i instructional strategies that enco	מימצפי זנטטפווג אמו נוכואמנוטוז
	and critical think	0	loarnors, ocnosially these with Car	cial Education Moods (SEN)
			learners, especially those with Spe	
		es and reme	ediates learners' difficulties or miso	conceptions, referring
Instruction - I Deserv	learners.	a ala c :: E ·		
Instructional Resources	-		ation and Learning (2016). Teaching	
			uide for tutors. Accra. Ministry of E	
			ation and Learning (2016). Group w	
		-	s. Accra. Ministry of Education (ww ation and Learning (2016). <i>Creative</i>	
				upprogenee: Protoccional

	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures.
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Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
	Macmillan, Brown and Benchmark.
	Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.).
	Toronto: Allyn& Bacon.
	Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and
	design. Cambridge, Massachusetts: Harvard University Press.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th
	ed.). Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	OppongFrimpong, S., &Amissah, P. A. K. (2009). Psychology of adolescence. Accra:
	Emmpong Press.
	Shelton, F. &Brownhill, S. (2008). Effective behaviour management in the primary
	<i>classroom</i> . England. Open University press.
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-
	Hill, Inc.
CPD needs	Using Questioning and downloading relevant short videos to teach biological threats to
	human growth and development.
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Year of B.Ed. 2 Se	mester	2 Pla	ce of les	son in seme	ster 12	3 4 5 6 7 8 9 1	0 11 12
Title of Lesson	Stages of H	uman Devel	opment II			Lesson Duration	3 Hours
Lesson description	examines t propounde student te	he similariti d by Piaget eachers to	es and dif and Brur reflect a	ferences betw ner. The lesso	veen stages of n also seeks	oment in middle intellectual de to provide opp implications c	velopment as ortunities for
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	and have a They have a childhood intellectual	lso been exp an understar classrooms. developmer	oosed to th nding of th Again, nt of learn	ne features of le learning imp student teach ers during Sup	physical devel lications of ph ners have be ported Teachin	eats to human opment in mid- ysical developn en observing ng in Schools. els and learning	dle childhood. nent in middle variances in
the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes	classroom. Face-to- face [V]	Practical Activity [V]	Work- Based Learning	Seminars [V]	Independe nt Study [V]	E-learning opportuniti es	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	E-learning of middle chill Seminars: student tea Independen topic.	Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood. Seminars: to generate group and individual creativity, discussion and reflection among student teachers. Independent study: to enable student teachers to engage with relevant issues related to the student teachers.					evelopment in ection among ues related to
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Student te developme student tea of intellect Student tea	Practical activity: working in groups or individually on projects for presentation. Student teachers should be able to identify and explain the features of intellectual development in middle childhood as propounded by Piaget and Bruner. It is expected that student teachers would be able to examine the similarities and differences in the features of intellectual development in middle childhood as identified by Piaget and Bruner. Student teachers should also be able to demonstrate a clear understanding of the learning implications of intellectual development in middle childhood classrooms (NTS 1a,2c, 3e, 3f, and 3m).					
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indi	icators	Identify whic cutting issues transferables inclusivity, ec addressing di will these be developed?	s – core and skills, juity and versity. How
	CLO 1: knowledge understandi concepts ar physical, in social de middle chilo learning im 3d, p.14).	nd principle ntellectual velopment lhood and t	and the s of and in their	its charact middle child on the per Piaget and share releva observed dur Examine the and differen features of	spectives of Bruner, and nt examples ing STS. e similarities nees in the intellectual a sidentified	Creating TLM and learning. Digital literad mobile devid for informatio Communicati through cri presentations Equity and	on skills: tiquing and

Topic title			Discuss the learning implications of intellectual development in middle childhood classrooms with reference to observations during STS. Teaching and learning activitie	considering their background characteristics and abilities.
Stages of Human Development	Sub-topic	Stage/ti me	depending on the delivery mod collaborative group work or inc	e selected. Teacher-led
			Teacher Activity	Student Activity
	Introduction	30 minutes	Face-to-face Review student teachers' RPK based on their understanding of physical development in middle childhood. Guide them to undertake cross group discussion to share their findings and discuss emerging issues from various groups. (PD theme 4)	Face-to-face Share views on understanding of first lesson. Undertake cross group discussion to share emerging issues to gain in- depth understanding of the learning implications of physical development in middle childhood classrooms.
	Features of Intellectual Development in Middle Childhood Piaget and Bruner)	50 minutes 30 minutes	Independent study/Face-to- face Show a short video on the features of intellectual development in middle childhood for student teachers to analyse and discuss using mixed-ability groups and cross grouping (PD Theme 4). Use lecturette and questioning to stimulate discussion on similarities and differences in the features of intellectual development in middle childhood propounded by Piaget and Bruner (PD Theme 2).	Independent study/Face- to-face Watch video and do an analysis of the features of intellectual development in middle childhood with reflections on your experiences from STS. Listen and answer questions and use mobile phones to search for information online. Reflect on the features of intellectual development in middle childhood by Piaget and Bruner, and share your views on the similarities and differences between them.
	Learning Implications of Intellectual Development in Middle Childhood Classrooms	60 minutes 10 minutes	Independent study/Face-to- face Use mixed-ability groupings to enable student teachers discuss the learning implications of intellectual development in middle childhood classrooms after which groups present their report using power point (PD Theme 4) Summarise lesson by indicating the key issues raised. Give a reading	Independent study Contribute actively to the group discussion and preparation of power point slides for presentation. Observe, listen and ask questions after presentations. Peer assess and score presentations and quality of slides. Take note of key issues raised in the lesson. Read on the topic to be
			assignment on topic to be treated in lesson 3: Social development in middle childhood.	discussed in Lesson 3.

Lesson assessments –	Formative Assessment (In-lesson assessment through peer assessment: Assesses Course
evaluation of learning: of, for	Learning Outcome 1)
and as learning within the	Mixed-ability group power point presentations on learning implications of intellectual
lesson	development in middle childhood classrooms (to be part of a group project to be submitted at the end of Lesson 5).
	Assesses: NTS 1a, 2c, 3d, 3e, 3f, 3m
	NTS 1a: Critically and collectively reflects to improve teaching and learning.
	NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content
	knowledge for the school and grade they teach.
	NTS 3d: Manages behaviour and learning with small and large classes.
	NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking.
	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)
	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners.
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i> <i>Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual
	development in middle childhood
Required Text (core)	Ammah, C. (2016). <i>Developmental psychology for educators</i> . Accra: Janlex Ventures. Feldman, R. S. (2008). <i>Understanding psychology</i> (8 th ed.). New York: McGraw-Hill.
	Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of educational psychology</i> . Accra: Ducer Press.
	Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4 th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i> (2 nd ed.).Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. &Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New
	York: Macmillan. Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.).
	Toronto: Allyn& Bacon.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th
	ed.). Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	Shelton, F. & Brownhill, S. (2008). Effective behaviour management in the primary
	classroom. England. Open University press.
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-
	Hill, Inc.
CPD needs	Using Questioning and Group Work for Intellectual Development and its learning
	implications.

Year of B.Ed. 2	Semester	2 P	lace of le	sson in sei	mester	.2 3 4 5 6 7	7891	0 11 12
Title of Lesson	Stages of Hu	man Develoj	oment III		Less		3 Ho	urs
Lesson Description	middle child	hood as pro reflect and	pounded b	y Erickson. I	e characteris It also aims a plications of	t assisting st	udent	teachers to
Previous student teacher knowledge, prior learning (assumed)	developmen STS, student the features the second v in middle chi	t through so teachers ob of social dev veek, studen Idhood.	ocialisation oserved how velopment i it teachers	processes tl v learners d n middle chi were given a	ences and t hey went thre eveloped soc ildhood in clas a reading assig	ough during ally and how ssroom activ gnment on s	childho w teach ities. A ocial do	bod. During hers utilised t the end of evelopment
Possible barriers to learning in the lesson					c interpretat d to middle c	hildhood, ar		
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Learning	Seminars [√]	Independer Study [√]	t E-learniı opportu [√]	-	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	E-learning o teaching and Seminars: t and/or tutor Independent topic. Practical acti	 Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic. Practical activity: working in groups or individually on projects for presentation. 						
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	and scientifi childhood to various char Erickson, and classrooms (It is expected that student teachers would be able to address misconceptions about cultural and scientific interpretations of social development, especially in the transition from early childhood to middle childhood. Student teachers should show a clear understanding of the various characteristics of social development in middle childhood as propounded by Erickson, and discuss how these would inform instructional processes in middle childhood classrooms (NTS 1a,2c, 3e, 3f, and 3m).						
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes Learning Indicators				is s a t	lentify whi sues – core kills, inclusi ddressing d nese be eveloped?	and t ivity, o iversity	ransferable equity and
	CLO 1: knowledge understandin concepts ar of physical, and social of in middle ch their implications p.14).	id principle intellectua developmen ildhood and learning	d mis e dev s the l add t • Exp d cha g dev , chil pro Eric refe	mine the conceptions relopment a y could be lressed. lain the racteristics of relopment in dhood as pounded by ckson, and w erence to rervations du	s of social g nd how a ir of social d n middle p s y rith T c	ommunicati roup discuss and presentat igital literac iternet for re- formation to iscussions, a ower point f ocial develop ersonal develop ersonal develop ensonal develop ensonal develop ensonal develop ensonal develop ensonal develop	ions, cr tions. y: Surfi elevant o help i nd des or pres oment. elopme n work to dev	ritiquing ng the in group ign of eentation ent: and elop

Topic Title: Stages of Human Development III	Sub-topic	Stage/tim	ne	Discuss the learning implications of the features of social development in middle childhood classrooms citing relevant examples from observations during STS.	Equity various studen backgr abilitie activiti Reflect Throug applica develo childho vities to mode so	tion and Critical thinking: th examination of the ation of social pment in middle bod classrooms. achieve outcomes elected. Teacher-led endent.
				Teacher Activity		Student Activity
	Introduction	30 minute	25	Face-to-face Use lecturette and question stimulate discussion misconceptions about of and scientific interpretation social development. Enco- student teachers to rely on personal and STS experi- Also, review their RPK of reading assignment on development in middle chill given at the end of the se lesson (PD Theme 2, pp. 27-	on ultural ons of ourage n their iences. on the social dhood second	Face-to-faceProviderelevantanswersbysharingpersonalexperiencesandobservationsduringSTSwithclass.ActivelycontributeActivelycontributetothediscussiononinformationobtainedfromyourreadingassignmentoncharacteristicsof socialdevelopmentinmiddlechildhood
	Characteristics of Social Development in Middle Childhood	45 minute	25	Independent Study and discussion Use pyramid discussion to i student teachers to discu features of social developm middle childhood based of stages of social develo propounded by Erickson. student teachers to cite re examples from their observ during STS. Encourage st teachers to prepare notes issues discussed (PD Theme	nvolve ss the hent in on the pment Assist elevant vations tudent on the	Independent Study and group discussion Participate actively in the pyramid discussion on characteristics of social development in middle childhood. Indicate relevant examples from your observations during STS. Prepare your own notes from the discussions.
	Learning Implications of Social Development in Middle Childhood	45 minute	25	Practical Activity and E-Le Opportunities Use mixed-ability groupi assist student teachers ex- reflect, and discuss the le implications of development in middle chil classrooms (PD Theme 4).	ng to amine, earning social	Practical Activity and E- Learning Opportunities Participate in group discussion by contributing meaningfully to obtain relevant information from the internet (using mobile phones) for discussion and power point presentation.
	Learning Implications of Social Development in Middle Childhood	50 minute	25	Power point presentation groups for peer critiquin assessment including qua power point slides user Theme 4, pp. 37-42).	g and lity of	Observe and listen attentively to presentations for clarifications, suggestions, and questions. Discuss issues observed during

			1				
				STS Peer assess and score presentations and quality of slides.			
	Conclusion	10 minutes	Guide student teachers to summarise lesson by identifying key points discussed. Ask student teachers to read on physiological and environmental factors that promote language development	Answer questions and note down key points from the lesson. Take note of topic for lesson 4 and read on it.			
			for the next lesson.				
Lesson assessments –	Component 2: F	ormative Asse	essment (In-lesson Assessment by pe	ers)			
evaluation of learning: of, for and as learning within the lesson		middle childh	point presentations on learning ood classrooms (to be part of a grou				
	Assesses Learni		CLO `1				
	Assesses: NTS 1	-					
			ely reflects to improve teaching and	learning.			
			knowledge, pedagogical knowledge	-			
	-		grade they teach.				
			nd learning with small and large class				
			instructional strategies that encoura	ges student participation			
	and critical thin	0	arnors, aspecially those with Special	Education Needs (SEN)			
			earners, especially those with Special nediates learners' difficulties or n				
	learners.	inco una rei	inculates feathers afficiates of f				
Instructional Resources		eacher Educati	on and Learning (2016). Teaching an	d learning materials:			
	-		de for tutors. Accra. Ministry of Educa	-			
	Transforming Te	eacher Educati	on and Learning (2016). Questioning.	: Professional			
		development guide for tutors. Accra. Ministry of Education (www.t-tel.org)					
			on and Learning (2016). Group work:				
		-	Accra. Ministry of Education (www.t				
Required Text (core)			os from YouTube, Animations and pic ental psychology for educators. Accra				
Required Text (core)			<i>tanding psychology</i> (8 th ed.). New Yor				
			h, K., &Abroampa, W. K. (2020). F				
	educational psy			, , ,			
	Ormrod, J. E. (20	014). Essential	s of educational psychology (4 th ed.).	New Jersey: Pearson.			
			2007). Educational psychology: T	he science of learning			
	(2 nd ed.).Kumasi: Narco Printers.						
Additional Reading List	Berlinder, D. C. &Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i> . New York:						
	Macmillan. Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7 th ed.). Toronto:						
	Allyn& Bacon.						
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th						
	ed.). Boston: McGraw-Hill.						
	Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc.						
			(2008). Effective behaviour mana	gement in the primary			
	classroom. Engla	•					
	Steinberg, L., & Hill, Inc.	веізку, Ј. (199	1). Infancy, childhood, and adolesce	nce. New York: McGraw-			
CPD needs		ing talk for	learning approaches and group	work to teach physical			
		-	ment of humans.	inone to teach physical,			
		sseidi develop					

Year of B.Ed. 2	Semester	2	Place o	of lesson ir	n semest	ter	1234567	89101112
Title of Lesson	Language Do	Language Development I Lesson Duration 3 Hours						3 Hours
Lesson description	teachers on physiologica	The course seeks to further equip and extend the knowledge and experiences of student teachers on how humans develop language, with emphasis on middle childhood. Some physiological and environmental factors that are known to positively promote language						
Previous student teacher knowledge, prior learning (assumed)	Student tead developmen have been observation. social develo	development will be explored in the lesson. Student teachers have undertaken a course in psychological basis of learning and human development in the first year. They also have undertaken STS in the first year, and would have been exposed to practical language development challenges in their school of observation. Moreover, student teachers have learned about intellectual, physical and social development in middle childhood in previous lessons.						year, and would their school of al, physical and
Possible barriers to learning in the lesson Lesson Delivery – chosen to support student teachers in achieving the	some childreFace-Praceto-Actface[]	n, as well as ctical Wo ivity Bas				umbn	E-learning opportunities	Practicum
outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face lessons. E-learning op teaching and Seminars: to and/or tutor	[V]Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning.Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	conditions, of that promot middle child understandin and the in Consequentl adoption of	causes, and e language lhood class ng of the fa nplications y, student differentiat	the im develo rooms. actors t for in teacher ed instr	plications of pment amor It is expec hat promote structional rs are expec uction to fos	f the physing human ted that e language activities ted to tr ter optim	siologi s, wit stude e deve in n ransfe um be	ical and enviro h emphasis on int teachers w elopment in mi niddle childho r this knowled enefits of teach	e aware of the nmental factors the learning in ill exhibit clear ddle childhood, od classrooms. ge through the ing and learning
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 		in middle childhood classrooms, especially during STS (NTS 3f, 3g) Learning Outcomes Learning Indicators Identify which cross cutti issues - core a transferable skills, inclusivi equity and addressi diversity. How will these addressed or developed?						core and kills, inclusivity, addressing v will these be
outcome	knowledge understandin theories, a affecting developmen childhood	nd factor languag t in middl and thei implication	d e e ir s	some belief and late developmen dumbness, s stuttering. Discuss the	evelopmer and dis s about e langu it, causes itammerin physiolo at pron evelopmer hood.	nt in scuss early uage s of ng or gical note	Communication Through presentations, of group work Digital literate relevant inform internet on pl environmenta promote development childhood. Personal Through pre	on skills: discussion, and critiquing

			d cl re	nat promote language evelopment in middle hildhood, and cite elevant examples from bservations during STS.	support of physiological and environmental factors that promote language development in middle childhood. Equity and inclusivity: Using various strategies in grouping student teachers for instructional activities considering their background characteristics and abilities.
Topic Title:	Sub-topic	Stage/tim	e		tivities to achieve outcomes / mode selected. Teacher-led
Language Development I				collaborative group work	
				Teacher Activity	Student Activity
	Introduction	25 minute	ès	Face-to-face Use lecturette an questioning to review th RPK and misconceptions of student teachers based of reading assignment personal experiences an observations during STS Rely on RPK of studer teachers to guide ther explain the concept of language development (P Theme 2).	e by sharing personal of childhood experiences and observations during t, STS. Actively contribute to d the discussion on 5. misconceptions and tt cultural beliefs about n language development, of especially on the causes of
	Physiological factors promoting language development	20 minute	25	Face-to-face Use lecturette an questioning to initiat discussion on physiologica factors that promot language development i middle childhood (Pi Theme 2).	e discussion by sharing your al views on physiological e factors promoting n language development in
		15 minute		physiological factors tha promote languag development in middl childhood (PD theme 2, 5)	and Independent Study Watch video and do an analysis of the physiological factors that promote language development in middle childhood with reflections on your observations and experiences from STS.
		40 minute	25	Face-to-faceUsetutor/lecturerlediscussiontoelicresponsesfromstuderteachersonthphysiologicalfactorsthpromotelanguagdevelopmentinmiddlchildhood(PD Theme 3)	it discussion through treflection on the videos e watched and experiences treflection on the videos watched and experiences treflection on the videos statement during STS on e physiological factors that

Addresses NTS3d,3f, 3g NTS 3d: Manages behaviour and learning with small and large classes. NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN) NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual and multi-age classes.		En la martine	45	to do a condication to day	Index and and study		
Promote Development in Middle enable student teachers anguage development in Middle the promote anguage development in Middle childhood. Guide student teachers to share their observations during observations during STS. Encourage student their observations during observations during STS. Encourage student there observations during observations during of student teachers to share there observations during observations during of student teachers to share student teachers to share discussion (PD Theme 3) Answer questions and note down key points student teachers to read on physiological and environmental factors that inhibit language development in middle childhood for the next tesson Lesson Assessment / evaluation of learning: of, rand as learning within the lesson In-Lesson Assessment (Addresses CLO 2) Peer assessments evaluation of learning: of, rand as learning within the lesson fits as that promote is and searning within the easo is sufficient to a strategies appropriate for mixed-ability, multilingual and multi-age classes. NTS 3: Faploys instructional strategies appropriate for mixed-ability, multilingual and multi-age classes. Instructional Resources NTS 3: Approximation and Learning (2016). Teaching and learning materials: Professional development in middle childhood. Instructional Resources Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development in middle childhood. Instructional Resources Transforming Teacher Education and Learning (2016). Group work: Professional development in middle childhood. Transforming Teacher Education and Learning (2016). Group work: Professional development in middle childhood. <th></th> <th></th> <th>45 minutes</th> <th></th> <th></th>			45 minutes				
Language examine the environmental Development in Middle on environmental factors that promote language development in middle childhood. Guide student teachers to share their observations during STS. Encourage student teachers to put down notes from the discussions (PD Theme 3) Conclusion 15 minutes Use questioning to assist student teachers to share teachers to put down notes from the discussions. Conclusion 15 minutes Use questioning to assist summarise the key issues discussed in the lesson (PD Theme 2). Ask student teachers to read on physiologica and environmental factors that inhibit language development in middle childhood for the next lesson In-Lesson Assessment (Addresses CLO 2) Peer assessment seque development in middle childhood for be part of group project to be submitted at the end of lesson 5) In-Lesson Assessment (Addresses CLO 2) Peer assessment seque development in middle childhood for be part of group project to be submitted at the end of lesson 5) Instructional Resources Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development</i> in middle childhood (To be part of group project to be submitted at the end of lesson 5) Instructional Resources Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development adde for tutors.</i> Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Cuestioning: Professional development guide for tutors.</i> Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Cuestioning: Professional develop</i>							
Development in Middle Factors that promote language development in Middle childhood. Guide student teachers to share their observations during observations during observations during STS. Encourage student Frequery our own notes trachers to put down notes trachers to put down notes trachers to put down notes trachers to put down notes from the discussions. (PP Theme 3) Conclusion 15 minutes Use questioning to assist student teachers to through the discussions (PP Theme 3) Answer questions and note down key points from the discussions. Take note of topic for lesson physiological and physiological and physiological and evelopment in middle childhood for the next lesson In-Lesson Assessment Laddresses CLO 2) Peer assessment using pryamid discussion on environmental factors that inhibit language development in middle childhood (To be part of group project to be submitted at the end of Lesson S) Addresses SITS3d,3f, 3g NTS 3d: Manages behaviour and learning (2016). Teaching and learned ability, multilingual and multi-age classes. Instructional Resources Transforming Teacher Education and Learning (2016). Caustioning: Professional development and learning (2016). Caustioning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Caustor Ner: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Caustoring: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Caustor Ner: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos, Animations and pictures from YouTube on factor							
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Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-		-			ence. New York: McGraw-		
Hill, Inc.		,					
	CPD needs		-		leos to teach factors that		
promote language development in middle childhood.		promote language	e development	in middle childhood.			

Year of B.Ed. 2 Se	emester 2	Place of I	esson in se	emester	12345678910	0 11 12
Title of Lesson	Language Development II			n ion	3 Hours	
Lesson description	The lesson is designed to extend the knowledge and experiences of language development in middle childhood with reference to some physiological and environmental factors that are known to hinder language development in middle childhood.					
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	that promote huma the first year, and w schools of observation	n developm ould have o on.	ent in middl bserved pra	e childhood ctical langua	iological and environm I. They also have unde age development challe and late language dev	rtaken STS in enges in their
in the lesson Lesson Delivery – chosen to support student teachers in					mbness, stammering o	
achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	E-learning opportur principles of commu Seminars: to gener and/or tutor led on l Independent study:	nities – Vi nication. ate group a parriers to d	deos from and individua communication	YouTube or al creativity, on and how	[V] nould be used in facilita n the communication , discussion and reflec to address them. gage with relevant issues	model and tion; student
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	topic. Practical activity: working in groups or individually on projects for presentation. The overarching outcome for the lesson is for student teachers to clearly understand the physiological and environmental factors or conditions that impede language development in middle childhood. It is expected that student teachers will exhibit clear understanding of the learning implications of factors that impede language development in middle childhood. Consequently, student teachers are expected to transfer this knowledge through the adoption of differentiated instruction to foster optimum benefits of teaching and learning in middle childhood classrooms, especially during STS (NTECF, NTS 3f, 3g)					
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for 	Learning Outcomes	Lea	rning Indicat	co inc div	entify which cross cut re and transfera clusivity, equity and versity. How will these developed?	able skills, addressing
each learning outcome	CLO 2: Demonstrate knowledge and understanding of the theories, and factors affecting language development in middle childhood and their learning implications (NTS 3d, p.14).	 phy: that dev. mid Disc envi that dev. mid Disc imp phy: envi that 	siological f impede lar elopment dle childhood uss ronmental f hinder lar elopment dle childhood uss the le lications siological ronmental f impede lar elopment	the Co actors ski guage pro- d. de the frc actors po guage Re in Th d. of de anning fac of de and Eq actors str guage tea in co	mmunication and di ills: Through esentations, and critiq ork and reports. Usi vices to search for om the internet to pr int slides. flection and Critica rough presentation an arguments in	discussion, uing of group ng handheld information epare power al Thinking: d developing support of nvironmental e language hildhood. Jsing various ng student nal activities background

		classro	ame and cita	
		relevan	oms, and cite t examples	
			on observations	
		during S	STS.	
Topic Title:			Teaching and learning ac	tivities to achieve
Language Development II	Sub-topic	Stage/time		he delivery mode selected.
			Teacher-led collaborative	group work or
			independent.	
			Teacher Activity	Student Activity
	Introduction	15 minutes	Face-to-face	Face-to-face
			Use think-pair-share to	Reflect and discuss you're
			review the RPK of student teachers on the	your partner and provide relevant answers based on
			previous lesson (PD	the previous lesson.
			Theme 2).	the previous lesson.
	Physiological and	35 minutes	Face-to-face	Face-to-face
	environmental		Use lecturette and	Contribute to the
	factors that		questioning to initiate	discussion by sharing your
	impede language		discussion on	views on physiological factors that hinder
	development in middle		physiological and environmental factors	factors that hinder language development in
	childhood		that impede language	middle childhood. Reflect
			development in middle	on your observations and
			childhood. Lead student	experiences from STS.
			teachers to share their	
			observations during STS (PD Theme 2).	
	Physiological and	20 minutes	E-learning Opportunity	E-learning Opportunity
	environmental	20 minutes	and Independent Study	and Independent Study
	factors that		Guide student teachers	Watch video and do an
	impede language		to watch relevant short	analysis of the
	development in		videos on physiological	physiological and
	middle childhood		and environmental factors that do not	environmental factors that hinder language
	cimunoou		promote language	development in middle
			development in middle	childhood and reflect on
			childhood	your observations during
			(PD theme 2, 5)	STS.
	Physiological and	30 minutes	Face-to-face	Face-to-face
	environmental		Use lecturette and	Reflect on the videos
	factors that impede language		questioning to initiate discussions on the	watched, personal experiences, and
	development in		physiological and	observation during STS to
	middle		environmental factors	respond to questions by
	childhood		that impede language	providing relevant
			development in middle	answers.
	Learning	70 minutes	childhood (PD Theme 2). Practical activity and E-	Practical Activity and E-
	implications	70 minutes	Learning Opportunity:	Learning Opportunity:
			Use mixed-ability cross	Participate in group
			grouping to enable	discussion by contributing
			student teachers reflect	meaningfully to obtain
			and discuss the relevant	relevant information from
			learning implications of	the internet (using mobile
			physiological and environmental factors	phones) for discussion and power point preparation
			that hinder language	and presentation.
			development in middle	
			childhood classrooms.	
			Groups are to present	
			their findings using	

[1	1	newer reint (DD Therees			
			power point (PD Themes 4 and 5)			
	Conclusion	10 minutes	Use questioning to assist student teachers to summarise the key issues discussed in the lesson (PD Theme 2). Ask student teachers to read on physiological and environmental factors that inhibit language development in middle childhood for the next lesson	Answer questions and note down key points from the lesson. Take note of topic for lesson 6 and read on it.		
Lesson assessments – evaluation of learning: of, for			issessment: Addresses CLO 2	implications of physiological		
and as learning within the				ment in middle childhood		
lesson				be submitted at the end of		
	Lesson 5).					
	Continuous Assess	ment 1				
		submit group pro	pject on topics related to CLC	D 1 and CLO 2.		
	Weighting: 30% Addresses NTS3d, 3	0f 2a				
		-	arning with small and large of			
			rs, especially those with Spe			
				xed-ability, multilingual and		
	multi-age classes.					
Instructional Resources			ool kit. Walton Hall: United I	-		
			nd Learning (2016). <i>Teaching</i>			
			r tutors. Accra. Ministry of Ed nd Learning (2016). Talk for I			
			a. Ministry of Education (ww			
		-				
	Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org).					
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:					
			<i>tutors</i> . Accra. Ministry of Ed			
	hinder language de		•	om YouTube on factors that		
Required Text (core)			psychology for educators. A	cra: Janlex Ventures.		
			ng psychology (8 th ed.). New			
). Principles and practice of		
	educational psycho					
			ducational psychology (4 th e ucational psychology: The sc			
	(2 nd ed.).Kumasi: Na		ucutional psychology. The sc	lence of learning		
Additional Reading List			ds.) (2006). Handbook of e	ducational psychology. New		
	York: Macmillan.		, (,,,,,,			
	Berk, L. E. (2012)). Infants and o	children: Prenatal through	middle childhood (7 th ed.).		
	Toronto: Allyn& Ba			the second second		
	-		L. (2008). Human developm	nent: Across the lifespan (7 th		
	ed.). Boston: McGr Giccarelli S K & V		9). Psychology. New Jersey: I	Pearson Education Inc		
				anagement in the primary		
	classroom. England			- , , ,		
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGra					
	Hill, Inc.					
CPD needs			• • • •	videos to teach factors that		
	hinder language development in middle childhood.					

Year of B.Ed. 2 S	emester	2 P	lace of l	esson in sen	nester 12	2 3 4 5 6 7	8910	11 12
Title of Lesson	Learning Th	Learning Theories I				uration	3 Ho	urs
Lesson description	implications and weakn those aligne conditionin	The lesson seeks to introduce student teachers to the various theories of learning and their implications for middle childhood classroom settings. The lesson will focus on the strengths and weaknesses of various perspectives and theories in explaining learning, particularly those aligned with behaviourism (classical conditioning, instrumental learning, and operant conditioning). This will enable student teachers develop a deep appreciation of how people learn to enable them support the learning of all learners in diverse contexts.						
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	Student tea the curricu undertaken The definiti	chers have lum and s STS which on of learn o students	previousl yllabus f has prepa ing as "re	y taken a lesso or middle chi red them to ap clatively perma with respect to	n on criteria fo Idhood classi opreciate leari nent change	or selecting room settin ning in differ in behaviou	basic cor gs. They rent conf r" may I	y have also cexts. De a bit of a
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity	Work- Based	Seminars [√]	Independe Study	opport	ning cunities	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 description. Write in full aspects of the NTS addressed	E-learning of teaching an Seminars: and/or tuto Independer topic. Practical ac The overard behavioura expected th classroom s that suit th	[V]Learning[V][V]Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.E-learning opportunities – Videos from YouTube on various kinds of resources used fo teaching and learning.Seminars: to generate group and individual creativity, discussion and reflection; studen and/or tutor led on the use various learning resources.Independent study: to enable student teachers to engage with relevant issues related to topic.Practical activity: working in groups or individually on projects for presentation.The overarching outcome for this lesson is for student teachers to understand the various behavioural theories of learning and their educational implications for practice. It is expected that student teachers will appropriately apply the knowledge acquired in various classroom situations with the ultimate aim of adopting the most effective learning strategies that suit the teaching of specific concepts for middle childhood classrooms with learners with diverse needs, interests and abilities (NTS 1a, 2f, 3c, 3f, and 3g).					es used for ion; student s related to the various actice. It is d in various ng strategies	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	utcomes		Learning In		issues – c transfera inclusivit addressir will these develope	core and ble skills y, equity ng divers e be add cd?	r and ity. How ressed or
	CLO 3: knowledge of the prin the theorie how they ir and learn childhood (14-17)	ciples under s of learnin ofluence tea ing in r	cation erlying og and aching niddle	learning an key issue definition. Describe t in the ex Pavlov, and learning im middle classrooms examples f experience	he principles periment by d discuss the plications for childhood citing rom their STS s. nciples in the	Through issues theories, presentat Digital li internet (including learning t Creativity Designing the key theories of Equity ar	discuss in the critiq tions. teracy: for g short cheories. and g poster concep of learnin nd inclus	uing, and Surfing the information videos) on innovation: s to depict ots in the

Topic Title:			Thorndike, and discuss the learning implications for middle childhood classrooms providing relevant instances from their STS experiences. • Analyse the principles in the experiment by Skinner, and discuss the learning implications for middle childhood classrooms citing relevant examples from experiences during STS. Teaching and learning activit	
	Sub-topic	Stage/time	depending on the delivery mo collaborative group work or in	
			Teacher Activity	Student Activity
	Introduction	25 minutes	Face-to-face Use mixed ability grouping to review the RPK of student teachers on the reading assignment on learning theories and reflections on experiences during STS (PD	Face-to-face Reflect and respond to questions by providing relevant answers based on readings on the meaning of learning as well as observations during STS.
	Pavlov's classical conditioning	45 minutes	Theme 2). Face-to-face Use lecturette and questioning to initiate discussion on the classical conditioning experiment by Pavlov and its principles. Use mixed-ability cross groupings for student teachers to discuss the learning implications of Pavlov's classical conditioning in middle childhood classrooms (PD Themes 2 and 4).	Face-to-face Contribute to the discussion by sharing your views on the experiment and principles of Pavlov's classical conditioning. Contribute meaningfully to discussions on the learning implications to gain a better understanding for their application during STS.
	Thorndike's instrumental learning	45 minutes	Face-to-face and independent study Use talk for learning approaches for student teachers to describe the experiment and discuss the principles in instrumental learning by Thorndike. Use mixed-ability cross groupings for student teachers to discuss the learning implications of Pavlov's classical conditioning in middle childhood classrooms. Encourage student teachers to put down notes (PD Themes 2 and 4).	Face-to-faceand independent study Contribute to the discussions by sharing your views on the experiment and principles of Thorndike's instrumental learning. Be active participants by contributing to the discussions on the learning implications to gain a better understanding for application during STS. Prepare your notes from the discussions.

Γ								
	Skinner's	45 minutes	Face-to-face and	Face-to-faceand				
	operant		independent study	independent study				
	conditioning		Use brainstorming to help	Contribute to the discussions				
			student teachers to	by sharing your views on the				
			describe Skinner's operant	experiment and principles of				
			conditioning experiment	Thorndike's instrumental				
			and discuss the principles in	learning. Be active				
			experiment. Use pyramid	participants by contributing				
			discussion for student	to the discussions on the				
			teachers to explain the	learning implications to gain				
			learning implications of	a better understanding for				
			Skinner's operant	application during STS.				
			conditioning in middle	Prepare your notes from the				
			childhood classrooms.	discussions.				
			Encourage student teachers					
			to put down notes (PD					
			Themes 2 and 4). (PD					
			Themes 2 and 4).					
	Conclusion	20 minutes	Use questioning to assist	Answer questions and note				
			student teachers to	down key points from the				
			summarise the key issues	lesson. Take note of project				
			discussed in the lesson (PD	task, and prepare the poster				
			Theme 2), after which you	for assessment. Make good				
			give student teachers a	use of relevant ICT tools to				
			mixed-ability group project	prepare good posters.				
			as an assignment.					
			Assignment: Prepare a					
			poster on the learning					
			experiments by Pavlov,					
			Thorndike, and Skinner, and					
			submit for scoring.					
Lesson assessments –	Formative Asse	ssment (Group	Project: Assesses Course Learni	ng Outcome 3)				
evaluation of learning: of, for	Mixed-ability g	roup project or	n preparation of posters showing	g the description of the				
and as learning within the	learning experi	ments by Pavlo	v, Thorndike, and Skinner. Issue	s discussed should be part of a				
lesson	portfolio to be	submitted for a	assessment after Lesson 9.					
	Assesses: NTS: 1a, 2c, 2f, 3c, 3f, and 3g.							
	NTS 1a: Critically and collectively reflects to improve teaching and learning.							
	NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content							
	knowledge for the school and grade they teach.							
	NTS 2f: Has secure content knowledge, pedagogical knowledge and pedagogical content							
	knowledge for the school and grade they teach.							
	NTS 3c: Creates a safe, encouraging learning environment.							
	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)							
	NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual, and							
	multi-age classes.							
Instructional Resources	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom							
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>							
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)							
	Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional</i>							
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).							
	Transforming Teacher Education and Learning (2016). <i>Group work: Professional development</i>							
	guide for tutors. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>							
			de for tutors. Accra. Ministry of E					
	phones; Laptor		rning experiments by Pavlov, T	nornuike, and Skinner; Mobile				
				harman landar Mantunan				
Poquired Text (core)		Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures.						
Required Text (core)	Ammah, C. (20		Feldman, R. S. (2008). <i>Understanding psychology for educators</i> . Accra: Janiex Ventures.					
Required Text (core)	Ammah, C. (20 Feldman, R. S.	(2008). Underst	tanding psychology (8 th ed.). New	w York: McGraw-Hill.				
Required Text (core)	Ammah, C. (20 Feldman, R. S. Nyatsikor, M.	(2008). Undersi K., Esia-Donko	tanding psychology (8 th ed.). New h, K., &Abroampa, W. K. (202					
Required Text (core)	Ammah, C. (20 Feldman, R. S. Nyatsikor, M. educational ps	(2008). Underst K., Esia-Donko ychology. Accra	tanding psychology (8 th ed.). New h, K., &Abroampa, W. K. (202	v York: McGraw-Hill. 20). Principles and practice of				

	Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning						
	(2 nd ed.).Kumasi: Narco Printers.						
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:						
	Macmillan.						
	Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7 th ed.). Toronto:						
	Allyn& Bacon.						
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7 th						
	ed.). Boston: McGraw-Hill.						
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.						
	Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i> .						
	England. Open University press.						
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-						
	Hill, Inc.						
CPD needs	Using questioning and group work to teach theories of learning and their implications for						
	instruction.						

Ye	ar of B.Ed. 2	Semeste	er 2	Place o	f lesson in s	emester	12345678	9 10 11 12
Titl	e of Lesson	Learning	Theories II					
						Lesson Du	ration	3 Hours
Les	son description	The less	on seeks to	introduc	e student tead	chers to the	e cognitivist and	constructivists
							al activities in mic	
			-	The lessor	will focus on	Piaget's Co	gnitive Learning a	nd Vygotsky's
		Construct				Debeuteurt		
_	evious student teacher owledge, prior learning						sts theories of lear They have also u	-
	sumed)			-	preciate learnir		•	
· ·	ssible barriers to		· · ·			-	opment in learning	
	rning in the lesson	Chancing						•
	son Delivery – chosen	Face-	Practical	Work-	Seminars	Independe	en E-learning	Practicum
	support students in	to-face	Activity	Based	[]]	t Study [√	-	5
ach	nieving the outcomes	[v]	[]	Learning			[V]	
Les	son Delivery – main	Face-to-f	ace: Questic	oning and	hower though	ts.		
	de of delivery chosen to						ping to enable stu	dent teachers
-	oport student teachers				the cognitivist			
	achieving the learning				-		tions and using dig	ital devices
	tcomes.		-		resenting infor			
•	Overarching outcome,		-				nt teachers to u	
	what you want the	-					g, and their im	
	students to achieve,						ted that student s middle childhc	
	serves as basis for the learning outcomes. An						ctive learning strat	
	expanded version of						d learners with o	
	the description.				2f, 3c, 3e, 3f, ar		a learners with t	
•	Write in full aspects of			(,,,,,			
	the NTS addressed							
•	Learning Outcome for	Learning	Outcomes	Lear	ning Indicators		Identify which	cross cutting
	the lesson, picked and	_					issues - core an	d transferable
	developed from the						skills, inclusivity	
	course specification						addressing diver	•
•	Learning indicators for							dressed or
	each learning outcome						developed?	
		CLO 3:	Demonstra		Explain the stag		Integration o	
		knowledg	6		cognitive learni	0	utilising shor	
		application principles			development ir childhood by Pi		Developmen	itive Learning
			ries of learn	0	discuss the lear			onstructivism
			they influer	-	mplications for		Learning The	
			and learn		childhood class		YouTube.	
		-	lle childho	-	with reference		Collaboration	n and
		(NTS 2f,	3c, 3g, p. 3	14-	bservation fro	m STS	communicati	
		17)		•	Analyse the pri	nciples in	group preser	-
					he experiment		• Gender, equi	ty through
					/ygotsky, and c			on of teaching
					earning implica		-	opportunities
					niddle childhoo		in and out of	
					classrooms citir	-	inclusivity, ar	
					examples from	their SIS	through ackr	-
					experience.			differences in
							 the classroor Reflection/cr 	
								itical thinking
								eness through

Topic Title: Instruction and Visual Design II	Sub-topic	Stage/time	Teaching and learning outcomes depending of	
	Introduction	40 minutes	Face-to-face: Use questioning and shower thought (brainstorming) to assist student teachers to review their understanding of previous lesson on theories by the Behaviourists(PD Themes 2 and 3).	Face-to-face Student teachers share
	Piaget's intellectual development theory	60 minutes	Face-to- face/independent study/digital literacy: Use questioning to initiate discussion on Piaget's intellectual development. Use mixed-ability groupings for student teachers to discuss the learning implications of Piaget's intellectual development theory in middle childhood classrooms and present findings using power point (PD Themes 2 and 4).	Face-to- face/independent study/digital literacy: Contribute to the discussion by sharing your views on the stages of Piaget's intellectual development applicable to middle childhood. Contribute meaningfully to discussions on the learning implications to gain a better understanding for group presentation, and their application during STS.
	Vygotsky's constructivism learning theory	60 minutes	Face-to- face/independent study/digital literacy: Use questioning to initiate discussion on Piaget's intellectual development. Use cross groupings for student teachers to discuss the learning implications of Vygotsky's constructivism learning theory in	Face-to- face/independent study/digital literacy: Contribute to the discussion by sharing your views on Vygotsky's constructivism learning theory in line with middle childhood. Contribute meaningfully to discussions on the learning implications to gain a better understanding for group presentation and their

			middle childhood	application during STS.		
			classrooms for			
			power point			
			presentation (PD			
			Themes 2 and 4).			
	Conclusion	20 minutes	Use questioning to	Answer questions and		
			assist student	note down key points		
			teachers to	from the lesson. Take		
			summarise the key	note of the reading		
			issues discussed in	assignment and do a		
			the lesson (PD	thorough reading before		
			Theme 2), after	the next lesson.		
			which you give	the next lesson.		
			student teachers a			
			reading assignment			
			on transfer of			
			learning.			
Lesson assessments –	Formative Assess	ment (In-lesson as	sessment)			
evaluation of learning: of,	Mixed-ability gro	oup power point	presentations on learnir	ng implications of Piaget's		
for and as learning within	cognitive develop	ment and Vygotsky	's constructivism learning	theory in middle childhood		
the lesson	classrooms (In-le	sson assessment th	rough peer assessment).	Issues discussed should be		
	part of a portfolio	o to be submitted fo	or assessment at the end o	of Lesson 9. It should also be		
		f semester examina				
	Assesses: CLO 3					
	Assesses: NTS 1a	2f. 3c. 3e. 3f. and 3	g:			
	Assesses: NTS 1a, 2f, 3c, 3e, 3f, and 3g : NTS 1a: Critically and collectively reflects to improve teaching and learning.					
				guistic, socio-economic and		
				S,		
	educational backgrounds in planning and teaching. NTS 3c: Creates a safe, encouraging learning environment.					
			-	urages student participation		
				anages student participation		
	and critical thinking.					
	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)					
	NTS 3g: Employs instructional strategies appropriate for mixed ability, multilingual and					
hand we also also and the second second	multi-age classes			dia adama		
Instructional Resources	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom					
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i> <i>Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>					
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)					
	Transforming Teacher Education and Learning (2016). Talk for learning: Professional					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	Transforming Teacher Education and Learning (2016). Group work: Professional					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	Transforming Teacher Education and Learning (2016). Questioning: Professional					
	development gui	de for tutors. Accra.	Ministry of Education (ww	vw.t-tel.org).		
Required Text (core)	Ammah, C. (2016). Developmental ps	sychology for educators. A	ccra: Janlex Ventures.		
	Feldman, R. S. (20) 08). Understanding	<i>psychology</i> (8 th ed.). New	York: McGraw-Hill.		
				. Principles and practice of		
				, , ,		
	<i>educational psychology</i> . Accra: Ducer Press. Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4 th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i>					
	(2 nd ed.).Kumasi: I		Euclidian psychology:	The science of learning		
Additional Poading List) (2006) Handbook of a	ducational psychology. New		
Additional Reading List		xcallee, n. C. (EUS	, 2000). HUHUDUOK OJ EC	acational psychology. New		
	York: Macmillan.) Infanta and I	Idron, Dronstal thank	middle obildhead (ath - 2)		
			iaren: Prenatal through	<i>middle childhood</i> (7 th ed.).		
	Toronto: Allyn& I			the second se		
			(2008). Human developm	nent: Across the lifespan (7 th		
	ed.). Boston: McO					
			Psychology. New Jersey: I			
	Shelton, F. &Br	ownhill, S. (2008).	Effective behaviour ma	inagement in the primary		
	classroom. Englai	nd. Open University	press.			
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	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw- Hill, Inc.
CPD needs	PD Theme 2 (Questioning), Theme 3 (Talk for Learning), Theme 4 (Group Work), and Theme 7 (Assessing Student Teachers)

Year of B.Ed. 2	Seme	ster 2	2	Place o	f lesson in	semester	12 3 4 5	6 7 8 9 1	0 11 12	
Title of Lesson	Transfer	Transfer of Learning Lesson Juration Hours								
Lesson description Previous student teacher knowledge, prior learning (assumed)	ways thi domain transfer the less learning Student creating and ADE instructi videos fi	This lesson seeks to help student teachers to understand and become aware of the various ways through which knowledge, values, attitudes and skills can be applied from one area or domain of knowledge to another. The lesson aims at helping student teachers to understand transfer of learning, its importance, the types and conditions for transfer of learning. Again, the lesson seeks to expose student teachers to the learning implications of transfer of learning in middle childhood classrooms in order to put them into practice during STS. Student teachers have been introduced to basic elements of visual design, principles for creating visual design, and instructional design models (Carey's Instructional Design Model and ADDIE Instructional Model). Student teachers have also observed their teachers applying instructional design models in their instructional activities. Again, they have watched short videos from YouTube and other online resources about how instructional design models are								
Possible barriers to		ed and used			anahilities ir	n relating sim	ilar concept	s in one	domain of	
learning in the lesson		lge to other				-				
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to- face [√]	Practical Activity []	Woi Base Leai		Seminars []	Independe nt Study [√]	E-learning opportuni [√]		Practicu m	
 mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Face-to-face: Questioning and shower thoughts. E-learning opportunity: use of hand held devices to search for information from the internet to enhance their knowledge and presentations. Independent study and Practical work: mixed-ability grouping and concept cartooning/mapping Practicum: Role play to show the application of transfer of learning in an inclusive middle childhood classroom. The overarching outcome for this lesson is for student teachers to be conversant with strategies to teach to enhance transfer of learning. Student teachers would be expected to exhibit knowledge, understanding and application of appropriate strategies for transfer of learning in middle childhood classrooms, especially during STS (NTS 1a, 3c, 3e, 3f, 3g). 									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	CLO 4: and app	g Outcomes Demonstrong Dy the con fer of learning	trate	• Exp "tra		e concept earning" and	issues – co skills, incl addressing	ore and tr lusivity, e g diversity e addre i? and i developing	nnovation: concept	
	differing primary	situations schools ms (NTS	-	of l • Dis tra inc clas exa	earning. cuss the nsfer of lusive midd ssrooms w	le childhood ith relevant the primary	on importa necessary learning. Integration held devic relevant inf of learning. Collaboratio	of ICT: Uti ces to s formation of	conditions insfer of lising hand earch for	

Topic Title:			n le ir c R le n fe	ecessary for transfer of earning, especially in nclusive middle childhood lassroom settings. ole play transfer of earning in an inclusive niddle childhood classroom or a clearer understanding f its application.	communication: Through group discussions and presentations. Gender and equity: Through fair distribution of teaching and learning opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom. Reflection and critical thinking: Through self-awareness in varied interactive strategies and application of concepts based on experiences in and out of school. tivities to achieve outcomes
Models and material adaptation for inclusive	Sub-topic	Stage/tim	e	depending on the delivery collaborative group work	mode selected. Teacher-led or independent.
early grade school settings				Teacher Activity	Student Activity
	Meaning and types of transfer of learning Conditions necessary for transfer of learning	30 minutes 45 minutes		 Face-to-face: Use questioning and shower thought to initiate discussion on the meaning and types of transfer of learning based on student teachers' personal experiences, observation during STS, and reading assignment on transfer of learning (PD Themes 2 and 3). 	Face-to-face: Student teachers share their understanding of their relevant previous knowledge and experiences in explaining transfer of learning and its types.
	Importance of transfer of learning Applying transfer of learning in inclusive middle	45 minute 45 minute 15 minute	25	 Face-to-face and Independent Study Put student teachers in mixed-ability grouping to use concept cartooning/mapping to discuss the conditions necessary for transfer of learning, especially in an inclusive middle childhood classroom, after which groups present for further discussion, clarifications, and suggestions for improvement. 	 Face-to-face and Independent Study Contribute to the mixed- ability group discussion, and in the preparation of the concept cartooning/mapping on the conditions necessary for transfer of learning in inclusive middle childhood classrooms. Peer assess ad score poster on concept cartooning/mapping.

	Canalizat		Face-to-face and	Face-to-face and Independent		
	Conclusions		Independent Study/E-	Study/E-learning opportunity:		
			learning opportunity:	Participate actively in the		
			 Use pyramid 	pyramid discussion on		
			discussion to enable	importance of transfer of		
			student teachers	learning. Make reference		
			examine the	to online information		
			importance of	using hand held devices to		
			transfer of learning	obtain relevant		
			in instructional	information for discussion		
			activities in inclusive	and preparation of		
			middle childhood	personal notes.		
			classroom. Student			
			teachers should be			
			encouraged to			
			search information			
			on the importance			
			using their hand			
			held devices, and			
			make notes on them			
			during the pyramid			
			discussion.			
			Facilitate the use of	Critically observe role play		
			role play to enable	and write key points for		
			student teachers	further comments and		
			apply transfer of	discussion.		
			learning in inclusive			
			classrooms after			
			which discussion are			
			made on the role			
			play for more inputs.			
			Use questioning to	Answer questions and		
			assist student	note down key points from		
			teachers to	the lesson. Take note of		
			summarise the key	the reading assignment		
			issues discussed in	and do a thorough reading		
			the lesson (PD	before the next lesson.		
			Theme 2), after	Service the next resson.		
			which you give			
			student teachers a			
			reading assignment			
			on transfer of			
			learning.			
Lesson assessments –	Formative Ass	essment (In-lesso	5	<u> </u>		
evaluation of learning: of,				concept cartooning/mapping on		
for and as learning within			-			
the lesson	conditions necessary for transfer of learning in inclusive middle childhood classroom. Student teachers peer assess the presentation. Issues discussed should be part of a portfolio to be					
	submitted and the end of Lesson 9. It should also form part of the end of semester					
	examination.					
	Assesses Learning Outcomes: CLO 3.					
	Assesses the following NTS: NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3c: Creates a safe, encouraging learning environment.					
	-		istructional strategies that	encourages student participation		
	and critical thi	-				
				pecial Education Needs (SEN)		
		bys instructional st	rategies appropriate for mix	ed-ability, multilingual and multi-		
	age classes.					

Instructional Descurrent	TECCA (2016) Inclusive education to al lite Malter Helly United Kingdom
Instructional Resources	TESSA (2016). <i>Inclusive education tool kit</i> . Walton Hall: United Kingdom.
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional development
	guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>).
	Transforming Teacher Education and Learning (2016). Talk for learning: Professional
	development guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>).
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Questioning: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures.
	Feldman, R. S. (2008). Understanding psychology (8 th ed.). New York: McGraw-Hill.
	Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). Principles and practice of
	educational psychology. Accra: Ducer Press.
	Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4 th ed.). New Jersey: Pearson.
	Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning
	(2 nd ed.).Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
, , , , , , , , , , , , , , , , , , ,	Macmillan.
	Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7 th ed.). Toronto:
	Allyn& Bacon.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th ed.).
	Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	Shelton, F. & Brownhill, S. (2008). Effective behaviour management in the primary classroom.
	England. Open University press.
	Steinberg, L., & Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-Hill,
	Inc.
CPD needs	Using questioning and group work to teach transfer of learning
CFD fields	

Year of B.Ed. 2 S	emester	2	Place of I	esson in se	mester 12	2 3 4 5 6 7 8 9 10	11 12	
Title of Lesson		m and Beha Childhood C	ation	3 Hours				
Lesson description Previous student teacher	and beh objective developr student behaviou classroor	The lesson seeks to equip student teachers with knowledge and understanding of classroom and behaviour management in inclusive middle childhood classrooms settings to attain objectives. The lesson aims at helping student teachers to understand the features of moral development in middle childhood as propounded by Piaget. Again, the lesson is to assist student teachers to effectively select appropriate strategies for managing classroom and behaviour management of learners with diverse backgrounds in middle childhood classrooms, especially during STS.						
knowledge, prior learning (assumed) Possible barriers to learning	during S instruction	STS ensure onal activiti	d good class es in the class	room mana sroom	gement with t	viours. Again, stude he aim of achievin ies in managing div	ng effective	
in the lesson	childhoo					oom and behaviour		
Lesson Delivery – chosen to support students in achieving the outcomes	e- A to- [face	ctivity	Work- Based Learning	Seminars []	Independent Study [√]	E-learning opportunities [V]	Practicum []	
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	[V]Image: Constraint of the concept of classroom and behaviour for this lesson is for student teachers to show a clear understanding of the concept of classroom and behaviour for this lesson.Independent study: Pyramid and mixed-ability group work, pyramid discussion, individual and group presentations on learning implications of theories of moral development by Piaget and Kohlberg.The overarching outcome for this lesson is for student teachers to show a clear understanding of the concept of classroom and behaviour management in middle childhood.It is expected that student teachers would be able describe the features of moral development in middle childhood as indicated by Piaget and apply them in instructional processes in inclusive middle childhood classrooms. Student teachers would be expected apply this knowledge and understanding during STS (NTS 2d, 3d, 3f, 3g).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning	g Outcomes Learning Indicators				transferable	ore and skills, uity and rsity. How	
	CLO Demonst knowled understa classroon behaviou manager inclusive schools. 3d,3f, p.	ge and inding of m and ur ment in primary (NTS)	mana mana from Discu middl with	gement an gement wi STS experiend ss the moral e childhood l	th examples	 Integration of by using devices to information internet, ar power presentation Collaboration communicating group presen 	hand held search for from the d prepare point slides. and on through	

			develo to backgr childho	ations of Piaget's moral opment theory as applied learners of diverse rounds in middle bod classrooms relying on ences from STS		Gender and equity: considering individual differences and using fair distribution of teaching and learning opportunities in and out of classroom to enable student teachers obtain information on classroom and behaviour management. Reflection and critical thinking on applying Piaget's theory of moral development in inclusive middle childhood classrooms.
Topic Title:				Teaching and learning act		
Classroom and Behaviour Management in Middle	Sub-topic	Stor	e/time	depending on the deliver collaborative group work		
Childhood Classrooms I	Sub-topic	Stage	e/ume			
				Teacher Activity	_	udent Activity
	Meaning of classroom management and behaviour management		inutes	 Face-to-face: Use questioning an shower thought t review studer teachers' relevar previous knowledg based on the personal experience 	d • o t t s	ce-to-face Provide relevant responses to questions and share views on your relevant previous knowledge to explain classroom and behaviour
	Middle childhood stage of Piaget's Theory of Moral Development		inutes	as student teacher observation durin STS, and readin assignment (P Themes 2 and 3). Independent study an group work • Use pyrami discussion to enabl student teachers t	g Ind D gro d d e	management. dependent study and oup work Participate actively in the pyramid discussion on environmental factors that promote language development in middle childhood.
	Learning implications of Piaget's Theory of Moral Development		indies	explore and discus the more characteristics of learners in inclusiv middle childhoo classrooms (PD Them 4). Encourage studer teachers to make the notes through the pyramid discussion.	s al f e Ind d gro e • t r e	Prepare your own notes from the discussions. dependent study & oup work Contribute to the mixed-ability group discussion, and in the preparation of the power point slides for presentation on
	Conclusion	20 m	inutes	 group work Use questioning to initiate discussion of the learnin implications of Piaget's more development theorem 	g of al Y n	learning implications for Piaget's theory of moral development. Ask questions for clarifications and make suggestions for improvement. Peer assess the quality of presentations including the slides.

	 childhood classrooms. Put student teachers into mixed-ability groups to further discuss the issue after which the groups use power point to present their findings (PD Themes 2 and 4). Presentations to be peer assessed by student teaches with the help of tutor/lecturer Use questioning to assist student teachers to summarise the key issues discussed in the lesson (PD Theme 2). Give student teachers a reading assignment on Kohlberg's Theory of 					
	Moral Development.					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Moral Development.Formative Assessment (In-lesson assessment: Assesses Course Learning Outcome 3).Student teachers peer assessment of the quality of a 15 minutes mixed-ability group power point presentation on learning implications of Piaget's Theory of Moral Development in inclusive middle childhood classrooms. Issues discussed should be part of the end of semester examination.Continuous Assessment 2 Portfolio Assessment based on Lessons 6, 7, and 8 to address CLOs 3 and 4.Weighting: 30% Assesses the following NTS: NTS 1a: Critically and collectively reflects to improve teaching and learning.NTS 3d: Manages behaviour and learning with small and large classes NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking.NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN) NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual and					
Instructional Resources	multi-age classes.TESSA (2016). Inclusive education tool kit. Walton Hall: United KingdomTransforming Teacher Education and Learning (2016). Teaching and learning materials:Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)Transforming Teacher Education and Learning (2016). Group work: Professional developmentguide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Talk for learning: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Talk for learning: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Teaching and learning materials:Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Cuestioning: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Questioning: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org).Transforming Teacher Education and Learning (2016). Questioning: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
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	Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning
	(2 nd ed.).Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
	Macmillan.
	Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7 th ed.). Toronto:
	Allyn& Bacon.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7 th
	ed.). Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i> .
	England. Open University press.
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-
	Hill, Inc.
CPD needs	Using Questioning and Teaching and Learning Materials to teach Classroom and Behaviour
	Management

Year of B.Ed. 2	Seme	ster 2	Place	of lesson in	semester	12 3 4 5 6 7 8	3 9 10 11 12	
Title of Lesson		n and Behav d Classrooms		ement in Midd		on Duration	3 Hours	
Lesson description	and beha objective developm student t behaviou	The lesson seeks to equip student teachers with knowledge and understanding of classroom and behaviour management in inclusive middle childhood classrooms settings to attain objectives. The lesson aims at helping student teachers to understand the features of moral development in middle childhood as propounded by Kohlberg. Again, the lesson is to assist student teachers to effectively select appropriate strategies for managing classroom and behaviour management of learners with diverse backgrounds in middle childhood classrooms, especially during STS.						
Previous student teacher knowledge, prior learning (assumed)	during ST during S instructio	TS and have TS ensured anal activities	made atter good class in the class	mpts to mana room manag room	ge such behav ement with th	iours. Again, s ne aim of ach	ildhood learners tudent teachers, nieving effective	
Possible barriers to learning in the lesson	middle c		haviours. In				nanaging diverse nd behaviours of	
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face [√]	Practical Activity [√]	Work- Based Learning	Seminars []	Independen t Study [√]	E-learning opportunitie [√]	Practicum s [V]	
mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face: Questioning and shower thoughts. E-learning opportunity: Watching short videos from YouTube on classroom behaviours of middle childhood learners and how to manage these behaviours, power point presentations. Independent study: Pyramid and mixed-ability group discussion to gain more knowledge on classroom and behaviour management Practical Work and Project: Use mixed-ability group work, pyramid discussion, individual and group presentations on learning implications of theories of moral development by Piaget and Kohlberg. Practicum: Role play on some moral behaviours of inclusive middle childhood learners in the 							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Classroom The overarching outcome for this lesson is for student teachers to show a clear understanding of the concept of classroom and behaviour management in middle childhood. It is expected that student teachers would be able describe the features of moral development in middle childhood as indicated by Kohlberg and apply them in instructional processes in inclusive middle childhood classrooms. Student teachers would be expected apply this knowledge and understanding during STS (NTS 1a, 2c, 3c, 3d, 3f, 3g).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 	issues transferabl inclusivity, addressing will these developed					issues – transferable inclusivity, addressing will these b developed?	equity and diversity. How be addressed or	
outcome	knowledg understa and beha in inclusi		igement	behaviour childhood line with developme		by usin devices	ion of ICT skills ng hand held to search for tion from the , and prepare point	

Tonic Title:			•	examples from observations during STS. Discuss the learning implications of Piaget's moral development theory as applied to learners of diverse backgrounds in middle childhood classrooms with relevant examples from experiences during STS. Examine the similarities and differences between the theories of moral development by Piaget and Kohlberg.	 presentation slides. Collaboration and communication through group presentations. Gender and equity: considering individual differences and using fair distribution of teaching and learning opportunities in and out of classroom to enable student teachers obtain information on classroom and behaviour management. Reflection and critical thinking on applying Kohlberg's theory of moral development in inclusive middle childhood classrooms. 		
Topic Title: Classroom and					ctivities to achieve outcomes ry mode selected. Teacher-led		
Behaviour Management	Sub-topic	Stage/tim	e	collaborative group work or independent.			
in Middle Childhood Classrooms II				Teacher Activity	Student Activity		
	Review of Previous Lesson	45 minute	S	Face-to-face:Use questioning	Face-to-face Provide relevant		
	Features of	45 minute	'S	and shower thought to review student teachers' relevant previous knowledge based on the previous lesson, personal experiences, observation during STS, and reading assignment (PD Themes 2 and 3).	responses to questions and share views on your relevant previous knowledge to explain classroom and behaviour management. Rely on examples from STS experiences.		
		60 minute	S	Independent study and group work Use pyramid discussion to enable student teachers to explore and discuss the moral characteristics of learners in inclusive middle childhood classrooms based on Kohlberg's ideas (PD Theme 4). Encourage student teachers to make their notes through the pyramid discussion.	 Independent study and group work Participate actively in the pyramid discussion on environmental factors that promote language development in middle childhood. Prepare your own notes from the discussions. Independent study & group work Contribute to the mixedability group discussion, and in the preparation of the power point slides for presentation on learning implications for Piaget's theory of moral development. Ask 		

		30 minutes	Independent study & group work	questions for clarifications and make			
			 Use questioning to 	suggestions for			
			initiate discussion	improvement. Peer			
			on the learning	assess the quality of			
			implications of	presentations including			
			Kohlberg's moral	the slides.			
			development				
			theory for learners				
			in inclusive middle	• Answer questions and			
			childhood	note down key points			
			classrooms. Put	from the lesson. Take			
			student teachers	note of the group			
			into mixed-ability	project given.			
			groups to further				
			discuss the issue				
			after which the				
			groups use power				
			point to present				
			their findings (PD				
			Themes 2 and 4).				
			Presentations to				
			be peer assessed				
			by student teaches				
			with the help of				
			tutor/lecturer.				
			Use questioning to				
			assist student				
			teachers to				
			summarise the key				
			issues discussed in				
			the lesson (PD				
			Theme 2). Give				
			student teachers a				
			group project as an				
			assignment.				
			Project Work				
			Write a two page				
			project on similarities				
			and differences				
			between the theories				
			of moral development				
			propounded by Piaget				
			and Kohlberg to be				
			submitted for marking.				
Lesson assessments –			sesses Course Learning Out				
evaluation of learning:				d differences between Moral			
of, for and as learning		and Kohlberg.	Issues discussed should f	orm part of end of semester			
within the lesson	examination.						
	Assesses the followi	-		and the surface of			
			flects to improve teaching a	-			
				edge and pedagogical content			
	knowledge for the se	-					
	NTS 3c: Creates a safe, encouraging learning environment. NTS 3d: Manages behaviour and learning with small and large classes.						
	-						
			uctional strategies that en	courages student participation			
	and critical thinking.		s aspecially those with See	cial Education Noods (SEN)			
				cial Education Needs (SEN). hixed-ability, multilingual, and			
	multi-age classes.	instructional sti	acepies appropriate for II	ince ability, mutuingual, allu			
	וועונו מבר נומסטבס.						

	TECS (2047) inclusion advantion to al bit Malton Labor Labor Vincedore
Instructional Resources	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Talk for learning: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Questioning: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	YouTube videos on moral theories by Piaget and Kohlberg.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures.
	Feldman, R. S. (2008). Understanding psychology (8 th ed.). New York: McGraw-Hill.
	Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of</i>
	educational psychology. Accra: Ducer Press.
	Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4 th ed.). New Jersey: Pearson.
	Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning
	(2 nd ed.).Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. &Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i> . New York:
Additional Reducing List	Macmillan.
	Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7 th ed.). Toronto:
	Allyn& Bacon.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th ed.).
	Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	Shelton, F. &Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i> .
	England. Open University press.
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-Hill,
CDD and a	Inc.
CPD needs	Using creative approaches for classroom and behviour management.

Year of B.Ed. 2	Semeste	2	Place of	lesson in s	emester 1	234567891	0 11 12	
Title of Lesson	Classroom and Behaviour Management in Middle Childhood Classrooms III Lesson Dura						3 Hours	
Lesson description	and approad including lea	The lesson aims to introduce student teachers to the various appropriate creative strategies and approaches to classroom and behaviour management in middle childhood classrooms including learners with SEN.						
Previous student teacher knowledge, prior learning (assumed)	and theories have also be inclusive mi	Student teachers have been exposed to the concept of classroom and behaviour management, and theories of moral development as propounded by Piaget and Kohlberg. Student teachers have also been introduced to the learning implications of the moral developmental stages for inclusive middle childhood classrooms. Again, student teachers have observed learners' behaviour in middle childhood classrooms during STS.						
Possible barriers to learning in the lesson		ehaviours.				es in managing d om and behaviou		
Lesson Delivery – chosen to support students in achieving the outcomes	Face- P to-face A [√] [\	ractical ctivity /]	Work- Based Learning	Seminars [V]	Independen t Study [√]	E-learning opportunities [√]	Practicum [√]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face: Questioning and shower thoughts. E-learning opportunity: Watching short videos from YouTube on classroom behaviours of middle childhood learners and how to manage these behaviours, power point presentations. Independent study: Practical Work and Project: Use mixed-ability group work, pyramid discussion, individual and group presentations on learning implications of theories of moral development by Piaget and Kohlberg. Practicum: Role play on some moral behaviours of inclusive middle childhood learners in the classroom 							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The overarching outcome for this lesson is for student teachers to be conversant with strategies to teach to enhance transfer of learning. Moreover, student teachers are expected to develop the required skills to effectively manage early adolescents particularly in the school settings. Ultimately, the lesson will equip student teachers in their teaching profession/career to manage school level management and leadership situations (NTS 3f, 3g).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 	Learning Ou	tcomes	Learning	Indicators		Identify which issues – transferable inclusivity, of addressing div will these be developed?	core and skills, equity and versity. How	
outcome	knowledge understandi classroom behaviour managemen inclusive	and	 creat strati mana of leat child relev obse Apply approx 	arners in inclu hood classroo ant examples rvations durin y appropriate	es and sed in om behaviours usive middle oms indicating s from ng STS. c creative trategies to be	on the use approache classrooms	ort videos ube and e resources of creative s in managing and of inclusive	

			 incluctor Discontrol Discontrol Discontrol in crate apple Exhi hand comtrol comtrol in crate comtrol comtrol apple 	aviours of learners in usive middle childhood srooms. uss the relevance of dheld technology such as puters and mobile devices reating communication, and thing and learning lications in inclusive upper y grade classrooms. bit the skills in using dheld technology such as puters and mobile devices reating communication, and thing and learning lications in inclusive upper y grade classrooms.		 communication through whole class and group discussions presentations. Diversity and equity through fair distribution of teaching and learning opportunities in the discussion of the creative approaches to manage inclusive middle childhood classroom behaviours. Reflection and critical thinking for self-awareness through discussion of some of the challenges likely to be experienced in using the approaches and how to address them. 		
Topic Title:				Teaching and learning ac				
Classroom and Behaviour Management in Middle	Sub-topic	Stag	e/time	collaborative group work		node selected. Teacher-led rindependent.		
Childhood Classrooms III		stage/ time				Student Activity		
	The meaning,	30 minutes		Face-to-face:	Fac	ce-to-face:		
	properties, relevance and use of handheld technology in creating communication, and teaching and learning applications.	30 minutes 20 minutes 120 minutes 10 minutes		classroom and behaviour in inclusive middle E childhood II classroom. Lead student teachers to cite relevant examples from their observations during STS (PD Theme 2).		Respond to questions and share their views to contribute to the introduction of the lesson. Make use of relevant examples from your experiences during STS. Learning Opportunities and dependent Study: Watch videos and reflect on the creative approaches used in managing classroom and behaviour of middle childhood learners from diverse backgrounds.		
				 Opportunities and Independent Study Show some short videos from YouTube and other online resources on different creative approaches used in managing classroom and behaviour of inclusive middle childhood. 	Pra•	Actical Work and Project In jigsaw with mixed- ability grouping, role play the use of appropriate creative approaches managing classroom and behaviour of middle childhood learners from diverse backgrounds. Answer questions and note down key points from the lesson. Read on all topics to enhance review in week 12.		

	<u> </u>	1				
		Practical Work and				
		Project:				
		 Use jigsaw with 				
		mixed-ability				
		grouping to enable				
		student teachers				
		use role play to apply the				
		appropriate				
		creative strategies				
		in managing				
		classroom and				
		behaviour of				
		inclusive middle				
		childhood for				
		assessment (PD				
		Themes 1, 4 and 5).				
		Use questioning to				
		assist student				
		teachers to				
		summarise the key				
		issues discussed in				
		the lesson (PD				
		Theme 2). Inform				
		student teachers				
		that week 12 will				
		be used to review				
		all topics discussed				
		in the semester.				
Lesson assessments – evaluation of learning:	Formative (In-lesson Assessment:	-	a classroom and bobaviour of			
of, for and as learning	Practicum: Role play to apply creative approaches to manage classroom and behaviour of middle childhood learners in inclusive classrooms. Issues discussed should be part of the end					
within the lesson	of semester examination.					
Instructional Resources	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom					
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:					
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)					
	Transforming Teacher Education and Learning (2016). Group work: Professional development					
	guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>).					
	Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional</i>					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>					
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org).					
			ging classroom and behaviour			
	YouTube videos on different creative approaches used in managing classroom and behaviour of inclusive middle childhood.					
Required Text (core)	Ammah, C. (2016). Developmental	psychology for educators. Ac	ccra: Janlex Ventures.			
	Feldman, R. S. (2008). Understand					
	Nyatsikor, M. K., Esia-Donkoh,	К., &Abroampa, W. K. (20	20). Principles and practice of			
	educational psychology. Accra: Du					
	Ormrod, J. E. (2014). Essentials of					
	Owusu-Banahene, N. O. (2007). Ed	lucational psychology: The sc	ience of learning			
	(2 nd ed.).Kumasi: Narco Printers.		antional mouth la sur Market			
Additional Reading List	Berlinder, D. C. &Calfee, R. C. (Ec Macmillan.	is.) (2006). Hanabook of edu	icacional psychology. New York:			
	Berk, L. E. (2012). <i>Infants and chi</i>	Idron. Propatal through mid	dle childhood (7 th ed.). Toronto:			
	Allyn& Bacon.	iaich, Fichatai thiough mu				
		L. (2008). Human developm	ent: Across the lifespan (7 th ed.).			
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th ed.). Boston: McGraw-Hill.					
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.					
			curson Education, me.			
	Shelton, F. &Brownhill, S. (2008).					

	England. Open University press. Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-Hill, Inc.
CPD needs	Using creative approaches for instructional management and behaviour modification.

Year of B.Ed. 2	Semest	ter 2	Place of	lesson in s	emester 1	234567891	.0 11 12	
Title of Lesson	Overview of Course Lesson Duration 3 Hours							
Lesson description	weeks to co	This lesson seeks to assist student teachers to review all topics discussed in the first eleven weeks to consolidate their understanding and application of the various concepts discussed under each of the topics.						
Previous student teacher knowledge, prior learning (assumed)	undertaken childhood cl	Student teachers have been introduced to all the topics in the course manual and have undertaken all forms of activities for different components of assessment in inclusive middle childhood classrooms.						
Possible barriers to learning in the lesson Lesson Delivery –	Inadequate	revision of to	opics by stude	nt teachers.	Independen	E-learning	Practicum	
chosen to support students in achieving the outcomes	face [V]	Activity	Based Learning	[1]	t Study [√]	opportunities	Flacticum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Questioning and tutor-led discussion. Independent Study and Seminar: whole class discussion. E-learning opportunity: Making reference to online information on the topics under review.							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Student teachers would be able to identify and explain the key concepts in all the topics discussed for the semester as a means of getting prepared for end of semester examination, and STS(NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning 	transferable					core and skills, equity and versity. How		
indicators for each learning outcome	concepts	5: Demor understa ation of th in the r the semest	nding, e key topics ter	in the variou course for and seek c misunderstar	to consolidate	 Collaborat communic through presentati Gender, e fair dist teaching opportuni recognitio individual 	ribution group ons. quity through tribution of and learning ties and n of differences. and critical for self-	

	1			multi and varied				
				multi and varied interactive strategies				
				that would support				
				learners with diverse				
				characteristics.				
Topic Title:			Teaching and learning activ					
Handheld Technologies		o. /::	depending on the delivery n					
(Mobile and Wireless Learning)	Sub-topic	Stage/time	collaborative group work or	-				
Learning)			Teacher Activity	Student Activity				
	Stages of	15 minutes	Face-to-face:	Face-to-face				
	human		Use questioning to	Student teachers				
	development (middle		review student teachers' relevant	respond to questions and share their views				
	childhood)		previous knowledge	to contribute to the				
	cimano ca,		on stages of human	discussion.				
		15 minutes	development and					
			their application to					
	Language		middle childhood	• Student teachers				
	Development	15 minutes	classroom instruction	respond to questions				
		15 minutes	(PD Theme 2).Use brainstorming to	and share their views to contribute to the				
	Learning		• Ose brainstorning to initiate discussion on	discussion.				
	Theories		the review relevant					
		15 minutes	previous knowledge of	• Student teachers				
			student teachers on	respond to questions				
		45	language	and share their views				
	Transfer of	15 minutes	development (PD	to contribute to the				
	Learning		Theme 3).Use questioning and	discussion.				
			brainstorming to	 Student teachers 				
	Classroom		initiate discussion on	respond to questions				
	and		the review relevant	and share their views				
	Behaviour		previous knowledge of	to contribute to the				
	Management		student teachers on	discussion.				
	in Middle Childhood		learning theories.					
	Classrooms		Use questioning and tutor-led discussion to	Student teachers				
	Classiconis		elicit views of student	respond to questions and share their views				
			teachers to review the	to contribute to the				
			topic on transfer of	discussion.				
			learning (PD Theme 2,					
			3).					
			Use questioning and					
			tutor-led discussion to elicit views of student					
			teachers to review the					
			topic on transfer of					
			learning (PD Theme 2,					
			3 pp. 75-82). Advise					
			student teachers to					
			prepare well for end					
Lesson assessments –	Formative Acc	essment (In-lesson As	of semester.					
evaluation of learning:		Formative Assessment (In-lesson Assessment) Tutor facilitation of peer assessment of views raised by student teachers.						
of, for and as learning	as learning lesson Assesses Course Learning Outcomes 1-5 Assesses: NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p							
within the lesson								
	NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content							
				ge and pedagogical content				
	Knowledge for	the school and grade	they teach					

	NTS 3c:Creates a safe, encouraging learning environment.
	NTS 3d: Manages behaviour and learning in small and large classes.
	NTS 3e: Employs a variety of instructional strategies that encourages student participation and
	critical thinking.
	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)
	NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-
	age classes.
	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners
	whose needs lies outside the competency of the teacher.
	NTS 3p: Uses objective criterion referencing to assess learners.
Instructional	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom
Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional development
	guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>).
	Transforming Teacher Education and Learning (2016). Talk for learning: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Questioning: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures.
	Feldman, R. S. (2008). Understanding psychology (8 th ed.). New York: McGraw-Hill.
	Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). Principles and practice of
	educational psychology. Accra: Ducer Press.
	Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4 th ed.). New Jersey: Pearson.
	Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2 nd ed.).Kumasi:
	Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
	Macmillan.
	Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto:
	Allyn& Bacon.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th ed.).
	Boston: McGraw-Hill.
	Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i> . New Jersey: Pearson Education, Inc.
	Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i> .
	England. Open University press.
	Steinberg, L., &Belsky, J. (1991). Infancy, childhood, and adolescence. New York: McGraw-Hill,
	Inc.
CPD needs	
Course Evaluation	³ Component 1: Subject Portfolio Assessment (30% overall score)
	• Selected items of students work (3 of them -10% each) = 30%
	Midterm assessment = 20%
	Reflective Journal = 40%
	 Organisation of the subject portfolio = 10% (how it is presented /organised)
	⁴ Commencent 2: Subject Durients (200/ events)
	⁴ Component 2: Subject Project: (30% overall semester score)
	 Introduction, a clear statement of aim and purpose of the project = 10%
	Methodology: what the student teacher has done and why to achieve the purpose of
	the project = 20%
	• Substantive or main section = 40%
	Conclusion = 30%
	Component 3: End of Semester Exams 40%

³See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP ⁴See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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