

YEAR 2

SEMESTER 2

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.

CORE WRITING TEAM

Names of writers	Subject	Names of writers	Subject
Dr. Isaac Eshun	African Studies	Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir		Mohammed Adam	
Ms. Shirley Dankwa		Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture	Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami	Early Grade	Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni	
Robert Quansah		English Language	Rev.(Dr) Nyueko Avotri
Dr. Abraham Kwadwo Okrah	Elizabeth Lani Ashong		
Dr. Sarah Emma Eshun	Michael Tsorgali		
Vivian Acquaye	French	Ernasis Donkor	Pedagogy
Felix A. Odonkor		Dr. Maxwell Nyatsikor	
Dr. Cecilia Esinam Agbeh		Prof. Salomey Essuman	
Ibrahim Osmanu	Geography	Dr. Paul Kwadwo Addo	Arabic
Dr. Kofi Adu-Boahen		Dr. Winston Kwame Abroampa	
Dr. M. Kusimi		Mr. Kwaku Esia-Donkoh	
Dr. Aboagye Dacosta	Ghanaian Language	Mohammed Z. Abdulmumin	Music
Mr. Alexander Otoo		Dr. Mohammed Hafiz	
Dr. Yvonne A.A. Ollenu		Iddris Mohammed	
Kwasi Adomako	History	Mohammed Almu Mahaman	Physical Education
Dr. Akwasi Kwarteng Amoako-Gyampah		Murtada M. Muaz	
Anitha Oforiwah Adu-Boahen		Dr M. Q. Adjahoe	
Gertrude Nkrumah	Literacy	Prof Cosmas Mereku	ICT
Prof Charles Owu-Ewie		Prof. Reginald Ocansey	
Dr. Ahmed Amihere		Dr. Emmanuel Osei Sarpong	
Zakaria Sadiq	Mathematics	E. Kwaku Kwaa-Aidoo	
Dr. R. Addai-Mununkum	RME		

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 of Learning in Middle Childhood		
Pre-requisite			
Course Level	200	Course Code	Credit 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

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).

6. Learning Indicators

- Identify and explain the biological threats to human development.
- Identify the stages of physical development in middle childhood and explain their implications for learning.
- Identify the stages of intellectual development in middle childhood and explain their implications for learning.
- Explain the stages of social development in middle childhood and their implications for learning.

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).	<ul style="list-style-type: none"> • Explain the major theories of language development and their implications for learning in middle childhood classrooms. • Discuss factors that promote language development and acquisition in middle childhood. • Discuss factors that inhibit language development and acquisition in middle childhood.
CLO 3. Demonstrate knowledge and application of the principles underlying the theories of learning and how they influence teaching and learning in middle childhood (NTS 2f, p.17, 3c, 3g, p. 14)	<ul style="list-style-type: none"> • Explain the behavioural approach to learning in middle childhood and the learning implications. • Explain the cognitive approach to learning in middle childhood and the learning implications. • Explain the constructivist approach to learning in middle childhood and the learning implications.
CLO 4. Demonstrate and apply the concept of transfer of learning in differing situations in primary schools and classrooms (NTS 2d, p.13).	<ul style="list-style-type: none"> • Explain the concept “transfer of learning.” • Role-play to illustrate transfer of learning in the psychomotor, cognitive and affective domains. • Develop posters to illustrate transfer of learning across the domains.
CLO 5. Demonstrate knowledge and understanding of classroom and behaviour management in inclusive primary schools. (NTS, 3d,3f, p.14),	<ul style="list-style-type: none"> • Explain the concepts “classroom management” and “behaviour management”. • 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 including learners with SEN.

7. Course Content

Unit/ Week	Topic	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			
<ul style="list-style-type: none"> • 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 • Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc. 			
9. Course Assessment Components			
¹Component 1: Subject Portfolio Assessment (30% overall score)			
<ul style="list-style-type: none"> • Selected items of students work (3 of them -10% each) = 30% • Midterm assessment = 20% • Reflective Journal = 40% • Organisation of the subject portfolio = 10% (how it is presented /organised) 			
NOTE			
<ol style="list-style-type: none"> 1. Mixed ability group presentations on learning implications for physical, intellectual and social development of middle childhood. 2. Assignments on factors promoting and affecting language acquisition and development, and implications of language development for learning in middle childhood classrooms. 			
Assesses Learning Outcomes: CLO 1 and CLO 2			
²Component 2: Subject Project: (30% overall semester score)			
<ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project = 10% • Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% • Substantive or main section = 40% • Conclusion = 30% 			
NOTE			
<ol style="list-style-type: none"> 1. Project on educational implications of theories of learning, and transfer of learning in middle childhood classrooms. or 2. Role play on strategies and creative approaches to classroom and behaviour management in middle childhood classrooms including learners with SEN (soft skills to be developed include: collaboration, critical thinking, communication, digital literacy, respect for diversity) 			
Assesses Learning Outcomes: CLO 3, CLO 4 and CLO 5.			
Component 3: End of Semester Exams 40%			
NOTE			
Summary of Assessment Method-End of Semester Examination on:			
<ul style="list-style-type: none"> • Biological threats to human development. • Characteristics of physical, intellectual and social development of middle childhood and their learning implications. • Factors that promote and inhibit language development and their implications for learning in middle childhood classrooms. • Theories of learning and their implications for learning in middle childhood classrooms. • Strategies and creative approaches to classroom and behaviour management in middle childhood classrooms including learners with SEN. (soft skills to be developed include: critical thinking, honesty). 			
Assesses Learning Outcomes: CLO 1, 2, 3 and 5.			
10. Required Reading and Reference List			
Ammah, C. (2016). <i>Developmental psychology for educators</i> . 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.

Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2019). *Principles and practice of educational psychology*. Accra: Ducer Press.

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Berk, L. E. (2012). *Infants and children: Prenatal through middle childhood* (7th 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). *Human development: Across the lifespan* (7th ed.). Boston: McGraw-Hill.

Giccarelli, S. K., & White, J. N. (2009). *Psychology*. New Jersey: Pearson Education, Inc.

OpongFrimpong, S., & Amisah, P. A. K. (2009). *Psychology of adolescence*. Accra: Emmpong Press.

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.

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)

Lesson 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Stages of Human Development I				Lesson Duration	3 Hours	
Lesson description	The lesson explores the biases, prejudices and misconceptions of biological threats to human development in order to identify ways of addressing them. It examines the features 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 course by going through briefly the topics to be discussed, and the learning outcomes. As a first lesson, it seeks to expose student teachers to the statement of teaching philosophy of the tutor.						
Previous student teacher knowledge, prior learning (assumed)	In the first year, student teachers were introduced to the concepts of human growth, development and maturation, as well as causes of abnormality in human development. Student teachers were also exposed to the cause of human growth and development including environmental threats to human development. Again, student teachers have observed variances in growth and development of learners during Supported Teaching in Schools. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.						
Possible barriers to learning in the lesson	Misconceptions about causes and effects of variances in human growth and development among people from different backgrounds.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning	Seminars [v]	Independent Study [v]	E-learning opportunities [v]	Practicum [v]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Mixed-ability group 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. Practicum: working in mixed-ability groups for role play, discussion, and presentations.						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Student teachers should be aware of and understand what is involved in the course manual and the philosophy of the tutor/lecturer in lesson delivery to achieve learning outcomes in the course. Student teachers should be able to identify, explain, and address the biases, prejudices and misconceptions of biological threats to human development. Student teachers should also be able to demonstrate a clear understanding of the characteristics of physical development of middle childhood, and how these could be applied in the instructional processes in middle childhood classrooms. It is also expected that student teachers would be aware of the various topics to be discussed within the semester for the course. Again, it is the expectation that student teachers would understand the statement of teaching philosophy of the tutor, and try to develop their teaching philosophy which will guide them during STS (NTS 1a,2c, 3e, 3f and 3m).						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 1: Demonstrate knowledge and understanding of the concepts and principles of physical, intellectual and social development in		<ul style="list-style-type: none"> Briefly explain the various topics to be discussed for the course and make student teachers aware of your philosophy of teaching and encourage 		Communication skills: through critiquing and presentations. Digital literacy: Surfing the internet for relevant information on the themes		

	middle childhood and their learning implications (NTS 3d, p.14).		<p>them to develop their teaching philosophy by the end of the course.</p> <ul style="list-style-type: none"> 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. 	<p>to be discussed in the lesson.</p> <p>Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>
<p>Topic Title:</p> <p>Stages of Human Development I</p>	Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction: Teaching Manual and Course Learning Outcomes	10 minutes	<p>Face-to-face</p> <ul style="list-style-type: none"> 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 the course. 	<p>Face-to-face</p> <ul style="list-style-type: none"> 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 biases/misconceptions on biological threats to human development.
	Meaning and Misconceptions of biological threats to human development	10 minutes	<ul style="list-style-type: none"> 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). 	<p>Digital Literacy</p> <ul style="list-style-type: none"> Watch relevant videos on biological threats to human development and reflect on them for mixed-ability group discussion.
Biological threats to human development	15 minutes	<ul style="list-style-type: none"> 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). 	<p>Face-to Face</p> <ul style="list-style-type: none"> In mixed-ability groups, discuss the biological threats to human development, deducing from the videos watched. Add other biological threats you 	
		35 minutes		

		35 minutes	<p>Digital Literacy</p> <ul style="list-style-type: none"> Show relevant short videos from YouTube and other online resources on biological threats to human development (PD Theme 5). <p>Face-to Face</p> <ul style="list-style-type: none"> Use mixed-ability grouping to enable student teachers discuss the biological threats to human development (PD Theme 4). Facilitate poster presentations by student teachers' mixed-ability groups on biological threats to human development (PD Theme 4). Use talk for learning approaches to assist student teachers to explain the meaning of physical development, and discuss the features of physical development of middle childhood (PD Theme 3). 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 (PD Theme 4). 	may identify.	
	Physical development	25 minutes			<ul style="list-style-type: none"> Mixed-ability groups present their findings using poster.
	Learning implications of physical development in middle childhood	40 minutes			
	Conclusion	10 minutes	Review with student teachers, the key points in the group presentations made.	Contribute to the review by sharing your ideas on what has been learned.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment (Group Report: Assesses Course Learning Outcomes 1) Group report on learning implications of physical development in middle childhood classrooms. This will be part of a group project to be submitted at the end of Lesson 5. Assesses the following NTS: ((NTS 1a,2c, 3d, 3e, 3f and 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.</p>				
Instructional Resources	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org) 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). <i>Creative approaches: Professional</i></p>				

	<p><i>development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org)</p> <p>Mobile phones</p> <p>Laptops</p> <p>Videos from YouTube on features of physical development in middle childhood.</p>
Required Text (core)	<p>Ammah, C. (2016). <i>Developmental psychology for educators</i>. Accra: Janlex Ventures.</p> <p>Feldman, R. S. (2008). <i>Understanding psychology</i> (8th ed.). New York: McGraw-Hill.</p> <p>Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of educational psychology</i>. Accra: Ducer Press.</p> <p>Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4th ed.). New Jersey: Pearson.</p> <p>Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i> (2nd ed.). Kumasi: Narco Printers.</p>
Additional Reading List	<p>Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i>. New York: Macmillan, Brown and Benchmark.</p> <p>Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7th ed.). Toronto: Allyn & Bacon.</p> <p>Bronfenbrenner, U. (2009). <i>The ecology of human development: Experiments by nature and design</i>. Cambridge, Massachusetts: Harvard University Press.</p> <p>Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7th ed.). Boston: McGraw-Hill.</p> <p>Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i>. New Jersey: Pearson Education, Inc.</p> <p>OpongFrimpong, S., & Amisah, P. A. K. (2009). <i>Psychology of adolescence</i>. Accra: Emmpong Press.</p> <p>Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i>. England. Open University press.</p> <p>Steinberg, L., & Belsky, J. (1991). <i>Infancy, childhood, and adolescence</i>. New York: McGraw-Hill, Inc.</p>
CPD needs	<p>Using Questioning and downloading relevant short videos to teach biological threats to human growth and development.</p>

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Stages of Human Development II						Lesson Duration	3 Hours
Lesson description	The lesson discusses the characteristics of intellectual development in middle childhood. It examines the similarities and differences between stages of intellectual development as propounded by Piaget and Bruner. The lesson also seeks to provide opportunities for student teachers to reflect and discuss the learning implications of intellectual development in middle childhood classrooms.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the biological threats to human development, and have also been exposed to the features of physical development in middle childhood. They have an understanding of the learning implications of physical development in middle childhood classrooms. Again, student teachers have been observing variances in intellectual development of learners during Supported Teaching in Schools.							
Possible barriers to learning in the lesson	Biases towards and misconceptions of varying intellectual levels and learning needs in the classroom.							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection among student teachers.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p>							
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Student teachers should be able to 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).							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	CLO 1: Demonstrate 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).	<ul style="list-style-type: none"> Explain intellectual development and discuss its characteristics in middle childhood based on the perspectives of Piaget and Bruner, and share relevant examples observed during STS. Examine the similarities and differences in the features of intellectual development as identified by Piaget and Bruner. 	<p>Creativity and innovation: Creating TLMs for teaching and learning.</p> <p>Digital literacy: using their mobile devices to search for information.</p> <p>Communication skills: through critiquing and presentations</p> <p>Equity and inclusivity: using various strategies in grouping students</p>					

			<ul style="list-style-type: none"> Discuss the learning implications of intellectual development in middle childhood classrooms with reference to observations during STS. 	considering their background characteristics and abilities.
Topic title Stages of Human Development II	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	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	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)	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.
	Conclusion	10 minutes	Summarise lesson by indicating the key issues raised. Give a reading assignment on topic to be treated in lesson 3: Social development in middle childhood.	Take note of key issues raised in the lesson. Read on the topic to be discussed in Lesson 3.

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>Formative Assessment (In-lesson assessment through peer assessment:Assesses Course Learning Outcome 1) Mixed-ability group power point presentations on learning implications of intellectual 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.</p>
<p>Instructional Resources</p>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. 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) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood</p>
<p>Required Text (core)</p>	<p>Ammah, C. (2016). <i>Developmental psychology for educators</i>. Accra: Janlex Ventures. Feldman, R. S. (2008). <i>Understanding psychology</i> (8th 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> (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i> (2nded.).Kumasi: Narco Printers.</p>
<p>Additional Reading List</p>	<p>Berlinder, D. C. &Calfree, 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> (7th ed.). Toronto: Allyn& Bacon. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7th 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). <i>Infancy, childhood, and adolescence</i>. New York: McGraw-Hill, Inc.</p>
<p>CPD needs</p>	<p>Using Questioning and Group Work for Intellectual Development and its learning implications.</p>

Lesson 3

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Stages of Human Development III				Lesson Duration	3 Hours	
Lesson Description	The lesson introduces student teachers to the characteristics of social development in middle childhood as propounded by Erickson. It also aims at assisting student teachers to understand, reflect and discuss the leaning implications of social development in middle childhood classrooms.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers can describe their experiences and that of others in the social development through socialisation processes they went through during childhood. During STS, student teachers observed how learners developed socially and how teachers utilised the features of social development in middle childhood in classroom activities. At the end of the second week, student teachers were given a reading assignment on social development in middle childhood.						
Possible barriers to learning in the lesson	Misconceptions about cultural and scientific interpretations of social development, especially in the transition from early childhood to middle childhood, and how to address them.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – 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.						
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	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) .						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 1: Demonstrate 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) .		<ul style="list-style-type: none"> • Examine the misconceptions of social development and how they could be addressed. • Explain the characteristics of social development in middle childhood as propounded by Erickson, and with reference to observations during STS. 		Communication skills: Through group discussions, critiquing and presentations. Digital literacy: Surfing the internet for relevant information to help in group discussions, and design of power point for presentation social development. Personal development: Through team work and collaboration to develop arguments in support of the		

			<ul style="list-style-type: none"> Discuss the learning implications of the features of social development in middle childhood classrooms citing relevant examples from observations during STS. 	<p>use of resources for teaching.</p> <p>Equity and inclusivity: Using various strategies in grouping students considering their background characteristics and abilities for instructional activities.</p> <p>Reflection and Critical thinking: Through examination of the application of social development in middle childhood classrooms.</p>
<p>Topic Title: Stages of Human Development III</p>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	30 minutes	<p>Face-to-face</p> <p>Use lecturette and questioning to stimulate discussion on misconceptions about cultural and scientific interpretations of social development. Encourage student teachers to rely on their personal and STS experiences. Also, review their RPK on the reading assignment on social development in middle childhood given at the end of the second lesson (PD Theme 2, pp. 27-32).</p>	<p>Face-to-face</p> <p>Provide relevant answers by sharing personal experiences and observations during STS with class. Actively contribute to the discussion on information obtained from your reading assignment on characteristics of social development in middle childhood</p>
	Characteristics of Social Development in Middle Childhood	45 minutes	<p>Independent Study and group discussion</p> <p>Use pyramid discussion to involve student teachers to discuss the features of social development in middle childhood based on the stages of social development propounded by Erickson. Assist student teachers to cite relevant examples from their observations during STS. Encourage student teachers to prepare notes on the issues discussed (PD Theme 3).</p>	<p>Independent Study and group discussion</p> <p>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.</p>
	Learning Implications of Social Development in Middle Childhood	45 minutes	<p>Practical Activity and E-Learning Opportunities</p> <p>Use mixed-ability grouping to assist student teachers examine, reflect, and discuss the learning implications of social development in middle childhood classrooms (PD Theme 4).</p>	<p>Practical Activity and E-Learning Opportunities</p> <p>Participate in group discussion by contributing meaningfully to obtain relevant information from the internet (using mobile phones) for discussion and power point presentation.</p>
	Learning Implications of Social Development in Middle Childhood	50 minutes	<p>Power point presentation by the groups for peer critiquing and assessment including quality of power point slides used (PD Theme 4, pp. 37-42).</p>	<p>Observe and listen attentively to presentations for clarifications, suggestions, and questions. Discuss issues observed during</p>

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

Lesson 4

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Language Development I				Lesson Duration	3 Hours	
Lesson description	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 development will be explored in the lesson.						
Previous student teacher knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	Some entrenched cultural beliefs about causes of early and late language development by some children, as well as beliefs about the causes of dumbness, stammering or stuttering.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [✓]	E-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – 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.						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The overarching outcome for the lesson is for student teachers to be aware of the conditions, causes, and the implications of the physiological and environmental factors that promote language development among humans, with emphasis on the learning in middle childhood classrooms. It is expected that student teachers will exhibit clear understanding of the factors that promote language development in middle childhood, and the implications for instructional activities in middle childhood classrooms. 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 (NTS 3f, 3g)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	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).		<ul style="list-style-type: none"> Explain the concept of language development in humans, and discuss some beliefs about early and late language development, causes of dumbness, stammering or stuttering. Discuss the physiological factors that promote language development in middle childhood. Discuss the environmental factors 		Communication skills: Through discussion, presentations, and critiquing of group work and reports. Digital literacy: Surfing for relevant information from the internet on physiological and environmental factors that promote language development in middle childhood. Personal development: Through presentation and developing of arguments in		

			that promote language development in middle childhood, and cite relevant examples from observations 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: Language Development I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	25 minutes	Face-to-face Use lecturette and questioning to review the RPK and misconceptions of student teachers based on reading assignment, personal experiences and observations during STS. Rely on RPK of student teachers to guide them explain the concept of language development (PD Theme 2).	Face-to-face Provide relevant answers by sharing personal childhood experiences and observations during STS. Actively contribute to the discussion on misconceptions and cultural beliefs about language development, especially on the causes of dumbness, stammering, or stuttering.
	Physiological factors promoting language development	20 minutes	Face-to-face Use lecturette and questioning to initiate discussion on physiological factors that promote language development in middle childhood (PD Theme 2).	Face-to-face Contribute to the discussion by sharing your views on physiological factors promoting language development in middle childhood. Reflect on your observations and experiences from STS.
		15 minutes	E-learning Opportunity and Independent Study Show relevant short videos and animations on physiological factors that promote language development in middle childhood (PD theme 2, 5)	E-learning Opportunity 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 minutes	Face-to-face Use tutor/lecturer led discussion to elicit responses from student teachers on the physiological factors that promote language development in middle childhood (PD Theme 3)	Face-to-face & E-learning Contribute to the discussion through reflection on the videos watched and experiences during STS on physiological factors that promote language development in middle childhood.	

	Environmental Factors the Promote Language Development in Middle Childhood	45 minutes	Independent study Use pyramid discussion to enable student teachers examine the 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 through the discussions (PD Theme 3)	Independent study Participate actively in the pyramid discussion on environmental factors that promote language development in middle childhood, and cite examples from observations during STS. Prepare your own notes from the discussions.
	Conclusion	15 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 5 and read on it.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-Lesson Assessment (Addresses CLO 2) Peer assessment using pyramid discussion on environmental factors that promote language development in middle childhood (To be part of group project to be submitted at the end of Lesson 5) 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.			
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . 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) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos, Animations and pictures from YouTube on factors that promote language 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.			
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). <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). <i>Infancy, childhood, and adolescence</i> . New York: McGraw-Hill, Inc.			
CPD needs	Using questioning, talk for learning approaches and online videos to teach factors that promote language development in middle childhood.			

Lesson 5

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Language Development II			Lesson Duration	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)	Student teachers have been introduced to some physiological and environmental factors that promote human development in middle childhood. They also have undertaken STS in the first year, and would have observed practical language development challenges in their schools of observation.						
Possible barriers to learning in the lesson	Some entrenched cultural beliefs about causes of early and late language development by some children, as well as beliefs about the causes of dumbness, stammering or stuttering.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	E-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities – Videos from YouTube on the communication model and principles of communication.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on barriers to communication and how to address them.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p>						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The 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)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 2: Demonstrate knowledge and understanding of the theories, and factors affecting language development in middle childhood and their learning implications (NTS 3d, p.14).		<ul style="list-style-type: none"> Discuss the physiological factors that impede language development in middle childhood. Discuss the environmental factors that hinder language development in middle childhood. Discuss the learning implications of physiological and environmental factors that impede language development in middle childhood 		<p>Communication and digital literacy skills: Through discussion, presentations, and critiquing of group work and reports. Using handheld devices to search for information from the internet to prepare power point slides.</p> <p>Reflection and Critical Thinking: Through presentation and developing of arguments in support of physiological and environmental factors that promote language development in middle childhood.</p> <p>Equity and inclusivity: Using various strategies in grouping student teachers for instructional activities considering their background characteristics and abilities.</p>		

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

			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 and as learning within the lesson	<p>Formative Assessment (In-lesson assessment: Addresses CLO 2) Mixed-ability group power point presentations on learning implications of physiological and environmental factors that hinder language development in middle childhood classrooms (Issues discussed to be part of group project to be submitted at the end of Lesson 5).</p> <p>Continuous Assessment 1 Student Teachers submit group project on topics related to CLO 1 and CLO 2. Weighting: 30% Addresses NTS3d,3f, 3g</p> <p>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.</p>			
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org)</p> <p>Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Mobile phones, laptops, Videos, Animations and pictures from YouTube on factors that hinder language development in middle childhood.</p>			
Required Text (core)	<p>Ammah, C. (2016). <i>Developmental psychology for educators</i>. Accra: Janlex Ventures.</p> <p>Feldman, R. S. (2008). <i>Understanding psychology</i> (8th ed.). New York: McGraw-Hill.</p> <p>Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of educational psychology</i>. Accra: Ducer Press.</p> <p>Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4th ed.). New Jersey: Pearson.</p> <p>Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i> (2nd ed.). Kumasi: Narco Printers.</p>			
Additional Reading List	<p>Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i>. New York: Macmillan.</p> <p>Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7th ed.). Toronto: Allyn & Bacon.</p> <p>Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7th ed.). Boston: McGraw-Hill.</p> <p>Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i>. New Jersey: Pearson Education, Inc.</p> <p>Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i>. England. Open University press.</p> <p>Steinberg, L., & Belsky, J. (1991). <i>Infancy, childhood, and adolescence</i>. New York: McGraw-Hill, Inc.</p>			
CPD needs	Using questioning, talk for learning approaches and online videos to teach factors that hinder language development in middle childhood.			

Lesson 6

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Learning Theories I				Lesson Duration	3 Hours	
Lesson description	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)	Student teachers have previously taken a lesson on criteria for selecting basic components of the curriculum and syllabus for middle childhood classroom settings. They have also undertaken STS which has prepared them to appreciate learning in different contexts.						
Possible barriers to learning in the lesson	The definition of learning as " <i>relatively permanent change in behaviour</i> " may be a bit of a challenge to students to grasp with respect to the debate around "how relative should the permanency be".						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	E-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p>						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The 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).						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 3: Demonstrate knowledge and application of the principles underlying the theories of learning and how they influence teaching and learning in middle childhood (NTS 2f, 3c, 3g, p. 14-17)		<ul style="list-style-type: none"> Define the concept of learning and explain the key issues in the definition. Describe the principles in the experiment by Pavlov, and discuss the learning implications for middle childhood classrooms citing examples from their STS experiences. Explain principles in the experiment by 		<p>Communication skills: Through discussion of key issues in the learning theories, critiquing, and presentations.</p> <p>Digital literacy: Surfing the internet for information (including short videos) on learning theories.</p> <p>Creativity and innovation: Designing posters to depict the key concepts in the theories of learning.</p> <p>Equity and inclusivity: Using various strategies in grouping</p>		

			<p>Thorndike, and discuss the learning implications for middle childhood classrooms providing relevant instances from their STS experiences.</p> <ul style="list-style-type: none"> Analyse the principles in the experiment by Skinner, and discuss the learning implications for middle childhood classrooms citing relevant examples from experiences during STS. 	students considering their background characteristics and abilities.
Topic Title:	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	25 minutes	<p>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 Theme 2).</p>	<p>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.</p>
	Pavlov's classical conditioning	45 minutes	<p>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).</p>	<p>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.</p>
	Thorndike's instrumental learning	45 minutes	<p>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).</p>	<p>Face-to-face and 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.</p>

	Skinner's operant conditioning	45 minutes	Face-to-face and independent study Use brainstorming to help student teachers to describe Skinner's operant conditioning experiment and discuss the principles in experiment. Use pyramid discussion for student teachers to explain the learning implications of Skinner's operant conditioning in middle childhood classrooms. Encourage student teachers to put down notes (PD Themes 2 and 4). (PD Themes 2 and 4).	Face-to-face and 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.
	Conclusion	20 minutes	Use questioning to assist student teachers to summarise the key issues discussed in the lesson (PD Theme 2), after which you give student teachers a mixed-ability group project as an assignment. Assignment: Prepare a poster on the learning experiments by Pavlov, Thorndike, and Skinner, and submit for scoring.	Answer questions and note down key points from the lesson. Take note of project task, and prepare the poster for assessment. Make good use of relevant ICT tools to prepare good posters.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Formative Assessment (Group Project: Assesses Course Learning Outcome 3) Mixed-ability group project on preparation of posters showing the description of the learning experiments by Pavlov, Thorndike, and Skinner. Issues discussed should be part of a portfolio to be submitted for 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). <i>Inclusive education tool kit</i> . Walton Hall: United Kingdom Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org). 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). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org). Videos from YouTube on learning experiments by Pavlov, Thorndike, and Skinner; Mobile phones; Laptops.			
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	<p>Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i>. New York: Macmillan.</p> <p>Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7th ed.). Toronto: Allyn & Bacon.</p> <p>Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7th ed.). Boston: McGraw-Hill.</p> <p>Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i>. New Jersey: Pearson Education, Inc.</p> <p>Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i>. England. Open University press.</p> <p>Steinberg, L., & Belsky, J. (1991). <i>Infancy, childhood, and adolescence</i>. New York: McGraw-Hill, Inc.</p>
CPD needs	Using questioning and group work to teach theories of learning and their implications for instruction.

Lesson 7

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Learning Theories II			Lesson Duration	3 Hours		
Lesson description	The lesson seeks to introduce student teachers to the cognitivist and constructivists theories of learning and their implications for instructional activities in middle childhood classroom settings. The lesson will focus on Piaget's Cognitive Learning and Vygotsky's Constructivism.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the Behaviourists theories of learning and their implications for learning in middle childhood classrooms. They have also undertaken STS which has prepared them to appreciate learning in different contexts.						
Possible barriers to learning in the lesson	Challenges with the abstract nature of the cognitive development in learning.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [v]	E-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>Independent study and seminars: Mixed-ability cross grouping to enable student teachers discuss the learning theories by the cognitivists and constructivists.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>						
<ul style="list-style-type: none"> 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 	<p>The overarching outcome for this lesson is for student teachers to understand the cognitivists and constructivists approaches to learning, and their implications for instruction in middle childhood classrooms. It is expected that student teachers will appropriately apply the knowledge acquired in various middle childhood classroom situations with the ultimate aim of adopting the most effective learning strategies that suit the teaching of specific concepts for middle childhood learners with diverse needs, interests and abilities (NTS 1a, 2f, 3c, 3e, 3f, and 3g).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	CLO 3: Demonstrate knowledge and application of the principles underlying the theories of learning and how they influence teaching and learning in middle childhood (NTS 2f, 3c, 3g, p. 14-17)	<ul style="list-style-type: none"> Explain the stages of cognitive learning development in middle childhood by Piaget, and discuss the learning implications for middle childhood classrooms with reference to observation from STS Analyse the principles in the experiment by Vygotsky, and discuss the learning implications for middle childhood classrooms citing examples from their STS experience. 	<ul style="list-style-type: none"> Integration of ICT by utilising short videos on Piaget's Cognitive Learning Development Theory and Vygotsky's Constructivism Learning Theory from YouTube. Collaboration and communication through group presentations. Gender, 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/critical thinking for self-awareness through 				

			<p>varied interactive strategies to support learners with diverse characteristics in understanding the concept of learning.</p> <ul style="list-style-type: none"> • Creativity and innovation: developing TLMs using hand held devices and low or no cost resources. 	
Topic Title: Instruction and Visual Design II	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	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 their knowledge and build on their understanding of the previous lesson on learning theories and their implications for instruction in middle childhood classrooms. Cite relevant examples from STS experiences.
	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 classrooms for power point presentation (PD Themes 2 and 4).	application during STS.
	Conclusion	20 minutes	Use questioning to assist student teachers to summarise the key issues discussed in the lesson (PD Theme 2), after which you give student teachers a reading assignment on transfer of learning.	Answer questions and note down key points from the lesson. Take note of the reading assignment and do a thorough reading before the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Formative Assessment (In-lesson assessment) Mixed-ability group power point presentations on learning implications of Piaget’s cognitive development and Vygotsky’s constructivism learning theory in middle childhood classrooms (In-lesson assessment through peer assessment). Issues discussed should be part of a portfolio to be submitted for assessment at the end of Lesson 9. It should also be part of the end of semester examination. Assesses: CLO 3 Assesses: NTS 1a, 2f, 3c, 3e, 3f, and 3g: NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 2f: Takes accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3c:Creates a safe, encouraging learning environment. 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.</p>			
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: 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: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org). 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). <i>Questioning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org).			
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). <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). <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). <i>Infancy, childhood, and adolescence</i> . 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)

Lesson 8

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Transfer of Learning						Lesson Duration	3 Hours
Lesson description	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.							
Previous student teacher knowledge, prior learning (assumed)	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 developed and used to teach.							
Possible barriers to learning in the lesson	Variances in student teachers’ capabilities in relating similar concepts in one domain of knowledge to other domains.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [<input checked="" type="checkbox"/>]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [<input checked="" type="checkbox"/>]	E-learning opportunities [<input checked="" type="checkbox"/>]	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>E-learning opportunity: use of hand held devices to search for information from the internet to enhance their knowledge and presentations.</p> <p>Independent study and Practical work: mixed-ability grouping and concept cartooning/mapping</p> <p>Practicum: Role play to show the application of transfer of learning in an inclusive middle childhood classroom.</p>							
<ul style="list-style-type: none"> 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 	<p>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).</p>							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	CLO 4: Demonstrate and apply the concept of transfer of learning in differing situations in primary schools and classrooms (NTS 2d, p.13)	<ul style="list-style-type: none"> Explain the concept “transfer of learning” and discuss the types of transfer of learning. Discuss the need for transfer of learning in inclusive middle childhood classrooms with relevant examples from the primary school curriculum. 	<p>Creativity and innovation: Through developing concept cartooning or concept mapping on importance and conditions necessary for transfer of learning.</p> <p>Integration of ICT: Utilising hand held devices to search for relevant information on transfer of learning.</p> <p>Collaboration and</p>					

			<ul style="list-style-type: none"> Examine the conditions necessary for transfer of learning, especially in inclusive middle childhood classroom settings. Role play transfer of learning in an inclusive middle childhood classroom for a clearer understanding of its application. 	<p>communication: Through group discussions and presentations.</p> <p>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.</p> <p>Reflection and critical thinking: Through self-awareness in varied interactive strategies and application of concepts based on experiences in and out of school.</p>
Topic Title: Models and material adaptation for inclusive early grade school settings	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Meaning and types of transfer of learning	30 minutes	Face-to-face: <ul style="list-style-type: none"> 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.
	Conditions necessary for transfer of learning	45 minutes		
	Importance of transfer of learning	45 minutes	Face-to-face and Independent Study <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
Applying transfer of learning in inclusive middle childhood classroom	45 minutes			
		15 minutes		

	Conclusions		<p>Face-to-face and Independent Study/E-learning opportunity:</p> <ul style="list-style-type: none"> • Use pyramid discussion to enable student teachers examine the importance of transfer of learning in instructional activities in inclusive middle childhood 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 role play to enable student teachers apply transfer of learning in inclusive classrooms after which discussion are made on the role play for more inputs. • Use questioning to assist student teachers to summarise the key issues discussed in the lesson (PD Theme 2), after which you give student teachers a reading assignment on transfer of learning. 	<p>Face-to-face and Independent Study/E-learning opportunity:</p> <ul style="list-style-type: none"> • Participate actively in the pyramid discussion on importance of transfer of learning. Make reference to online information using hand held devices to obtain relevant information for discussion and preparation of personal notes. • Critically observe role play and write key points for further comments and discussion. • Answer questions and note down key points from the lesson. Take note of the reading assignment and do a thorough reading before the next lesson.
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>Formative Assessment (In-lesson assessment) Mixed-ability group discussion to design and present concept cartooning/mapping on 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. 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.</p>			

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

Lesson 9

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Classroom and Behaviour Management in Middle Childhood Classrooms I			Lesson Duration	3 Hours		
Lesson description	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.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have observed the classroom behaviours of middle childhood learners during STS and have made attempts to manage such behaviours. Again, student teachers, during STS ensured good classroom management with the aim of achieving effective instructional activities in the classroom						
Possible barriers to learning in the lesson	Students' personality types, beliefs, self-efficacies and abilities in managing diverse middle childhood behaviours. Inadequate skills in managing classroom and behaviours of middle childhood learners.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [v]	E-learning opportunities [v]	Practicum []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>E-learning opportunity: Watching short videos from YouTube on classroom behaviours of middle childhood learners and how to manage these behaviours, power point presentations.</p> <p>Independent study: Pyramid and mixed-ability group discussion to gain more knowledge on classroom and behaviour management</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>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).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 5: Demonstrate knowledge and understanding of classroom and behaviour management in inclusive primary schools. (NTS, 3d,3f, p.14),	<ul style="list-style-type: none"> Explain instructional management and behaviour management with examples from STS experiences Discuss the moral behaviour of middle childhood learners in line with the moral development theory by Piaget. 	<ul style="list-style-type: none"> Integration of ICT skills by using hand held devices to search for information from the internet, and prepare power point presentation slides. Collaboration and communication through group presentations. 				

			<ul style="list-style-type: none"> Examine the learning implications of Piaget's moral development theory as applied to learners of diverse backgrounds in middle childhood classrooms relying on experiences from STS 	<ul style="list-style-type: none"> 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: Classroom and Behaviour Management in Middle Childhood Classrooms I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Meaning of classroom management and behaviour management	40 minutes	Face-to-face: <ul style="list-style-type: none"> Use questioning and shower thought to review student teachers' relevant previous knowledge based on their personal experiences as student teachers, observation during STS, and reading assignment (PD Themes 2 and 3). 	Face-to-face <ul style="list-style-type: none"> Provide relevant responses to questions and share views on your relevant previous knowledge to explain classroom and behaviour management.
	Middle childhood stage of Piaget's Theory of Moral Development	60 minutes	Independent study and group work <ul style="list-style-type: none"> Use pyramid discussion to enable student teachers to explore and discuss the moral characteristics of learners in inclusive middle childhood classrooms (PD Theme 4). Encourage student teachers to make their notes through the pyramid discussion. 	Independent study and group work <ul style="list-style-type: none"> Participate actively in the pyramid discussion on environmental factors that promote language development in middle childhood. Prepare your own notes from the discussions.
Learning implications of Piaget's Theory of Moral Development	60 minutes		Independent study & group work <ul style="list-style-type: none"> Contribute to the mixed-ability group discussion, and in the preparation of the power point slides for presentation on 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. 	
Conclusion	20 minutes	Independent study & group work <ul style="list-style-type: none"> Use questioning to initiate discussion on the learning implications of Piaget's moral development theory for learners in inclusive middle 		

			<p>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 teachers with the help of tutor/lecturer</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Answer questions and note down key points from the lesson. Take note of the reading assignment and do a thorough reading before the next lesson.
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>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.</p> <p>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 3c: Creates a safe, encouraging learning environment. NTS 3d: Manages behaviour and learning with small and large classes NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking. NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN) NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual and multi-age classes.</p>			
<p>Instructional Resources</p>	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>YouTube</p>			
<p>Required Text (core)</p>	<p>Ammah, C. (2016). <i>Developmental psychology for educators</i>. Accra: Janlex Ventures.</p> <p>Feldman, R. S. (2008). <i>Understanding psychology</i> (8th ed.). New York: McGraw-Hill.</p> <p>Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of educational psychology</i>. Accra: Ducer Press.</p> <p>Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4th ed.). New Jersey: Pearson.</p>			

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

Lesson 10

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Classroom and Behaviour Management in Middle Childhood Classrooms II			Lesson Duration	3 Hours		
Lesson description	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)	Student teachers have observed the classroom behaviours of middle childhood learners during STS and have made attempts to manage such behaviours. Again, student teachers, during STS ensured good classroom management with the aim of achieving effective instructional activities in the classroom						
Possible barriers to learning in the lesson	Students own personality types, beliefs, self-efficacies and abilities in managing diverse middle childhood behaviours. Inadequate skills in managing classroom and behaviours of middle childhood learners.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [✓]	Practical Activity [✓]	Work-Based Learning	Seminars []	Independent Study [✓]	E-learning opportunities [✓]	Practicum [✓]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>E-learning opportunity: Watching short videos from YouTube on classroom behaviours of middle childhood learners and how to manage these behaviours, power point presentations.</p> <p>Independent study: Pyramid and mixed-ability group discussion to gain more knowledge on classroom and behaviour management</p> <p>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.</p> <p>Practicum: Role play on some moral behaviours of inclusive middle childhood learners in the classroom</p>						
<ul style="list-style-type: none"> 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 	<p>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).</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLO 5. Demonstrate knowledge and understanding of classroom and behaviour management in inclusive primary schools. (NTS, 3d,3f, p.14),		<ul style="list-style-type: none"> Discuss the moral behaviour of middle childhood learners in line with the moral development theory by Kohlberg, citing relevant 		<ul style="list-style-type: none"> Integration of ICT skills by using hand held devices to search for information from the internet, and prepare power point 		

			<p>examples from observations during STS.</p> <ul style="list-style-type: none"> 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. 	<p>presentation slides.</p> <ul style="list-style-type: none"> 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.
<p>Topic Title: Classroom and Behaviour Management in Middle Childhood Classrooms II</p>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Review of Previous Lesson	45 minutes	<p>Face-to-face:</p> <ul style="list-style-type: none"> Use questioning 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). 	<p>Face-to-face</p> <ul style="list-style-type: none"> Provide relevant responses to questions and share views on your relevant previous knowledge to explain classroom and behaviour management. Rely on examples from STS experiences.
	Features of	45 minutes 60 minutes	<p>Independent study and group work</p> <ul style="list-style-type: none"> 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. 	<p>Independent study and group work</p> <ul style="list-style-type: none"> Participate actively in the pyramid discussion on environmental factors that promote language development in middle childhood. Prepare your own notes from the discussions. <p>Independent study & group work</p> <ul style="list-style-type: none"> Contribute to the mixed-ability 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	<p>Independent study & group work</p> <ul style="list-style-type: none"> Use questioning to initiate discussion on the learning implications of Kohlberg's moral development theory for learners in inclusive middle 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 teachers 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. <p>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.</p>	<p>questions for clarifications and make suggestions for improvement. Peer assess the quality of presentations including the slides.</p> <ul style="list-style-type: none"> Answer questions and note down key points from the lesson. Take note of the group project given.
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>Formative Assessment (Project: Assesses Course Learning Outcome 5) Mixed-ability group project (two pages) on similarities and differences between Moral Theories by Piaget and Kohlberg. Issues discussed should form part of end of semester examination. Assesses the following NTS: 1a, 2c, 3c, 3d, 3e, 3f, 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 3c:Creates a safe, encouraging learning environment. NTS 3d: Manages behaviour and learning with small and large classes. NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking. NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN). NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-age classes.</p>			

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

Lesson 11

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Classroom and Behaviour Management in Middle Childhood Classrooms III				Lesson Duration	3 Hours
Lesson description	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)	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	Students' personality types, beliefs, self-efficacies and abilities in managing diverse middle childhood behaviours. Inadequate skills in managing classroom and behaviours of middle childhood learners.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	E-learning opportunities [v]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>E-learning opportunity: Watching short videos from YouTube on classroom behaviours of middle childhood learners and how to manage these behaviours, power point presentations.</p> <p>Independent study:</p> <p>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.</p> <p>Practicum: Role play on some moral behaviours of inclusive middle childhood learners in the classroom</p>					
<ul style="list-style-type: none"> 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 	<p>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).</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	CLO 5. Demonstrate knowledge and understanding of classroom and behaviour management in inclusive primary schools. (NTS, 3d,3f, p.14),	<ul style="list-style-type: none"> Examine the appropriate creative approaches and strategies to be used in managing classroom behaviours of learners in inclusive middle childhood classrooms indicating relevant examples from observations during STS. Apply appropriate creative approaches and strategies to be used in managing classroom 			<ul style="list-style-type: none"> Integration of ICT by utilising short videos from YouTube and other online resources on the use of creative approaches in managing classrooms and behaviours of inclusive middle childhood learners. 	

			<p>behaviours of learners in inclusive middle childhood classrooms.</p> <ul style="list-style-type: none"> • Discuss the relevance of handheld technology such as computers and mobile devices in creating communication, and teaching and learning applications in inclusive upper early grade classrooms. • Exhibit the skills in using handheld technology such as computers and mobile devices in creating communication, and teaching and learning applications in inclusive upper early grade classrooms. 	<ul style="list-style-type: none"> • Collaboration and 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.
<p>Topic Title: Classroom and Behaviour Management in Middle Childhood Classrooms III</p>	<p>Sub-topic</p>	<p>Stage/time</p>	<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>	
			<p>Teacher Activity</p>	<p>Student Activity</p>
	<p>The meaning, properties, relevance and use of handheld technology in creating communication, and teaching and learning applications.</p>	<p>30 minutes</p> <p>20 minutes</p> <p>120 minutes</p> <p>10 minutes</p>	<p>Face-to-face:</p> <ul style="list-style-type: none"> • Use questioning and brainstorming to initiate discussion on the appropriate creative approaches used in managing classroom and behaviour in inclusive middle childhood classroom. Lead student teachers to cite relevant examples from their observations during STS (PD Theme 2). <p>E-Learning Opportunities and Independent Study</p> <ul style="list-style-type: none"> • Show some short videos from YouTube and other online resources on different creative approaches used in managing classroom and behaviour of inclusive middle childhood. 	<p>Face-to-face:</p> <ul style="list-style-type: none"> • 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. <p>E-Learning Opportunities and Independent Study:</p> <ul style="list-style-type: none"> • Watch videos and reflect on the creative approaches used in managing classroom and behaviour of middle childhood learners from diverse backgrounds. <p>Practical Work and Project</p> <ul style="list-style-type: none"> • 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.

			<p>Practical Work and Project:</p> <ul style="list-style-type: none"> • 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: of, for and as learning within the lesson	Formative (In-lesson Assessment: Addresses CLO 5) 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 of semester examination.			
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>YouTube videos on different creative approaches used in managing classroom and behaviour of inclusive middle childhood.</p>			
Required Text (core)	<p>Ammah, C. (2016). <i>Developmental psychology for educators</i>. Accra: Janlex Ventures.</p> <p>Feldman, R. S. (2008). <i>Understanding psychology</i> (8th ed.). New York: McGraw-Hill.</p> <p>Nyatsikor, M. K., Esia-Donkoh, K., & Abroampa, W. K. (2020). <i>Principles and practice of educational psychology</i>. Accra: Ducer Press.</p> <p>Ormrod, J. E. (2014). <i>Essentials of educational psychology</i> (4th ed.). New Jersey: Pearson.</p> <p>Owusu-Banahene, N. O. (2007). <i>Educational psychology: The science of learning</i> (2nd ed.). Kumasi: Narco Printers.</p>			
Additional Reading List	<p>Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). <i>Handbook of educational psychology</i>. New York: Macmillan.</p> <p>Berk, L. E. (2012). <i>Infants and children: Prenatal through middle childhood</i> (7th ed.). Toronto: Allyn & Bacon.</p> <p>Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7th ed.). Boston: McGraw-Hill.</p> <p>Giccarelli, S. K., & White, J. N. (2009). <i>Psychology</i>. New Jersey: Pearson Education, Inc.</p> <p>Shelton, F. & Brownhill, S. (2008). <i>Effective behaviour management in the primary classroom</i>.</p>			

	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.

Lesson 12

Year of B.Ed.	2	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Overview of Course				Lesson Duration	3 Hours	
Lesson description	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)	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	Inadequate revision of topics by student teachers.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	E-learning opportunities [v]	Practicum
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.						
<ul style="list-style-type: none"> • 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).						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	CLOs 1-5: Demonstrate knowledge, understanding, and application of the key concepts in the topics discussed for the semester		<ul style="list-style-type: none"> • Examine the key concepts in the various topics in the course for the semester and seek clarification on misunderstandings and clarifications to consolidate understanding. 		<ul style="list-style-type: none"> • Collaboration and communication through group presentations. • Gender, equity through fair distribution of teaching and learning opportunities and recognition of individual differences. • Reflection and critical thinking for self-awareness through 		

			multi and varied interactive strategies that would support learners with diverse characteristics.	
Topic Title: Handheld Technologies (Mobile and Wireless Learning)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	
			Student Activity	
	Stages of human development (middle childhood)	15 minutes	Face-to-face: <ul style="list-style-type: none"> Use questioning to review student teachers' relevant previous knowledge on stages of human development and their application to middle childhood classroom instruction (PD Theme 2). 	Face-to-face <ul style="list-style-type: none"> Student teachers respond to questions and share their views to contribute to the discussion.
	Language Development	15 minutes	<ul style="list-style-type: none"> Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on language development (PD Theme 3). 	<ul style="list-style-type: none"> Student teachers respond to questions and share their views to contribute to the discussion.
	Learning Theories	15 minutes	<ul style="list-style-type: none"> Use questioning and brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on learning theories. 	<ul style="list-style-type: none"> Student teachers respond to questions and share their views to contribute to the discussion.
Transfer of Learning	15 minutes	<ul style="list-style-type: none"> Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on transfer of learning (PD Theme 2, 3). 	<ul style="list-style-type: none"> Student teachers respond to questions and share their views to contribute to the discussion. 	
Classroom and Behaviour Management in Middle Childhood Classrooms	15 minutes	<ul style="list-style-type: none"> 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 of semester. 	<ul style="list-style-type: none"> Student teachers respond to questions and share their views to contribute to the discussion. 	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Formative Assessment (In-lesson Assessment) Tutor facilitation of peer assessment of views raised by student teachers. Assesses Course Learning Outcomes 1-5 Assesses: NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p 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			

	<p>NTS 3c:Creates a safe, encouraging learning environment.</p> <p>NTS 3d: Manages behaviour and learning in small and large classes.</p> <p>NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)</p> <p>NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-age classes.</p> <p>NTS 3m: Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lies outside the competency of the teacher.</p> <p>NTS 3p: Uses objective criterion referencing to assess learners.</p>
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p>
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CPD needs	
Course Evaluation	<p>³Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> • Selected items of students work (3 of them -10% each) = 30% • Midterm assessment = 20% • Reflective Journal = 40% • Organisation of the subject portfolio = 10% (how it is presented /organised) <p>⁴Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project = 10% • Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% • Substantive or main section = 40% • Conclusion = 30% <p>Component 3: End of Semester Exams 40%</p>

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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