
Module for Post-Graduate Diploma in Education Programme

METHODS OF TEACHING SOCIAL SCIENCES

(Accounting, Management, Social Studies, Economics, and Geography)

DR. LETICIA BOSU



REPUBLIC OF GHANA



INSTITUTE OF EDUCATION, UCC

**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



Ministry of Finance



Trade Union Congress



University of Cape Coast

DECEMBER, 2022

TABLE OF CONTENT

CONTENT	PAGE
UNIT 1: NATURE OF TEACHING	1
UNIT 2: TEACHING TECHNIQUES	15
UNIT 3: PLANNING AND PREPARING FOR TEACHING	28
UNIT 4: LESSON DELIVERY	90
UNIT 5: USING QUESTIONS TO INSTRUCT	94
UNIT 6: INSTRUCTIONAL AIDS AND TECHNIQUES	99
UNIT 7: CLASSROOM MANAGEMENT AND ASSESSMENT	105
BIBLIOGRAPHY	113

UNIT 1: NATURE OF TEACHING

This unit introduces users and practitioners to the professional concepts required to help you become the teacher you want to be—the nature of teaching, whereby the concept of teaching is emphasised. The unit also looks at the characteristics of an effective teacher and effective teaching. The unit highlights the communication process in teaching also the model and framework of effective teaching. Finally, the unit looks at inclusive teaching and learning practices that promote effective teaching and learning and address learners’ diverse educational needs.

Learning outcome(s)

By the end of the unit, the participant will be able to:

- explain the concept of teaching
- explain why teaching is both an art and a science
- Describe who an effective teacher is
- Explain who a good teacher is
- Explain the models of effective teaching and apply them in their various subject areas

The Concept of teaching

Defining teaching

Concept of Teaching

“Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person”.

Traditional Concept

Teaching is the act of imparting instructions to the learners in the classroom situation. The teacher gives information to the students, or one reads from the textbook while the other students silently follow him in their textbooks.

Modern concepts

Teaching is to cause the pupils to learn and acquire the desired knowledge, skills and desirable ways of living in society. It is the process in which the learner, teacher curriculum and other variables are organised systematically and psychologically to attain some pre-determined goals

Expert views and definition

According to Ryburn, “Teaching is a relationship which keeps the child to develop all his powers. According to B. O. Smith, Teaching is a system of action intended to produce learning Thomas F. Green indicated that “Teaching is the task of teacher which is performed for the development of the child”.

Burton sees “Teaching as the stimulation, guidance, direction and encouragement of learning.” Morrison (1934), Teaching is an intimate contact between a more mature personality and a less mature one, which is designed to further the education of the latter

Smith (1961) states that teaching is a system of action intended to induce learning.

Gage’s (1962) teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person.

John Dewey One might as well say he has sold when one has bought as to say he has taught which one has learned.

Points Highlighting the Concept of Teaching

Teaching is.....

1. Tri-polar Process (The Teacher, The Student and The Subject Matter)
2. Interactive Process
3. Multiple Phases (Pre-active phase, inter-active phase and post-active phase)
4. Multiples levels (Memory level, Understanding Level and Reflective level)
5. Planned activity
6. Intentional behaviour
7. Communication between two or more persons
8. To cause motivation to the learner
9. Guidance
10. Professional activity
11. Arts as well as Science

Teaching is the process which usually takes place in classroom situations. It is more of a formal process. In the classroom, we see that the teacher has something in his mind and wants to convey it to the students. For this purpose, he takes the help of teaching. He makes all efforts to make the students understand it. His teaching is successful if the students can grasp it fully.

Need of Teaching

1. Through teaching, the teacher aims at
2. Giving some knowledge to the students
3. Passing some information to them
4. Making the students acquire some skills
5. Changing the attitudes of the learners
6. Modifying the behaviour of the students
7. Giving some experiences of life

Teaching in the class depends upon how the teacher performs his duty of teaching. A sincere and hardworking teacher always comes out successful. He makes every effort to achieve the desired end. He always goes well prepared in every way. In his classroom teaching, there is always very good classroom interaction. He faces the class clearly and boldly. He always faces cases with students while peaking in the class,]. Naturally, that type of teacher will be able to impress the students fully. Such teaching can be called effective teaching.

Teaching may also take place outside the classrooms. The students come in contact with their teacher in the corridors, in the staff room, in the canteen, in the playgrounds, in the school assemble grounds etc., the process of teaching surely goes on there also which is more of informal type. Learning by the students through informal contact with the teacher is often more sound and lasts longer.

Teaching is the art of educating other people. In this age of science and technology, teaching has reached new dimensions when there is an explosion of knowledge. It is no longer a simple art of imparting information to the students. It is now becoming a technology, instructional television, computer-assisted instruction, teaching machines etc.

Teaching is between two parties, i.e., the giver and the receiver. Here, the giver is a more mature teacher with more experience in teaching. The receiver may be an individual, a small group or a big group.

Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching cannot be boiled down to a convenient formula of “**telling and testing**”. It is the complex art of guiding students through a variety of selected experiences towards the attainment of a widening field of learning.

Relations of Teaching with other related concepts

The terms like training instructions, conditioning and indoctrination etc., are sometimes taken as synonymous with teaching. These terms denote one or other type of teaching. Teaching is a broader concept, and these are part of one aspect.

Training is concerned with a slightly more raised level of teaching than conditioning, which is the lowest level of teaching. A trained person can do a number of jobs on some machines skilfully. Training helps in shaping, conducting and teaching various skills. Compared with teaching, training requires much less intelligence. Simple behaviour may be produced through training but not complicated behaviour.

Instruction works on a higher footing than conditioning and training. Instruction is mainly concerned with the development of knowledge and understanding in an individual. Which means teaching is much more than the act of acquiring some knowledge and understanding. Instruction cares only for the development of intellect and affects the cognitive domain of one's behaviour while teaching aims to shape a total man. And lastly, the face-to-face interaction between the teacher and taught is found in teaching. It is not essential in the process of instruction. Here, the teacher can be replaced by instructional materials.

Indoctrination represents a fairly higher level of teaching which adds to the establishment or shaping of beliefs and ideas. A higher role of intelligence is required here. It brings quite stable changes in the cognitive and affective domains of one's behaviour. But indoctrination is only one mode of teaching. Indoctrination may be teaching, but the reverse is not true. Teaching is possible without adopting indoctrination as the mode of teaching.

The mode of teaching mentioned above cannot be termed as quite unrelated. They overlap each other in many ways.

Variables involved in teaching

In a teaching task in progress, we can observe the presence of the following types of variables

1. Independent variables
2. Depended variables
3. Intervening or mediating variables

In the teaching process, the student is subjected to changes and development through the teacher's efforts and the teaching process. Therefore, he acts as a dependent variable while the teacher has to play the role of the independent variable. To achieve the teaching goals, there is a need for desirable interaction between independent and dependent variables. The intervening variables play this role.

In this way, the teacher plays the role of the dependent variable. He is responsible for the functioning of the dependent variable, i.e., the students. He is free to act in the teaching process, while students are quite dependent on him for seeking behavioural changes and development. The teacher has to plan, organise, lead and control the teaching process so that desirable outcomes of his teaching may be properly obtained. He has to handle his teaching activities and all the intervening variables so that the desired moveability and function ability can be created among his students or achieve the teaching objectives.

The intervening variable, as it sounds, does not exist to create some interference or obstacle in the functioning of the independent or dependent variable. Instead, they help smoothly function these variables to realise the teaching objectives. The content of teaching, methods and techniques of teaching, etc., are all known as intervening variables. These variables are responsible for bringing desirable interaction between the teacher and the students by producing a proper teaching environment, teaching materials and facilities and creating appropriate learning conditions.

Functions of Teaching

The dependent variable plays an active or functional part in the teaching process—these variables perform many following types of functions.

- I. Diagnostic function
- II. Prescriptive function
- III. Evaluative function

Diagnostic Function

The initial task needs a proper diagnosis to prescribe appropriate treatment (the actual attempts) for bringing desirable behavioural changes in the students. The goal is to bring desirable changes in the behaviours of students. Accordingly, a teacher has to perform the following diagnosis functions:

1. He has to diagnose the entering behaviour of the student. The initial potential of the students in terms of cognitive, cognitive and affective abilities should be appropriately diagnosed with the help of some diagnosis tests.
2. He has to diagnose and formulate specific educational objectives and the type and number of behavioural changes he wants to introduce in the student in the light of the entering behaviour and environmental conditions.
3. He has to analyse the content, instructional material and environmental facilities available for carrying out his task.
4. He has to diagnose his potential and capabilities and bring desirable improvement in his behaviour for the success of his mission.

Although the teacher, as an independent variable, is more active in exercising diagnostic functions, the student's role as a dependent variable cannot be underestimated. He has also to perform certain important diagnostic functions based on his perception of the responses as follows;

1. He has to diagnose the strength and weaknesses of his entry behaviour
2. He has to assess himself in terms of the tools of learning like language and comprehension, power of expression, ability to think and analyse psychomotor skills and emotional behaviour

3. He has to make efforts to know the teacher's behaviour, the type of teaching strategies, and the nature of the content and instructional material for initiation and response on his part.

Prescriptive Functions

Based on the diagnosis, the teacher decides the needed prescription for achieving the stipulated objectives. The accomplishment of objectives needs an appropriate interaction between the teacher and the student, which, in turn, needs proper management of the intervening variables by the teacher. Accordingly, he has to perform the following functions;

1. Selecting appropriate contents and organising them into proper sequence
2. Selecting proper teaching techniques, strategies and feedback devices in view of the individual difference among the students
3. Seeking essential cooperation from the students for purposeful interaction.

In the performance of prescriptive functions, the teacher is likely to be more active than the students. The prescription is made for the students to bring desirable changes in their behaviour. He has to work for purposeful interaction and sincerely cooperate with the teacher in exercising the various perceptive functions.

Evaluative Function

The evaluative function is concerned with evaluating the progress and outcomes of the prescriptive functions that may be decided by realising the stipulated objectives. The failure to realise the objective is essentially a failure in the prescriptive functions due to improper diagnosis or some serious mistake in prescribing or carrying out the treatment (actual teaching) task.

Various evaluation devices in the form of tests, observation, interviews, rating scales, inventories, and unstructured projective techniques help exercise evaluative functions. In contrast to diagnostic or prescriptive functions, the student remains more active in the evaluative functions. He has to respond and evaluate his progress regarding his acquired abilities and behaviour changes. He is taught and helped by the teacher in improving his behaviour based on his entry behaviour and potentialities. Now, it is their turn to see how far the treatment prescribes for them by the teacher is helpful for them. If the prescription suits him, he can go ahead with it. If it does not, he must give his full cooperation to the teacher (just like a patient who has to consult his doctor and seek his advice for further diagnosis and subsequent prescription to get maximum advantage for bringing improvement in his behaviour)

Nature and Characteristics of Good Teaching

Good teaching ...

1. Includes the Provision of Desirable Information
2. Is Causing them to learn
3. Needs efficient planning
4. Is selective (disseminating the selected knowledge is called good teaching)
5. Is to provide opportunities for activity
6. Is sympathetic (Successful teaching essentially requires emotional stability and security)
7. Is cooperative (Teacher should offer good suggestions)
8. Is organisation of learning
9. Is democratic

10. Is progressive
11. Leads to emotional stability
12. Is helping the students to adjust themselves to their environment
13. Is a means of preparation for the future life
14. Is both diagnostic and remedial

Teaching as a Planned Activity

A key aspect of effective teaching is planning what will happen in the classroom daily. Teaching and learning should be well planned with a clear objective that learners understand. The activities should be relevant to the needs of learners and to the programme they are following. The approaches to teaching and learning should engage all learners, encouraging them to be active partners in the process.

Creating such a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials and developing activities that will promote learning. This means that teaching-learning sessions should:

- meet individual learning needs;
- contain activities that motivate and engage all learners, whatever their age, ability and cultural background;
- make clear links between schemes of work and individual sessions plan
- a teacher who is prepared is well on his/her way to a successful instructional experience

Purpose of Planning

The purposes of planning include:

- clarification of the objectives to the pupils
- provision for individual differences
- Development of means for stimulating interest
- Provision for a logical instructional sequence
- Provision for flexibility
- Enabling the teacher to teach with confidence

Steps of Planning

Effective planning is the basis of successful teaching.

- Planning begins with the goals of a particular teaching-learning situation
- Encompasses means of attaining those goals, including materials and activities
- And terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved

Planning can build confidence and make teachers feel more secure in lesson execution.

Types of Planning

Basic types of planning include:

- Long-range plans for the year or semester
- Plans of units of work relating to the larger plan and
- Plans for each day's work – all contributing to the accomplishment of the major objectives of education

Elements of planning

statement of objectives, which clearly shows what is to be taught and the outcomes to be achieved, expressed in terms of pupil learning

Statement of activities, a logical step-by-step sequence of instruction, necessary transitional and appropriately developed ending

List of materials to be used

Assessment, including at least two types of assessment: assessment of pupil learning and assessment of teaching procedures

ASSUMPTIONS OF TEACHING

1. No natural-born teachers (but most are excellent communicators, people-orientated, out-going)
2. Classroom competency (mastery) occurs over time
Teaching must never be in a state of stagnation
3. Unique and innovative methods and ideas in education are rare (We learn from each other)
4. Encouraging your students to sharpen or develop critical thinking skills is essential. (Society and industry expect it)
5. Students' academic achievement is reflective of the teacher's abilities (one measure)
6. You will experience the highest of highs; lowest of lows (Classroom experience is a tide of expectation and outcomes).
7. Assessments should measure learning, not a system for assigning grades (grading a side benefit- Classroom Research)
8. Take risks classroom with an eye to learning (We cannot become complacent)
9. Learning is cumulative (let's work together to develop the educated person)
10. Seat time does not guarantee learning (Alternative activities may be more valuable)

Teaching is:

- Art and science
- Cumulative and ongoing
- Never without setbacks and disappointments
- Rewarding and life-changing

Assumption vs Belief

Belief:

- Acceptance of the truth of something; trust; something that somebody believes in; opinion
- Acceptance by the mind that something is true or real, often underpinned by an emotional or spiritual sense of certainty

Teachers Assumptions

Teacher Assumptions about:

- School
- Classroom
- Students
- Learning
- Instructional Technology

- Experience /Knowledge

Assumptions About School

- Schools should be a place of joy and wonder
- A School should be like a community
- A School should teach good ethos
- Promote co-curricular activities
- Standard teaching
- Duties of an admin

Assumptions About Classroom

- Engaged the students in the learning
- Set rules
- Examine the ability of students
- Examine the slow learner
- Student behaviour with the teacher
- Students' behaviour with other students
- Set forth to create an open atmosphere
- Set curriculum
- Ask questions
- Management of classroom

Assumptions About Students

- Assumptions about new class
- Students learning ability
- Assumptions about participants in co-curricular activity
- Negative thinking of teachers
- Assuming through dressing
- Participating of students in discussions
- Understanding students
- Expectations of teachers

Assumptions About Learning

- Persons of all ages have the potential to learn. Some learn faster than others.
- Learning is comfortable when the environmental conditions support the open exchange of ideas, sharing and opinions and problem-solving strategies
- Learning improves when the learner is an active participant in the educational process
- Exposure to varied behaviour models and attitudes helps the learner to clarify actions and beliefs that will aid in meeting their own learning goals

Assumptions About Knowledge

- Knowing is active and ongoing, a process of interactive learning
- Knowledge is not information, yet it requires information
- Knowledge is more than a mastery of facts and processes

Models/Frameworks of Effective of Teaching

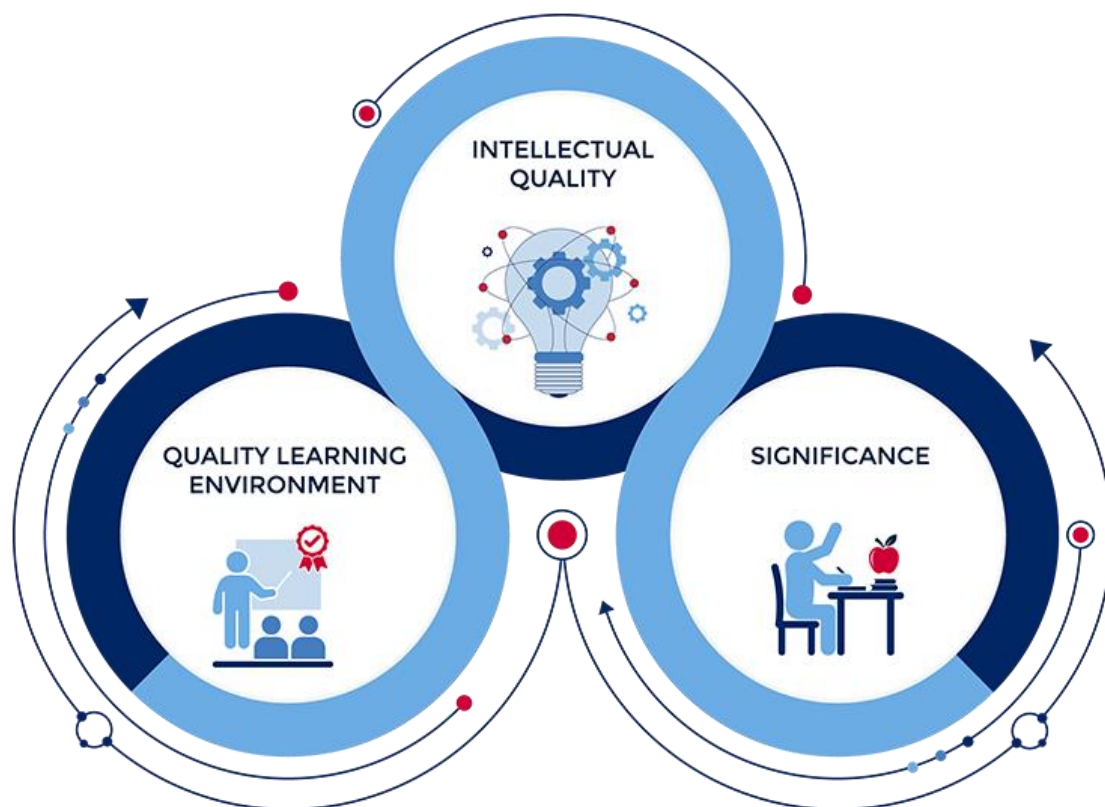
There are several models of teaching. However, attention will be focused on the quality teaching model (QTM).

Quality Teaching Model (QTM)

The Quality Teaching Model is a pedagogical model helping to develop a shared understanding of what constitutes quality teaching and provides a framework for teachers' professional self-reflection and school improvement practices. The Quality Teaching Model can be used to plan, observe, analyse and discuss classroom and assessment practice. This NSW QTM will be used.

The NSW QTM focused on three dimensions:

- I. **Intellectual Quality** - refers to pedagogy focused on producing a deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and students to engage in higher-order thinking and to communicate substantively about what they are learning.
- II. **Quality Learning Environment** - refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.
- III. **Significance** - refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.



Developed in 2003, the NSW Quality Teaching Model is the department’s long-standing stance on high-quality pedagogy, providing teachers with conceptual and practical tools for the ongoing development of their teaching practice. The Quality Teaching Model can be applied to teaching practice across all school contexts and used by educators at every stage of the teaching experience. Using the shared language of the Quality Teaching Model allows teachers to engage in the analysis and improvement of teaching, within their classroom, across their school and more broadly across the department.

Elements of the NSW Quality Teaching Model

Each of the three dimensions of pedagogy can be described in terms of some elements. Each element has been selected and defined based on:

- A sound and reliable research base link the element’s practices or qualities to improved student learning outcomes.
- The practical capacity of each element to act as an indicator of the underlying dimension.

	Intellectual Quality	Quality Learning Environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge
	Deep understanding	Engagement	Cultural knowledge
	Problematic knowledge	High expectations	Knowledge integration
	High-order thinking	Social support	Inclusivity
	Metalanguage	Students’ self-regulation	Connectedness
	Substantive communication	Student direction	Narrative

The NSW Quality Teaching model has 3 dimensions and 18 elements

Intellectual Quality

The intellectual quality dimension in this model builds from a recognition that high-quality student outcomes result if learning is focused on intellectual work that is challenging, centred on significant concepts and ideas, and requires substantial cognitive and academic engagement with deep knowledge. To develop these characteristics in classroom and assessment practices, it is important for teachers to have a deep understanding of the knowledge they are addressing with students and to seek that depth in the work of their students.

When translating NSW syllabuses into specific classroom programs, lessons and learning activities, teachers must first select and organise the essential knowledge, understandings, skills

and values from the syllabus around central concepts or ideas. Once lessons are focused on these concepts or ideas, the main task of teachers in those lessons is to develop the students' deep understanding of the selected knowledge, understandings, skills and values and the connections among them.

The following table shows the elements in the classroom and documented assessment tasks.

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
Deep knowledge	The knowledge being addressed is focused on a small number of key concepts and ideas within topics, subjects or KLAs, and on the relationships between and among concepts.	Tasks focus on a small number of key concepts and ideas within topics, subjects or KLAs, and require clear articulation of the relationships between and among concepts.
Deep Understanding	Students demonstrate a profound and meaningful understanding of central ideas and the relationships between and among those central ideas.	Tasks require students to demonstrate a deep rather than superficial understanding of what they are learning.
Problematic knowledge	Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge has been constructed and therefore is open to question.	Tasks require students to present or analyse alternative perspectives and/or solutions and demonstrate how knowledge construction relates to their understanding of the task.
Higher-order thinking	Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.	Tasks require students to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.
Metalanguage	Lessons explicitly name and analyse knowledge as a specialist language (metalanguage), and provide frequent commentary on language use and the various contexts of differing language use.	Tasks require metalanguage, commentary on language use and the various contexts of differing language uses.
Substantive communication	Students regularly engage in sustained conversations about the concepts and ideas they encounter. These conversations can be manifest in oral, written or artistic forms.	Tasks require students to communicate their understanding elaborately and substantively. This communication can take oral, written or artistic forms.

Quality Learning Environment

Learning is improved when the classroom or other learning environments provide high levels of learning support. This dimension of pedagogy draws attention to the specific need to support learning, as well as the need to support students in classrooms.

Students, parents and teachers recognise the value of a positive classroom environment. A positive environment is often considered a caring, safe, supportive classroom. However, where the classroom carries the general concern for supporting students further to become supportive of learning, above and beyond being generally positive, the outcomes demonstrated by students will be enhanced.

This focus on supporting the learning needs to be sustained by all adults who share the learning environment, including parents, caregivers, student teachers and others assisting students' learning. While this document focuses on environments for which teachers are directly responsible, research has demonstrated that a focus on quality learning environments should extend beyond the classroom, such as in students' homes.

The following table shows the elements in the classroom and documented assessment tasks.

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
Explicit quality criteria	Students are provided with explicit criteria for the quality of work they are to produce, and those criteria are a regular reference point for the development and assessment of student work.	Tasks provide explicit criteria for the quality of work students are expected to produce; those criteria are reference points for assessing student work.
Engagement	Most students, most of the time, are seriously engaged in the lesson or assessment activity rather than going through the motions. Students display sustained interest and attention.	Not necessarily observable in written tasks but may be observable in performance-based tasks, as in the classroom.
High expectations	High expectations of all students are communicated, and conceptual risk-taking is encouraged and rewarded.	Tasks demonstrate that high expectations are expected of all students, and conceptual risk-taking is encouraged and rewarded.
Social support	There is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning. The classroom is free of negative personal comments or put-downs.	It is not readily observable in written tasks but may be observable in performance-based tasks as in the classroom.
Students' self-regulation	Students demonstrate autonomy and initiative, so minimal attention to	Not readily observable in most tasks. Observable in tasks which are structured to

	disciplining and regulating student behaviour is required.	promote student self-regulation.
Student direction	Students exercise some direction over selecting activities related to their learning and the means and manner by which these activities will be done.	Tasks are designed so that students exercise some direction over selecting activities related to their learning and the means and manner by which these tasks will be done.

Significance

To achieve high-quality learning outcomes for each student, students need to see why, and understand that, their learning matters. The significance of students' learning lies in the connections between and among the student as an individual and social being, the nature of the work at hand, and the contexts in which such work matters.

To make these connections clear, teachers can link lessons to the prior knowledge from which students work; the social, demographic and cultural backgrounds of students, families and the local community; the future contexts in which school learning would be applied; and the different fields of knowledge with which teachers and students interact. To build effective connections, teachers must work from their knowledge of the subject matter they are teaching and their knowledge of their student's cognitive, social and cultural backgrounds.

Ways in which teachers can develop their professional knowledge and practices related to significance include: talking with colleagues and sharing student work samples better to understand the continuum of staged outcomes in syllabuses; seeking feedback from students and parents; negotiating learning activities with their students; communicating with colleagues, parents and community members about students and the local community; accessing current research and participating in professional reading and associations.

The following table shows the elements in the classroom and documented assessment tasks.

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
Background knowledge	Lessons regularly and explicitly build from students' background knowledge, prior school knowledge, and other aspects of their personal lives.	Tasks explicitly build from students' background knowledge and require students to demonstrate links between old and new knowledge.
Cultural knowledge	Lessons regularly incorporate the cultural knowledge of diverse social groupings (such as economic class, gender, ethnicity, race, sexuality, disability, language and religion).	Tasks incorporate the cultural knowledge of diverse social groupings.
Knowledge integration	Lessons regularly demonstrate links between	Tasks require students to understand the links between

	and within subjects and key learning areas.	and within subjects and key learning areas.
Inclusivity	Lessons include and publicly value the participation of all students across the social and cultural backgrounds represented in the classroom.	Tasks require the participation of all students across the social and cultural backgrounds represented in the classroom.
Connectedness	Lesson activities rely on applying school knowledge in real-life contexts or problems and provide opportunities for students to share their work with audiences beyond the classroom and school.	Tasks apply school knowledge in real-life contexts or problems and provide opportunities for students to share their work with audiences beyond the classroom and school.
Narrative	Lessons employ narrative accounts as either (or both) a process or content of lessons to enrich student understanding.	Tasks employ narrative accounts as either (or both) a process or content of the task to enrich student understanding.

ASSIGNMENT

Students are to explain all the elements in the three dimensions of the NSW Quality teaching model based on their teaching or subject area.

UNIT 2: TEACHING TECHNIQUES

The educational process all over the world must undergo continuous development and modernization. It uses all modern techniques to keep up with the technology of the current age and its requirements. It is essential that students are constantly informed about the new updates to help them increase their creativity. Therefore, it is also necessary to develop the teaching methods and teaching techniques in a way that helps develop the abilities and skills of students. This unit introduces the users to modern teaching techniques and methods that will equip the novice teacher to become an effective teacher in the classroom.

Unit Objective

By the end of this unit, you should be able to:

- i. differentiate between teaching methods and teaching techniques
- ii. describe six effective teaching methods and how to use them
- iii. Explain some of the complete lists of teaching methods

Difference Between Teaching Methods and Teaching Techniques

The concept of teaching methods and the concept of teaching techniques are closely intertwined. The concept of teaching techniques has emerged as a result of the development of the concept of teaching methods. And we can define teaching methods as the methods, tools, and devices through which it has to be possible to assess, apply, plan the educational process, and provide the students with knowledge in order to reach educational goals. It also represents the intellectual practices and the process through which the development of the educational process. In addition to improving the teacher's performance, teaching methods can help the students develop their capabilities, increase their level of understanding, and save their effort and time.

The concept of teaching methods is part of the concept of teaching techniques, which is broader and more comprehensive. Teaching techniques can be defined as an integrated organization that includes a set of materials, devices, tools, and educational attitudes that the teacher uses to clarify an idea or to change a vague concept to contribute to a better educational process. It also aims to improve the curricula, the teaching methods, and the teacher's conditions and abilities.

Some of the modern used techniques in education:

Over the past few years, we have witnessed the development of many technological techniques due to scientific progress. As a result, many advanced technological methods have emerged in the field of science, such as computers and satellites. These methods have been reflected in the development process of education. Teachers can now use these modern methods to create an easy learning environment for students and help them to be more creative. It is also necessary for teachers to develop their personal skills, as teachers are now obliged to search for modern technological methods and keep pace with them.

What are the most important modern devices and techniques in the field of education?

1- Virtual Reality Technique:

Virtual reality is defined as a 3D interactive environment designed by computer programs, and it is linked to virtual reality glasses. The virtual reality surrounds users and transports them into a virtual world that seems real.

Virtual reality may be a fantasy or an embodiment of the real world. We can deal with this virtual reality through the interactions between the virtual environment and the user's senses and responses.

The technique of virtual reality is divided into two different forms:

The first is through self-operated glasses without using a smartphone, and the other form is the glasses that need a smartphone to work, which is the most widespread form today.

2- Augmented Reality:

Augmented reality technology combines real and virtual objects and allows interaction between the real and virtual worlds. It enables users to perceive the real world around them and incorporate virtual objects that suit the purpose for which they are being used, in contrast to virtual reality technology, which only allows users to interact with virtual reality.

3- Digital interactive whiteboards

It is a large screen that connects to a computer or projector, displays the computer's desktop on the digital writing pad, and can be controlled by a tablet pen, finger, or another device.

4- Smart Boards

It is a high-resolution computer screen controlled by touch, revolutionising teaching methods and techniques. It is used in the classroom, meetings and conferences, and it enables the user to store, print and send the content shown to others by e-mail if they cannot attend.

5- Tablets

One of the most important features of tablets are their small size, ease of transfer and use anywhere, and ease of retaining many sources of interactive learning and e-books. Therefore, it is considered the most important technique of modern education and one of the most important tools of learning.

Six Effective Teaching Methods and How to Use Them

Let us discuss six of the most effective teaching methods so that you can discover which teaching style suits you and your subject area best.

Teachers are essential to our society, but teaching can sometimes be difficult and stressful.

It can be hard to retain focus, manage behaviour, and encourage active participation when working with children and teenagers. In addition, teaching adults can have challenges – it can be difficult for adult learners to absorb new things and change old thinking patterns.

Learning about the different teaching methods available may help you deal with some of these challenges. You do not need to pick and stick to one method, but you may find certain methods and styles perfect for different learning environments.

For example, you might find that student-centred learning is perfect for Basic 2 children, and game-based learning works wonders for Basic 3. You may discover that using technology such as VR can elevate history and geography lessons, while experiential learning methods can be effective during science experiments and group projects. To find out more, let's read about these top six most effective learning methods below.

1. Online learning

Teaching online may not have been the norm for most teachers before the COVID-19 pandemic, but some teachers have always preferred to work online. Online tutors often enjoy the freedom of working from home, choosing their working hours, and being their boss.

Usually, it will be a combination of things to keep students engaged. But what exactly does teaching online consist of? Essentially, it is the process of educating others using the internet, whether that's through individual or group video calls, webinars, or messaging platforms.

If you are thinking about teaching online, or your current job requires you to teach online, you will need to be comfortable with technology and the internet. This is because all your communication will be online, and you'll need to create digital resources for your students. These resources might be presentations, lesson plans, worksheets, videos or audio lectures.

The great thing about online learning is that it is accessible to many people. Not everyone can go to school, but more people have access to the internet. Of course, technology can be a barrier to education too, but as the years go by, this barrier is, fortunately, breaking down.

2. Experiential learning

If you have not heard of experiential learning before, it is the idea that learning is a product of experience.

We can only gain experience from interacting and engaging with the world and people around us. This learning theory comes from David Kolb's experiential learning cycle and considers the role of all our experiences in learning, from emotions and cognition to our environment.

Kolb's 1984 theory suggests that there are four main stages in the learning cycle:

Concrete experience: This is when the learner has a new experience, such as riding a bike for the first time.

Reflective observation: After the concrete experience, the learner must reflect on their actions and watch others perform those actions.

Abstract conceptualisation: The next step involves the learner making sense of their reflections and planning for going forward. They might come up with the next steps and seek insight from experts.

Active experimentation: During the final stage, the learner will consider their reflections and previous lessons and then retry the original experience to see if any progress has been made. This will lead to a new concrete experience, so the cycle restarts.

Experiential learning is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences. It can be effective for several subjects, especially during science experiments, sports coaching, and group projects.

Some simple ways to encourage experiential learning in your classroom include encouraging students to assess themselves regularly and reflect on what they have learnt. As a teacher, you might want to record yourself teaching or keep feedback journals so that you can reflect on previous lessons.

3. Differentiation

Differentiated learning is a teaching method that tailors instructions to students depending on their needs. This method could be a great option if you teach mixed-ability classes and want everyone to get the most out of each lesson.

This is a fairly traditional approach to teaching mixed-ability classes, but it can be successful if managed sensitively. For example, some teachers may teach different content depending on student ability. However, this can cause students to feel embarrassed and teachers to feel burned out from trying to do too much at once.

On this note, it is important for teachers to ensure that they create an inclusive classroom where students of all abilities are welcome, regardless of gender, race, sexuality or disability. Differentiated learning should never be used to make some students feel inferior to others.

Teaching in various ways, including books, films, images, and verbal presentations, is a better approach to differentiation. This allows different students to get involved and understand the lesson content. You can even go further than that and offer differentiated class activities and assessment styles.

For example, if the class topic is a Shakespeare play, you could allow students to demonstrate their understanding in several ways. They could write an essay, give an oral presentation, create an illustration or comic, or play to any other strengths they have.

4. Blended learning

The next teaching method we will be exploring is blended learning. Essentially, blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it has become more popular with schools and universities in the two years.

A blended learning model can be great for students and teachers because it forms a middle ground between traditional and technology-based methods. It uses enough technology to keep students focused and interested, but it also provides opportunities for students to talk to teachers and classmates in person, which can be invaluable.

Some great examples of blended learning include:

1. *Station rotation*: Students rotate around different ‘stations’ during lessons, which are a mixture of online and hands-on activities.
2. *Flex learning*: Students are in class with teachers but primarily use online learning methods. Teachers are there for support and instruction whenever needed.
3. *Virtual Reality*: Students are in a physical classroom but can use Virtual Reality (VR) to immerse themselves in an environment. This could be a historical landmark, art gallery, or natural wonder, to capture their attention and further their learning.
4. *Enriched virtual learning*: Activities and coursework are completed online using digital technologies, but students can arrange face-to-face sessions when required.

Blended learning models will likely become more predominant as time goes on and our physical and digital lives become increasingly interlinked.

5. Game-based learning

If you want to focus on making your lessons more fun, engaging and interactive, then look no further. Game-based learning, also known as gamification, is a great way to engage students, particularly those in primary and secondary education.

The definition of gamification is a strategy that implements game-like elements into non-gaming activities to enhance motivation. Since children are very interested in games, from video games and mobile applications to simple playgrounds and board games, this can be a great place to start.

As we explore gamification in education, playing video games has been linked to dopamine production. So, incorporating some ideas from video games into education can positively affect students’ moods, making them more determined to succeed.

However, it is worth mentioning that gamification should not necessarily be used in every context. Sometimes, lessons require more serious discussions. In addition, too much game-based learning is likely to remove some of the fun and increase children’s motivation.

Here are some of the ways you can incorporate game-based learning into your lessons:

- Points systems
- Levels and progress bars
- Challenges and competitions
- Unique rewards
- Learning badges

6. Student-centred learning

You can probably guess what this approach focuses on – your students. While the success and happiness of students are always a high priority for teachers, student-centred learning is different to more traditional teaching methods.

Teacher-centred learning, which is more common, requires the teacher to give classroom instructions and lead the class most of the time. With student-centred learning, students are given more opportunities to choose what they want to learn and how they want to learn it. This is also known as personalised learning.

In student-centred learning approaches, students are encouraged to take an active role in the classroom rather than participating in more passive activities like listening to a lecture or

writing an essay. They will have lots of discussions with their peers and teachers and be encouraged to ask questions linked to inquiry-based learning.

As a teacher, it is your job to be an excellent facilitator. You should encourage open communication, curiosity, creativity and exploration. Examples of this approach include students participating in debates, small group projects, and fun role-play scenarios together. At the end of a classroom activity, the teacher should urge students to reflect on their learning.

Final thoughts

Hopefully, this list of effective teaching methods has given you some ideas to bring to the classroom. These can help you work on skills that can improve your lesson planning and execution, benefiting you and your students.

For the Love of Teaching

So, is the teacher the centre of the educational universe or the student? Does firm reliance on the wonders of technology offer a more productive educational experience, or is a more traditional, lower-tech approach the best way to help students thrive?

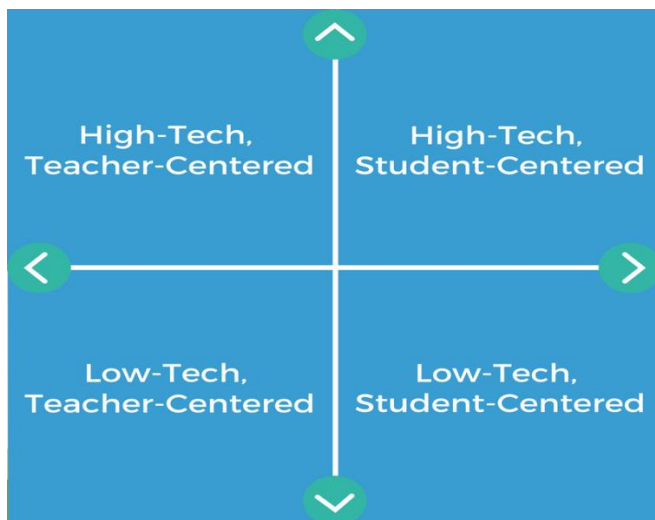
Questions such as these are food for thought for educators everywhere, partly because they inspire ongoing reflection on how to make a meaningful difference in the lives of one's students.

The Complete List of Teaching Methods

Whether you are a long-time educator, preparing to start your first teaching job or mapping out your dream of a career in the classroom, the topic of teaching methods means many different things to different people. Your approaches and strategies to impart knowledge to your students and inspire them to learn are probably built on your academic education, instincts, and intuition. Whether you come by your preferred teaching methods organically or by actively studying educational theory and pedagogy, it can be helpful to have a comprehensive working knowledge of the various teaching methods at your disposal.

The term *teaching method* refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement.

Teaching theories can be organised into four categories based on two major parameters: a teacher-centred approach versus a student-centred approach and high-tech material use versus low-tech material use.



Teaching Methods: Not as Simple as ABC

The teacher-centred approach vs the student-centred approach. High-tech vs low-tech approaches to learning. Flipped classrooms, differentiated instruction, inquiry-based learning, personalised learning and more.

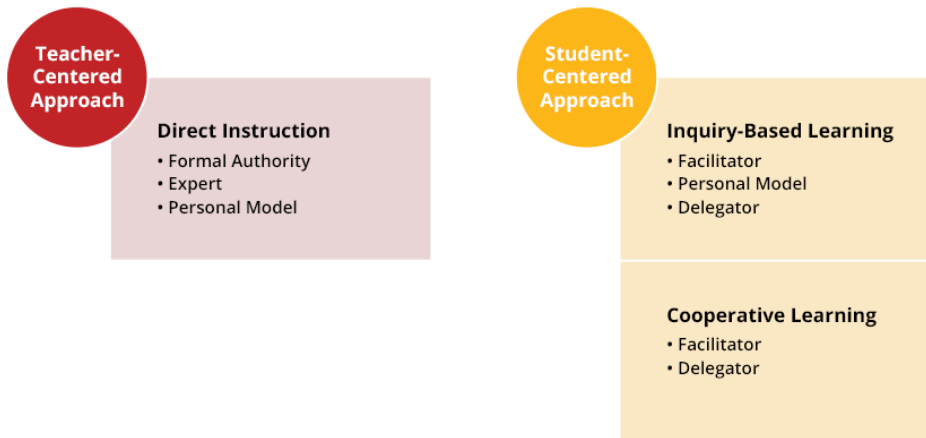
There are dozens of teaching methods to explore, but it is important to understand how they often overlap or interrelate.

Teacher-Centred Approach to Learning

Teachers serve as instructors/authority figures who deliver knowledge to their students through lectures and direct instruction and aim to measure the results through testing and assessment. Teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments. This method is sometimes referred to as “sage on the stage.”

Student-Centred Approach to Learning

Teachers still serve as an authority figure but may function more as a facilitator or “guide on the side,” as students assume a much more active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material and to measure student learning through formal and informal assessment forms, like group projects, student portfolios, and class participation. Teaching and assessment are connected in the student-centred classroom because student learning is continuously measured during teacher instruction.



High-Tech Approach to Learning

Technology plays an ever-greater role in many of today’s classrooms, from laptops and tablets to the internet, to connect students with information and people from around the world. In the high-tech approach to learning, teachers utilise many different types of technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet to connect their students with people from around the world

Low-Tech Approach to Learning

While technology undoubtedly has changed education, many educators opt for a more traditional, low-tech approach to learning. Technology has pros and cons, and many teachers believe that a low-tech approach better enables them to tailor the educational experience to different learners. Some learning styles require a physical presence and interaction between the educator and the student. Additionally, some research has shown that low-tech classrooms may boost learning. Additionally, while computer skills are undeniably necessary today, this must be balanced against potential downsides; for example, some would argue that over-reliance on spell check and autocorrect features can inhibit rather than strengthen student spelling and writing skills. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach.

Here are some examples of low technology usage in different teaching methodologies:

1. Kinesthetic learners need movement when learning. Teachers should allow students to move around and speak with hands and gestures.
2. Expeditionary learning involves “learning by doing” and participating in a hands-on experience. Students may participate in fieldwork, learning expeditions, projects or case studies to apply knowledge learned in the classroom to the real world rather than through the virtual world.
3. Many vocational or practical training types cannot be learned virtually, whether in a laboratory experiment or woodworking.

Diving further into the overlap between different types of teaching methods, here is a closer look at three teacher-centred methods of instruction and five popular student-centred approaches.

Teaching Methods [Teacher-Centred]

Direct Instruction (Low Tech)

Under the direct instruction model — sometimes described as the “traditional” approach to teaching — teachers convey knowledge to their students primarily through lectures and scripted lesson plans without factoring in student preferences or opportunities for hands-on or other types of learning. This method is also customarily low-tech since it relies on texts and workbooks rather than computers or mobile devices.

Flipped Classrooms (High Tech)

What if students did the “classroom” portion of their learning at home and their “homework” in the classroom? That is an oversimplified description of the flipped classroom approach. Students watch or read their lessons on computers at home, complete assignments, and do problem-solving exercises in class.

A key benefit of the flipped classroom model is that it allows students to work at their own pace if that is how the teacher chooses to implement it. In some cases, teachers may assign the same videos to all students. In contrast, others may allow students to watch new videos as they master topics (taking on a more “differentiated” approach).

But despite this potential for more student-centeredness, flipped classroom models are still mostly based on a teacher’s idea of how learning should happen and what information students need, making it chiefly teacher-centred. From a technology perspective, the system hinges on pre-recorded lessons and online activities, meaning both students and teachers need a good internet connection and devices to access it.

Kinesthetic Learning (Low Tech)

In the kinesthetic learning model, students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, which values movement and creativity over technological skills, is most commonly used to augment traditional types of instruction — the theory being that requiring students to do, make or create something exercises different learning muscles.

Though a great way to keep students engaged and, at times, simply awake, very few classrooms employ kinesthetic learning activities exclusively. One reason is that, despite the popularity of learning style theories, there is a lack of research-based evidence that shows that teaching certain learning styles produces better academic results.

Kinesthetic learning can be more student-centred than teacher-centred when students can choose how to use movement to learn new information or experience new skills, so it’s also adaptable to a teacher’s particular classroom preferences. One upside is that kinesthetic learning rarely relies on technology, as the method values movement and creativity over technological skills. That means it’s cheap and fairly low-barrier to adopt and a welcome break from students’ existing screen time.

Teaching Methods [Student-Centred]

Differentiated Instruction (Low Tech)

Inspired by the 1975 Individuals with Disabilities Education Act (IDEA), enacted to ensure equal access to public education for all children, differentiated instruction is the practice of

understanding how each student learns best and tailoring instruction to meet students' individual needs.

In some instances, this means Individualised Education Programmes (IEPs) for students with special needs. Still, today teachers use differentiated instruction to connect with all types of learners by offering options on how students access content, the types of activities they do to master a concept, what the end product of learning looks like, how student learning is assessed and even how the classroom is set up.

Some examples of differentiation include: having students read books at their reading levels, offering different spelling lists to students, or meeting in small groups to reteach topics. Though differentiation is focused on individual student needs, it is mostly planned and implemented by the teacher. And technology, though a potential aid, is not a hallmark of the differentiated teaching style, making it a fairly traditional, low-barrier method to adopt.

Inquiry-Based Learning (High Tech)

Rather than function as sole authority figures, teachers offer support and guidance in inquiry-based learning as students work on projects that depend on them taking on a more active and participatory role in their learning. Students might participate in different projects, developing their questions and then conducting research — often using online resources — and then demonstrate the results of their work through self-made videos, web pages or formal presentations.

Teachers encourage students to ask questions and consider what they want to know about the world around them. Students then research their questions, find information and sources that explain key concepts and solve problems they may encounter. Findings might be presented as self-made videos, websites, or formal presentations of research results.

Inquiry-based learning falls under the student-centred approach in that students play an active and participatory role in their learning. Usually, during the inquiry cycle, every student works on a different question or topic. But teacher facilitation is also extremely key to the process. In this environment, teachers ask high-level questions and make research suggestions about the process rather than the content. At the end of the inquiry cycle, students reflect on the experience and what they learned. They also consider how it connects to other topics of interest, as an inquiry on one topic often results in more questions and inquiries into new fields.

Inquiry-based learning can make great use of technology through online research sites, social media, and the possibility of global connections with people outside of the community. But depending on the subject, it does not necessarily require it.

Expeditionary Learning (Low Tech)

Expeditionary learning is based on the considerable educational value of getting students out of the classroom and into the real world. The learning in this model includes multiple content areas so that students can see how problem-solving can happen in the real world—ideally, their worlds. Examples include trips to Accra, “The Jubilee House”, to learn about the workings of government, or out into nature to engage in specific environmental studies. Technology can be used to augment such expeditions, but the primary focus is on getting out into the community for real-world learning experiences. For example, a student in a big city might study pollution statistics, read information about its effects, and travel to sites in their city that the problem has

impacted. When they understand the circumstances well, students and teachers work to find a solution they can actively implement.

Technology-wise, G Suite (Google Docs, Sheets, and Drive) and internet access can aid student research, presentation, and implementation of projects. But hands-on work and community outreach are the cornerstones of this methodology.

Personalised Learning (High Tech)

In personalised learning, teachers encourage students to follow personalised, self-directed learning plans inspired by their specific interests and skills. Teachers offer some traditional instruction and online material while continually reviewing student progress and meeting with students to make any needed changes to their learning plans. Assessment is also tailored to the individual; students can advance at their own pace, moving forward or spending extra time as needed.

Since assessment is tailored to the individual: schools and classrooms that implement personalised learning use competency-based progression so that students can move on to the following standards or topics when they've mastered what they're currently working on. That way, students in personalised learning classrooms can progress to work beyond their grade level as they master topics, while students who need additional help have that time built into their daily schedules as well. There is also room for an emphasis on college and career readiness in personalised learning environments. Students who don't require remediation or extension work can instead work with teachers to nurture social skills and other 21st-century skills lessons and receive mentoring.

Personalised learning is extremely student-centred, but teachers are required to teach lessons, look at frequent assessment data, and meet with students to make any necessary changes to their learning plans. They will also need to have a certain comfort level with technology: the differentiated and personalised instruction that students receive often comes in the form of online lessons and programs, so teachers must be able to navigate virtual platforms easily.

Game-Based Learning (High Tech)

Students love games, and considerable progress has been made in game-based learning, which requires students to be problem solvers as they work on quests to accomplish a specific goal. For students, this approach blends targeted learning objectives with the fun of earning points or badges, much like they would in a video game. For teachers, planning this type of activity requires additional time and effort, so many rely on software like Classcraft or 3DGameLab to help students maximise the educational value they receive from within the gamified learning environment.

Because teachers play a significant role in planning and creating content under this model, game-based learning isn't completely student-centred. But it is still very much focused on the student, who works at their own pace and makes independent choices in a gamified environment.

Let's have a look at Blended Learning and Universal Design for Learning (UDL)

Blended Learning

Blended learning is another strategy for teachers looking to introduce flexibility into their classrooms. This method relies heavily on technology. Part of the instruction takes place online

and in the classroom via a more traditional approach, often leveraging elements of the flipped classroom approach detailed above. At the heart of blended learning is a philosophy of taking the time to understand each student’s learning style and develop strategies to teach to every learner by building flexibility and choice into your curriculum.

Universal Design for Learning (UDL)

UDL incorporates both student-centred learning and the “multiple intelligences theory,” which holds that different learners are wired to learn most effectively in different ways (examples of these “intelligence” include visual-spatial, logical-mathematical, bodily-kinesthetic, linguistic, musical, etc.). In practice, this could mean that some students might be working on a writing project while others would be more engaged if they created a play or a movie. UDL emphasises teaching to every student, special needs students included, in the general education classroom, creating community and building knowledge through multiple means.

Let’s have a look at “A to Z” Teaching Methods

From traditional direct instruction to expeditionary learning, it’s beneficial for educators to be familiar with diverse teaching styles. Each student may have a different learning style, and it’s important to adapt a teaching style that works for the whole class.

In addition to the many philosophical and pedagogical approaches to teaching, classroom educators today employ diverse and sometimes highly creative methods involving specific strategies, prompts and tools that require little explanation. These include:

Appointments with students	Essays (Expository)	Mock conventions	Student portfolios
Art-based projects	Essays (Narrative)	Motivational posters	Student presentations
Audio tutorials	Essays (Persuasive)	Music from other countries/cultures	Student-conceived projects
Author’s chair	Exhibits and displays	Oral reports	Supplemental reading assignments
Book reports	Explore different cultures	Panel discussions	TED talks
Bulletin boards	Field trips	Peer partner learning	Team-building exercises
Brainstorming	Flashcards	Pen pals	Term papers
Case studies	Flexible seating	Photography	Textbook assignments
Chalkboard instruction	Gamified learning plans	Problem-solving activities	Think-tac-toe
Class projects	Genius hour	Reading aloud	Time capsules
Classroom discussion	Group discussion	Readers’ theatre	Timelines
Classroom video diary	Guest speakers	Recitation	Use of community or local resources

Collaborative learning spaces	Hands-on activities	Reflective discussion	Video creation
Creating murals and montages	Individual projects	Research projects	Video Lessons
Current events quizzes	Interviewing	Rewards & Recognition	Vocabulary lists
Debates	Journaling	Role-playing	Web quests
Designated quiet space	experiments Laboratory	School newspapers	Word walls
Discussion groups	Learning contracts	Science fairs	Workbooks
DIY activities	Learning stations	Scrapbooks	
Dramatization (plays, skits, etc.)	Lecturing	Sister city programs	
Educational games	Literature circles	Spelling bees	
Educational podcasts	Making posters	Storytelling	
Essays (Descriptive)	Math games	Student podcasts	

UNIT 3: PLANNING AND PREPARING FOR TEACHING

Lesson Planning

What constitutes ‘effective’ teaching. Over the years, I have become more and more convinced that the key to being a successful teacher, both in terms of the quality of learning you promote and in terms of maintaining your mental health and enthusiasm for the work you do, is to make sure you devote enough time to **planning**. Of course, we all know that teaching is a complex activity involving various tasks and qualities. However, in my dealings with teachers, ranging from novices to experienced, I still come across many teachers who do not devote enough time to planning and have not fully realised the massive benefits that good planning offers and how it can help them.

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during class. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom more confidently and maximizes your chance of having a meaningful learning experience with your students.

A successful lesson plan addresses and integrates three key components:

- Learning Objectives
- Learning activities
- Assessment to check for student understanding

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and it is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned but one in which both students and instructors learn from each other. You may refer to an example of a 3-hour lesson plan.

The Many Reasons Why Lesson Planning Is Important

Effective lesson planning contributes to successful learning outcomes for students in several ways. A well-designed lesson plan:

- Helps students and teachers understand the goals of an instructional module
- Allows the teacher to translate the curriculum into learning activities
- Aligns the instructional materials with the assessment
- Aligns the assessment with the learning goal
- It helps ensure that the needed instructional materials are available
- Enables the teacher to address individual learning needs among students thoughtfully

Effective lesson planning can also contribute to the teacher’s own success and well-being. Teachers teach because they want to support students, and effective lesson planning can contribute to job satisfaction when a successful lesson or student does well on an assessment. Having a skilfully-planned lesson can also make teaching more pleasurable by increasing the teacher’s confidence in themselves and letting them focus more on interaction with the students than on what is supposed to happen next. Good planning can save time by avoiding last-minute efforts to buy supplies or create materials needed for a day in the classroom. Teachers can use that reclaimed time for themselves or other parts of their lives, increasing work-life balance.

Scheme of Work

A scheme of work describes the content and learning experiences that should be treated every term of the academic year. It is a kind of plan that outlines all the learning to be covered over a given period (usually for a week, a month, a term or a whole school year).

Some teachers wrongly claim they are knowledgeable, skilful and experienced enough to continue teaching without any scheme of work. Such teachers end up doing work haphazardly or in a trial-and-error manner, and they finally fail and embarrass both learners and the school authority. You are strongly advised always to prepare your subject scheme of work before the school term starts. This scheme of work is very important to the teacher because it guides him in planning the unit of instruction and, consequently, the daily lessons in line with the time available for each topic in the term. The scheme of work also guides supervisors of schools in determining the efforts of the schools and teachers towards meeting the societal demands on them. The scheme of work is aimed at serving the following purposes:

- guide to the teacher;
- organisational convenience, and
- keeping records of what is taught and what ought to be taught (Okai, 2010).

The scheme of work is broken into unit plans per month or week. A unit plan further breaks down the work scheme into smaller portions that can be treated within a week. Therefore, the unit plan can be described as the organised sequence of content and learning experience derived from an analysis of the scheme of work designed to be covered by the class within a week (Okai, 2010).

Characteristics of the scheme of work

- It is derived from the syllabus.
- It shows a logical sequence of topics and sub-topics to be taught at a specific time.
- The scheme of work has different components divided into two parts, namely the introductory and the matrix part

Introductory Part

Year: This part shows the year in which the scheme of work will be implemented

Name of school: Show where the teacher is working

Name of Teacher: show the teacher who planned and will use the scheme of work.

Term: Show the term in which the scheme of work will be implemented.

Subject: show the name of the specific subject.

Class: Show the name of the specific class.

Description of matrix components

Competence: This statement specifies the ability expected to be exhibited by learners after they have gone through the topic(s) for a given class.

- It is derived from the syllabus.
- One competence can be built by a combination of subtopics and specific objectives.

Objectives: These statements specify the behaviour to be shown by the learners. These statements are derived from the topic in the syllabus.

Month: This column indicates the month the topic will be taught.

Week: This column indicates the week the topic or subtopic will be taught.

Main topic: This column indicates the topics taught in that particular month.

Subtopic: This specifies the area/ subtopic of the topic to be covered.

Periods: A column that indicates the number of periods budgeted for a particular topic or subtopic.

Teaching activities: A column that indicates a list of operational activities carried out by the teacher in teaching a particular topic or subtopic.

Learning activities: A column that indicates activities the learner will perform in learning a particular topic or subtopic.

Teaching/learning resources or materials: A column indicates a list of teaching aids to teach and learn a particular topic or sub-topic.

References: A column which indicates a list of textbooks, supplementary books or other resources that will be used to teach and learn a particular topic/subtopic.

Assessment: A column indicating the kind of assessment students will be subjected to. This will ensure that the assessment of learners, the process of teaching and even the materials used are assessed to allow for improvement in future.

Remarks: A column used by the teacher to fill their comments about how far the topic/specific objectives have been achieved and the appropriateness of materials and process.

What is the difference between a syllabus and a scheme of work?

For non-teachers, the difference between a syllabus and a scheme of work might be a little trickier to grasp, so here's a short explanation:

A syllabus is a document outlining which topics and skills are to be covered for a subject. In Ghana, the Standard based curriculum is the document teachers at all schools must teach from and adhere to. One advantage of following the National Curriculum is finding resources for your lessons is easy.

On the other hand, a scheme of work outlines how the curriculum will be taught. This includes things like the order of lessons, the weighting of each topic (in terms of teaching hours) and any assessment activities if necessary. So, whereas all schools adhere to the same curriculum, they may have different schemes of learning. If you're wondering why children at another school seem to be learning different things, this is probably why.

The main function of a scheme of work is to help teachers plan and sequence their lessons in advance. That way, they can ensure that all course content is taught before the school year ends, and that the National Curriculum aims are covered.

Another function of a scheme of work is to help teachers consider and make the most of the resources at their disposal. For those not in the know, a teaching resource is anything that engages children in learning. That could be anything from a PowerPoint to an activity sheet. By organising lessons beforehand, teachers can make sense of what they have and what they still need to make.

Many schemes of work provide their resources to help with this.

Five differences between lesson plan and scheme of work

Scheme of work	Lesson plan
A scheme of work is a long-term plan created by a teacher for a week, month, or term to help with the teaching and learning process	A lesson plan is a thorough description of the teaching path , also known as the “learning trajectory” for a lesson, written by a teacher.
Attributes of the scheme of work <ul style="list-style-type: none"> • It is derived from the curriculum. • It demonstrates a logical order of themes and subtopics to be taught at a certain time. 	Attributes of a lesson plan <ul style="list-style-type: none"> • A lesson plan is a list of all the stages involved in creating a lesson. • You can see exactly what the instructor and student will be doing at each level of the lesson development by looking at the lesson plan.
Constituent parts of the scheme of work <ul style="list-style-type: none"> • The plan of work is divided into two sections, the introduction section and the matrix section. 	Major components of a Lesson plan <ul style="list-style-type: none"> • The lesson plan is divided into three sections: introduction, lesson development, and conclusion.
The importance of a scheme of work <ul style="list-style-type: none"> • The main purpose of the scheme of work is to assist instructors in planning future lessons and to remind them of the subjects addressed. 	The significance of a lesson plan <ul style="list-style-type: none"> • The most crucial component of the lesson plan is that it aids in time management and instructor confidence during the teaching and learning process.

The scheme of work and lesson plan are tools to make teaching effective.

Lesson Plan

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 1-hour, 2-hour or 3-hour lesson allows you to enter the classroom more confidently and maximizes your chance of having a meaningful learning experience with your students.

A successful lesson plan addresses and integrates three key components:

- Learning Objectives
- Learning activities
- Assessment to check for student understanding

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and it is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned but in which both students and instructors learn from each other. You may refer to an example of a 3-hour lesson plan

Before Class: Steps for Preparing a Lesson Plan

Listed below are six steps for preparing your lesson plan before your class.

1. Identify the learning objectives

Before you plan your lesson, you will first need to identify the learning objectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e., topics). Typically, it is written in a language easily understood by students and clearly related to the program learning outcomes. The table below contains the characteristics of clear learning objectives:

Characteristics of clear learning objectives

Characteristics	Development
Clearly stated tasks	Free from jargon and complex vocabulary, describe specific and achievable tasks (such as ‘describe’, ‘analyse’ or ‘evaluate’), NOT vague tasks (like ‘appreciate’, ‘understand’ or ‘explore’).
Important learning goals	Describe the course’s essential (rather than trivial) learning that a student must achieve.
Achievable	Can be achieved within the given period, and sufficient resources are available.
Demonstrable and measurable	Can be demonstrated tangibly; are assessable; achievement and quality of achievement can be observed.
Fair and equitable	All students, including those with disabilities or constraints, have a fair chance of achieving them.
Linked to the course and program objectives	Consider the broader goals - i.e., course, program and institutional goals.

2. Develop the introduction

Now that your learning objectives are in order of importance, design the specific activities you will use to get students to understand and apply what they have learned. You might start with a question or activity to gauge students’ knowledge of the subject or their preconceived notions about it. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. Knowing the student’s familiarity with the topic will give you a sense of what to focus on. For example, you can simply ask, “How many of you have heard of X? Raise your hand if you have.” You can also gather background information from your students before class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or espouse?
- What will I do to introduce the topic?

3. Plan the specific learning activities (the main body of the lesson)

Prepare several ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch students' attention and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic differently?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

Many activities can be used to engage learners. The activity types (i.e., what the student is doing) and their examples provided below are by no means an exhaustive list.

Still, they will help you think through how best to design and deliver high-impact learning experiences for your students in a typical lesson.

Activity Type	Learning Activity	Description
Interaction with content <i>Students are more likely to retain information presented in these ways if they are asked to interact with the material.</i>	Drill and Practice	A problem/task is presented to students where they are asked to provide the answer; it may be timed or untimed
	Lecture	Convey concepts verbally, often with visual aids (e.g., presentation slides)
	Quiz	Exercise to assess student understanding and questions can take many forms, e.g., multiple-choice, short-structured, essay etc.
	Student Presentation	Oral report where students share their research on a topic and take on a position and/or role

Interaction with digital content <i>Students experiment with decision-making and visualise the effects and/or consequences in virtual environments</i>	Game	Goal-oriented exercise that encourages collaboration and/or competition within a controlled virtual environment
	Simulation	Replica or representation of a real-world phenomenon that enables relationships, contexts, and concepts to be studied
Interaction with others <i>Peer relationships, informal support structures, and teacher-student interactions/relationships</i>	Debate	Verbal activity in which two or more differing viewpoints on a subject are presented and argued
	Discussion	Formal/informal conversation on a given topic/question where the instructor facilitates student sharing of responses to the questions, and building upon those responses
	Feedback	Information provided by the instructor and/or peer(s) regarding aspects of one's performance or understanding
	Guest Speaker	Feelings, thoughts, ideas and experiences specific to a given topic are shared by an invited presenter
Reflection <i>The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learnt. This is followed by an analysis of why the student thinks about the topic in the way they do and what assumptions, attitudes and beliefs they have about and bring to learning about the topic.</i>	Reflection journal	Written records of student's intellectual and emotional reactions to a given topic regularly (e.g., weekly after each lesson)

Note: Learning Activities

It is important that each learning activity in the lesson must be:

- (1) aligned to the lesson's learning objectives,
- (2) meaningfully engage students in active, constructive, authentic and collaborative ways, and
- (3) useful where the student can take what they have learnt from engaging with the activity and using it in another context, or for another purpose.

4. Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students to check for understanding, write them down, and then paraphrase them so that you are prepared to ask them differently. Try to predict the answers that your questions will generate. Decide whether you want students to respond orally or in writing. To help you generate some ideas and you can also ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each has been accomplished?

An important strategy to help you manage time is anticipating students' questions. When planning your lesson, decide what questions will be productive for discussion and what questions might side-track the class. Consider and decide on the balance between covering content (accomplishing your learning objectives) and ensuring students understand.

- a) Assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives and for instructors to offer targeted feedback that can guide further learning.
- b) Planning for assessment allows you to find out whether your students are learning. It involves making decisions about:
 - a) The number and type of assessment tasks that will best enable students to demonstrate learning objectives for the lesson
 - Examples of different assessments
 - Formative and/or summative
 - b) the criteria and standards that will be used to make assessment judgements
 - Rubrics
 - c) student roles in the assessment process
 - Self-assessment
 - Peer assessment
 - d) the weighting of individual assessment tasks and the method by which individual task judgements will be combined into a final grade for the course
 - information about how various tasks is to be weighted and combined into an overall grade must be provided to students
 - e) the provision of feedback
 - giving feedback to students on how to improve their learning and giving feedback to instructors on how to refine their teaching.

Plan to sequence the lesson in an engaging and meaningful manner

Robert Gagne proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson. Using Gagne's nine events in conjunction with Bloom's

Revised Taxonomy of Educational Objectives aids in designing engaging and meaningful instruction.

Plan to sequence the lesson



1. **Gain attention:** Obtain students' attention so that they will watch and listen while the instructor presents the learning content.
 - Present a story or a problem to be solved
 - Use icebreaker activities, current news and events, case studies, YouTube videos, etc. The objective is to quickly grab students' attention and interest in the topic.
 - Utilise technologies such as clickers and surveys to ask leading questions before the lecture, survey opinions, or gain a response to a controversial question

2. **Inform learners of objectives: Allow students to organise their thoughts regarding** what they are about to see, hear, and/or do.
 - Include learning objectives in lecture slides, the syllabus, and instructions for activities, projects and papers
 - Describe required performance
 - Describe the criteria for standard performance

3. **Stimulate recall of prior knowledge:**
 - Help students make sense of new information by relating it to something they already know or something they have already experienced.

- Recall events from the previous lecture, integrate results of activities into the current topic, and/or relate previous information to the current topic
 - Ask students about their understanding of previous concepts
4. **Present new content:** Utilise various methods, including lectures, readings, activities, projects, multimedia, and others.
 - Sequence and chunk the information to avoid cognitive overload
 - Blend the information to aid in information recall
 - Bloom's Revised Taxonomy can help sequence the lesson by helping you chunk them into levels of difficulty.
 5. **Provide guidance:** Advise students on strategies to aid them in learning content and resources available. With learning guidance, the rate of learning increases because students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.
 - Provide instructional support as needed – as scaffolds (cues, hints, prompts) which can be removed after the student learns the task or content
 - Model varied learning strategies – mnemonics, concept mapping, role-playing, visualising
 - Use examples and non-examples
 6. **Practice:** Allow students to apply knowledge and skills learned.
 - Allow students to apply knowledge in a group or individual activities
 - Ask deep-learning questions, refer to what students already know or have students collaborate with their peers
 - Ask students to recite, revisit, or reiterate information they have learned
 - Facilitate student elaborations – ask students to elaborate or explain details and provide more complexity to their responses
 7. **Provide feedback:** Provide immediate feedback on students' performance to assess and facilitate learning.
 - Consider using group/class level feedback (highlighting common errors, giving examples or models of target performance, showing students what you do not want)
 - Consider implementing peer feedback
 - Require students to specify how they used feedback in subsequent works
 8. **Assess performance:** To evaluate the effectiveness of the instructional events, test to see if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.
 - Utilise various assessment methods, including exams/quizzes, written assignments, projects, etc.
 9. **Enhance retention and transfer:** Allow students to apply information to personal contexts. This increases retention by personalising information.
 - Provide opportunities for students to relate coursework to their personal experiences
 - Provide additional practice
 -

5. Develop a conclusion and a preview

Go over the material covered in class by summarizing the lesson's main points. You can do this in several ways: you can state the main points yourself ("Today we talked about..."), you can ask a student to help you summarize them, or you can even ask all students to write down a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear in the following class. Conclude the lesson not only by summarizing the main points but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

6. Create a realistic timeline

GSI's know how easy it is to run out of time and not cover the many points they had planned to cover. A list of ten learning objectives is unrealistic, so narrow your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often must adjust their lesson plans during class depending on the students' needs. Your list of prioritized learning objectives will help you decide on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicates how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline the learning objectives for the class on the board or a handout. Providing a meaningful organization of the class time can help students not only remember better but also follow your presentation and understand the rationale behind in-class activities. Having a visible agenda (e.g., on the board) will also help you and your students stay on track.

Reflecting on your Plan

A lesson plan may not work as well as expected due to several extraneous circumstances. Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. You should not get discouraged – it happens to even the most experienced teachers! Identifying the successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

Conclusion

A productive lesson is not one in which everything goes exactly as planned but in which students and instructors learn from each other. The lesson plan must not be an exhaustive document describing every possible classroom scenario to be effective. Nor does it have to anticipate every student's response or question. Instead, it should give you a general outline of your teaching goals, learning objectives, and means to accomplish them. It reminds you of what you want to do and how you want to do it.

Components of a Lesson Plan

(a) Lesson Title

The title is a simple, clear and specific statement which tells in very certain terms what will be taught during the whole lesson.

(b) Objective

An objective is a statement by the instructor identifying the specific purpose for a particular lesson. It describes in clear, simple and specific terms the intended changes in behaviour or skill mastery.

A useful objective must:

- identify the expected change.
- define important conditions under which the change is to occur.
- spells out the criteria for measuring the change.
- be realistic enough to permit actual learning experiences.

Usefulness of Objectives

Clearly stated objectives help the instructor to: -

- Pin-point materials, tools, equipment, teaching aids, references, introduction/motivation techniques, teaching methods, media of communication, application, evaluation and conclusion of the lesson.
- Anticipate the type of learning behaviour of learners.
- Diagnose learning weaknesses and plan remedial work.

Effective aid is used at the right time and for a purpose.

Teaching aids include: - Charts, maps, diagrams, boards, models etc.

(c) Equipment

The instructor uses tools, apparatus, and machines to demonstrate a skill or process. Learners may use the same during the lesson to practice a skill.

(d) References

These are resources from which the instructor and learners obtain or extract the content to be taught or learnt. They include textbooks, library books, dictionaries, newspapers, periodicals etc.

(e) Presentation

i) Introduction

The introduction refers to the initial activities that the instructor or the learners do or involve themselves in to prepare themselves for the “just about to place - learning/teaching activity”. It motivates or evokes the learners’ interest and curiosity so that (s)he can be ready to learn a new skill.

An introduction can be: -

- A review of the previous lesson.
- Presentation of simpler materials or incidences known to the learner but directly or indirectly related to the lesson’s title.
- A simple statement shows what the lesson is about.
- A presentation of a picture, map, diagram, chart or specimen.
- N.B. At the planning stage, the instructor asks:
 - What is the best way of presenting this lesson?
 - How often have I used this method?

(ii) A good introduction should last about 5 minutes.

(f) The Body

This is the main part of the whole lesson. In it, the instructor indicates: -

1. The main learning tasks to be undertaken during the lesson.
2. The main points of the lesson.
3. Teaching/learning methods or steps they are going to use to achieve their instructional objectives.

(g) Summary

This is a brief review of the lesson whereby the instructor stresses the key lesson points which led to the skill mastery. They may go over the sequence of doing the skill or through questions and answers involving the learners. Towards the end of the lesson, an assignment may be given so that learners can read or do exercises.

(h) Remarks or Self-Evaluation

After the lesson, the instructor must think of how he conducted the whole lesson focusing on strengths and weaknesses, e.g., did I achieve the objectives? Were my teaching aids effective? Did my methods work? Was the assignment appropriate?

A Sample Frame for a Lesson Plan

GUIDELINES FOR LESSON PREPARATION

BUSINESS MANAGEMENT

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **BUSINESS MANAGEMENT SYLLABUS**, then other reference material(s) you will use to prepare your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Business management syllabus for senior high schools*. Accra: GES Printing Press (pp. 12-13).

Opoku, F. K. (2011). *Business management: Concepts, theories and principles*. Accra: Woeli Publishing Services. pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson.

Examples:

1. Three bottles of water and cardboard diagrams showing the steps in controlling would be used in stage two of the lesson to help students explain the steps in controlling.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

- A good lesson objective can be developed with the help of the syllabus.
- Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

By the end of the lesson, the **students** will be able to:

1. explain monitoring and controlling..... **double barrel**
2. explain at least five importance of controlling..... **not specific**
3. know the 4 main steps in controlling.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the student will be able to:

1. define controlling.
2. explain the 4 main steps/stages in controlling.
3. explain three reasons for controlling.

e. RELEVANT PREVIOUS KNOWLEDGE

- Indicates students' previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS' RPK, POINT OUT WHAT THEY CAN DO IN RELATION TO THE DAY'S LESSON. See an example as follows:

Students are aware that for a car not to go off the road, the driver must carefully control the car using the steering wheel. Thus, the student would be able to explain controlling.

INTRODUCTION (Duration)

The introduction should be in two parts:

1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above]

This should be done using the question-and-answer method.

E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions.

- i. What does a driver do so that his/her car does not go off the road?
 Students' activities should follow after the questions

Students respond to the teacher's question by providing the following answers:

At this stage, expect your students to give you the correct answers to your question if it is a topic you have taught in the previous lesson.

Expected answers:

After the expected answers, the teacher has to acknowledge students' responses and then introduce the lesson for the day..... **this will take you to the second part of the introduction. For example, the teacher acknowledges students' responses and then introduces the lesson for the day by saying that/ using the following scenario/story/questions/ the way you want to introduce the lesson. This will take you to the second part of the Introduction.**

2. INTRODUCTION OF THE DAY'S LESSON

- This part should link to students' PREVIOUS KNOWLEDGE about the lesson.
- Link whatever you do at this stage to the topic for the day.
- Introduce the lesson after everything.

Example

..... **this brings us to the topic for the day "Controlling". The teacher then writes the topic on the whiteboard and shares the objectives with students.**

NOTE: NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

DEVELOPMENT/PRESENTATION (Indicate the duration)

- It should be presented in stages.
- Each stage should address only one objective. Your development should be in three stages or steps if you have three objectives.
- Allocate time for each stage.
- Use only one instructional method/ pedagogical strategy in each study
- Do not use only one method in all the stages. Vary your teaching methods based on what the objectives seek to achieve.
- Show clearly the teacher and learners' activities you will follow in delivering each stage of the lesson
- Bring **CORE POINTS** at the end of each stage or step.
- In summary, every stage in the **LESSON DEVELOPMENT** should have four key components, viz: **(1) teaching method, (2) teacher activity, (3) students' activity and (4) core points**. See samples below:

Examples

Stage One (Duration): Definition of Controlling

Teacher activity

Using the question-and-answer method and the introduction as a reference, the teacher guides students in defining controlling. The teacher asks students the questions below:

1. What is controlling?

Students' activity

Students respond to the question by providing the following answers.

Expected answers

i.

ii.

The teacher acknowledges students' responses and explains the meaning of controlling to the whole class.

Core points:

Controlling is the process of monitoring the activities of the organization to ensure that set standards are followed and taking corrective actions where deviation occurs.

Controlling can also be defined as.....

Stage Two (Duration): Explanation of the Steps in Controlling

Using the discussion method, the teacher guides students to discuss the steps in controlling. The teacher gives an illustration using the 3 bottles of water.

The teacher asks students to assign either letters or figures to each bottle. The teacher asks the question below:

Teacher activity

- How should each bottle of water be identified?

Student Activity

Students respond to the question by providing the following answers:

Expected Answers

- i. It should be identified as A, B and C.
- ii. It should be identified as 1, 2 and 3.

Bottles “A or 1 and B or 2” are filled to the brim. But bottle “C or 3” is not filled to the brim.

Teacher activity

Using the 3 bottles of water, the teacher gives the illustration below:

“A Production Manager tasks a worker to produce bottles of water similar to “A” or “1”. The worker produces bottles “B or 2” and “C or 3”. The Production Manager compares bottles “B or 2” and “C or 3” to bottle “A or 1”. After comparing, he tells the worker to continue producing more of bottle B because it is similar to bottle A. However, he advises the worker to correct bottle “C or 3” to become similar to bottle A.

The teacher tells students that the above illustration contains the steps in controlling. The teacher asks the question below:

Question: What are the activities that took place in the illustration?

Students’ activity

Students respond to the question by providing the following answers:

Expected answers

- ✓ Tasking a worker to produce a bottle of water.
- ✓ Giving the worker some guidelines.
- ✓ Comparing what the worker has done to the standard.
- ✓ Asking the worker to keep producing more of the bottle of water that meets the standard.
- ✓ Telling the worker to correct the mistakes with the other bottle of water.

Teacher activity

The teacher then displays the cardboard diagram of the steps in controlling to support the discussion. The teacher asks students to explain the steps with the aid of the diagram.

Question: What are the steps involved in controlling?

Students’ activity

Students respond to the question by providing the following answers:

Expected answers:

- The individual sets a standard of performance.
- He/she measures the actual work done.
- The standard and the actual are compared to each other.
- If there is no deviation, he/she should continue with the work.

- But if there is any deviation, the necessary correction should be made.

Teacher activity

The teacher acknowledges students' responses and proceeds to give core points.

Core points

1. **Setting Standard of Performance:** It involves stating or defining the expected level of performance or output. At this stage, you consider the goals and resources of the organization and then establish the required level of output. Standards can be expressed in monetary terms (e.g. a salesperson's quota) and non-monetary terms (e.g. expected number of projects to be completed daily). The standard should be realistic and acceptable to the workers who are being evaluated.
2. **Measuring Actual Performance:** It involves measuring qualitatively or quantitatively all the tasks performed. That is, giving a value to the output produced by the worker. Information about actual work done can be obtained through observation and written or oral reports.
3. **Comparing Actual Performance with Standard Set:** It involves putting side by side the actual work done against the set performance standard. This is done to determine whether or not the actual performance meets the set standard. If the actual work done meets the set standard, then production can continue.
4. **Taking Corrective Measures:** It involves taking measures to make actual performance similar to the standard. The essence of comparing actual performance against established standards is to obtain information as to whether there are significant deviations which must be corrected to ensure that operations conform to initially planned results. The corrective measure can either be re-establishing the standards or improving the actual performance.

Stage Three (Duration): Explanation of the Reasons for Controlling

Follow through the procedures above to develop the third stage. **AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS, NAMELY:**

1. Teaching method
2. Teacher activities
3. Students' activities, and
4. Core points

CLOSURE/SUMMARY (Duration)

Summarize the core points of the lesson and invite questions from the students. **THE**

THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.

Teacher activities

Student Activities

Example:

Today, we have learnt that controlling means..... Also, for a manager to do effective controlling, he/she must follow some key steps Outputs or performances must be controlled for several reasons.....

The teacher then invites questions from students for further clarification.

EVALUATION (Duration)

How will you evaluate the lesson? This can be done orally or written evaluation form.

You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time.

Example:

The teacher asks students to read about “Directing” as a management function.

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., directing) before the next day’s lesson. Check the preliminary stages [item (b)] above on referencing a book using an APA style.

REMARKS

Do not write anything since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION

(Horizontal format)

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **BUSINESS MANAGEMENT SYLLABUS**, then other reference material(s) you will use in the preparation of your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Business management syllabus for senior high schools*. Accra: GES Printing Press (pp. 12-13).

Opoku, F. K. (2011). *Business management: Concepts, theories and principles*. Accra: Woeli Publishing Services. pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson.

Examples:

2. Three bottles of water and cardboard diagrams showing the steps in controlling would be used in stage two of the lesson to help students explain the steps in controlling.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

By the end of the lesson, the **students** will be able to:

4. explain monitoring and controlling.....**double barrel**
5. explain at least five importance of controlling.....**not specific**
6. know the 4 main steps in controlling.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the student will be able to:

4. define controlling.
5. explain the 4 main steps/stages in controlling.
6. explain three reasons for controlling.

e **RELEVANT PREVIOUS KNOWLEDGE**

- Indicates students’ previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS’ RPK, POINT OUT WHAT THEY CAN DO IN RELATION TO THE DAY’S LESSON. See an example as follows:

Students are aware that for a car not to go off the road, the driver must carefully control the car using the steering wheel. Thus, the student would be able to explain controlling.

Stage/ Duration	Teaching Learning Resource	Teacher Activities	Students Activities	Core Points
<p>INTRODUCTION Review of previous knowledge (5 minutes)</p>		<p>The introduction should be in two parts: 1. REVIEW STUDENTS’ RPK [for info on stating RPK, see item (e) above] E.g., Using the question-and-answer method, the teacher reviews students’ previous knowledge by asking the following questions: i What does a driver do so that his/her car does not go off the road? 2. INTRODUCTION OF THE DAY’S LESSON Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the students’ interests throughout the lesson. e.g., ... This brings us to today’s topic, “Principles of Elementary Surveying”. The teacher then writes the topic on the whiteboard and shares the objectives with students.</p>	<p>Students respond to the teacher’s question by providing the following answers: Expected answers: i. ii.</p>	<p>NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE</p>

<p>PRESENTATION</p> <p><i>Stage one</i></p> <p>Definition of Controlling (15 minutes)</p>		<p>Using the question-and-answer method and the introduction as a reference, the teacher guides students in defining controlling. The teacher asks students the questions below:</p> <p>Question 1:</p> <p>What is controlling?</p> <p>The teacher acknowledges students' responses and explains the meaning of controlling to the whole class.</p>	<p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers:</p> <p>i.</p> <p>ii.</p>	<p>Controlling is the process of monitoring the activities of the organization to ensure that set standards are followed and taking corrective actions where deviation occurs.</p> <p>Controlling can also be defined as.....</p>
<p><i>Stage Two</i></p> <p>Explanation of the Steps in Controlling (15 minutes)</p>	<p>Three bottles of water</p> <p>Cardboard diagrams showing the steps in controlling</p>	<p>Using the discussion method, the teacher guides students to discuss the steps in controlling. The teacher gives an illustration using the 3 bottles of water. The teacher asks students to assign either letters or figures to each bottle. The teacher asks the question below:</p> <p>Question 1: How should each bottle of water be identified?</p> <p>Bottles "A or 1 and B or 2" are filled to the brim. But bottle "C or 3" is not filled to the brim.</p> <p>Using the 3 bottles of water, the teacher gives the illustration below:</p> <p>"A Production Manager tasks a worker to produce bottles of water similar to "A" or "1". The worker produces</p>	<p>Students respond to the question by providing the following answers:</p> <p>Expected answers:</p> <p>i. It should be identified as A, B and C.</p> <p>ii. It should be identified as 1, 2 and 3.</p> <p>Expected answers:</p> <p>1. Tasking a worker to produce a bottle of water.</p> <p>2. Giving the worker some guidelines.</p>	<p>Setting Standard of Performance: It involves stating or defining the expected level of performance or output. At this stage, you consider the goals and resources of the organization and then establish the required level of output. Standards can be expressed in monetary terms (e.g. a salesperson's quota) and non-monetary terms (e.g. expected number of projects to be completed daily). The standard should be realistic and acceptable to the workers who are being evaluated.</p> <p>Measuring Actual Performance: It involves measuring qualitatively or quantitatively all the tasks performed. That</p>

		<p>bottles “B or 2” and “C or 3”. The Production Manager compares bottles “B or 2” and “C or 3” to bottle “A or 1”. After comparing, he tells the worker to continue producing more of bottle B because it is similar to bottle A. However, he advises the worker to correct bottle “C or 3” to become similar to bottle A.</p> <p>The teacher tells students that the above illustration contains the steps in controlling. The teacher asks the question below:</p> <p>Question 2: What are the activities that took place in the illustration?</p> <p>The teacher then displays the cardboard diagram of the steps in controlling to support the discussion. The teacher asks students to explain the steps with the aid of the diagram.</p> <p>Question 3: What are the steps involved in controlling?</p> <p>The teacher acknowledges students’ responses and proceeds to give core points.</p>	<p>3. Comparing what the worker has done to the standard.</p> <p>4. Asking the worker to keep on producing more of the bottle of water that meets the standard.</p> <p>5. Telling the worker to correct the mistakes with the other bottle of water</p> <p>Expected answers:</p> <ol style="list-style-type: none"> 1. The individual sets a standard of performance. 2. He/she measures the actual work done. 3. The standard and the actual are compared to each other. 4. If there is no deviation, he/she should continue with the work. 5. But if there is any deviation, the necessary correction should be made. 	<p>is, giving a value to the output produced by the worker. Information about actual work can be obtained through observation and written or oral reports.</p> <p>Comparing Actual Performance with Standard Set: It involves putting side by side the actual work done against the set performance standard. This is done to determine whether or not the actual performance meets the set standard. If the actual work done meets the set standard, then production can continue.</p> <p>Taking Corrective Measures: It involves measures to make actual performance similar to the standard. The essence of comparing actual performance against established standards is to obtain information as to whether there are significant deviations which must be corrected to ensure that operations conform to initially planned results...</p>
<p><i>Stage Three</i></p> <p>Explanation of the Reasons for Controlling (15 minutes)</p>		<p>Follow through the procedures above to develop the third stage.</p> <p>AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION</p>	<p>Expected answers:</p> <ol style="list-style-type: none"> i. ii. iii. 	<p>Provide the core points here.</p>

		SHOULD HAVE FOUR KEY COMPONENTS.		
--	--	---	--	--

CLOSURE (2 mins)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.**

Example:

Today, we have learnt that controlling means..... Also, for a manager to do effective controlling he/she must follow some key steps Outputs or performances must be controlled for several reasons.....
The teacher then invites questions from students for further clarification.

EVALUATION (8 mins)

How will you evaluate the lesson? This can be done orally or written evaluation form. You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:
The teacher asks students to read about “Directing” as a management function.

REFERENCE

Do not reference the syllabus at this stage.
The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., directing) before the next day’s lesson. Check the preliminary stages [item (b)] above on how to reference a book using an APA style.

REMARKS

Do not write anything at this stage since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION ACCOUNTING

a. Indicate your control information starting with

SCHOOL

Followed by SUBJECT

CLASS and the rest.

b. REFERENCE

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **ACCOUNTING SYLLABUS**, then other reference material(s) you will use to prepare your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Accounting syllabus for senior high schools*. Accra: GES Printing Press (pp. 12-13).

Sangster, A., & Wood, F. (2018). *Frank wood's business accounting Volume 1* (Vol. 1). UK: Pearson
pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resources that will guide your lesson delivery and indicate where and how they will be used.

Examples:

1. An improvised beam balance will be used in stage 2 of the lesson development to explain how to balance off an account.
2. An "A4" printed sheet containing a sample trial balance will be used in stage 3 to prepare a sole trader's trading, profit and loss account.

d. RELEVANT PREVIOUS KNOWLEDGE

- Relevant previous Knowledge
- Indicate students' previous knowledge related to the day's topic.
- Indicate the previous lesson taught.

Examples

- Students have been introduced to the errors that affect the trial balance agreement and the errors that do not affect the trial balance agreement.
- Students make the correction for exercises they had wrong.

e. OBJECTIVES

Before you select your objectives, check the time available. Also, Use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

By the end of the lesson, the student(s) would be able to:

1. explain bank statement and bank reconciliation statement..... **double barrel**
2. explain errors that do not affect the agreement of the trial balance..... **not specific**
3. know the double entry principle.....**not measurable**
4. apply the double-entry rule in recoding transactions involving assets, liabilities, and capital ... **double barrel**
5. prepare the updated cashbook and bank reconciliation statement..... **double barrel**

GOOD OBJECTIVES Examples

By the end of the lesson, the student(s) would/should/will be able to:

1. explain the following
 - i. bank statement
 - ii. bank reconciliation statement
2. explain four (4) errors that do not affect the agreement of the trial balance
3. solve an illustration involving the preparation of the following
 - i. updated cashbook
 - ii. bank reconciliation statement
4. apply the double-entry rule in recording transactions involving the following
 - i. assets
 - ii. liabilities
 - iii. capital
5. prepare income statement (trading, profit and loss account) for a sole trader using a sample illustration
6. explain the double-entry principle

INTRODUCTION (Duration)

The introduction should be in two parts

1. Review the previous lesson taught

This can should be done using the question-and-answer method.

E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions

- i. What is a cashbook?
- ii. State the types of cashbooks.
- iii. Distinguish between trade discounts and cash discounts.

Students' activities should follow after the questions

Students respond to the teacher's question by providing the following answers.

At this stage, expect your students to give you the correct answers to your question since the topic has been taught already

Expected answers.

.....

After the expected answers, the teacher has to acknowledge students' responses and introduce the lesson for the day.... **this will take you to the second part of the introduction. Example**

Teacher acknowledges students' responses and then introduces the lesson for the day by saying that/ using the following scenario/story/questions/ the way you want to introduce the lesson. This will take you to the second part of the Introduction.

2. Introduction of the day's lesson

This part should link to students' PREVIOUS KNOWLEDGE about the lesson.

Link whatever you do at this stage to the topic for the day.

Introduce the lesson after everything.

Example

..... **this brings us to the topic for the day "Accounting Equation". The teacher then writes the topic on the board and shares the objectives with students.**

NOTE: NO CORE POINT IS NEEDED AT THE INTRODUCTION

DEVELOPMENT/PRESENTATION (Duration)

- It should be presented in stages.
- Each stage should address only one objective. Your development should be in three stages or steps if you have three objectives.
- Allocate time for each stage.
- Use only one instructional method/ pedagogical strategy in each study
- Do not use only one method in all the stages. Vary your method
- Show clearly the teacher and learners' activities you will follow in delivering each stage of the lesson
- Bring **CORE POINTS** at the end of each stage or step.

Examples

Stage One (Duration)

EXPLANATION OF BANK STATEMENT AND BANK RECONCILIATION STATEMENT

Teacher activity

Using the question-and-answer method, the teacher guides students to explain bank statements and bank reconciliation statements using the following questions.

1. What is a bank statement?

Students' activity

Students respond to the question by providing the following answers.

Expected answers

i.

ii.

Teacher activity

2. What is

Students' activity

.....

Teacher activity

The teacher acknowledges students' responses and explains bank statements and bank reconciliation statements to the class.

Core point

A bank statement is

The bank reconciliation statement is

Step Two (Duration)

PREPARATION OF ADJUSTED CASHBOOK

Using the whole class discussion method, the teacher assists students in preparing an adjusted cashbook using a sample illustration.

Teacher activity

The teacher asks the following question

Which items that cause the disagreement between the cashbook and bank statement are treated in the adjusted cashbook?

Students' activities

Students respond to the question by providing the following answers

Expected Answers

- i. Bank charges
- ii. Dishonour cheques
- iii. Commission/interest receive
- iv. Dividend received
- v. Credit transfer
- vi. Debit transfer

Teacher activity

The teacher acknowledges students' responses and asks a follow-up question

Why are these items treated in the adjusted cashbook?

Student activity

Students respond to the question by providing the following

Expected answers

- ✓ Bank charges are recorded in the adjusted cashbook because they are found on the bank statement's debit side but not recorded in the cashbook.
- ✓ Dishonour cheques
- ✓ Commission/interest receive
- ✓ Dividend received Credit transfer
- ✓ Debit transfer

Teacher activity

The teacher acknowledges students' responses and discusses other items treated in the adjusted cashbook.

The teacher distributes the A4 sheet containing a sample illustration to students

Illustration

.....
The teacher allows students two minutes to read the illustration

Student activity

Students sit down quietly and read the illustration

Teacher activity

The teacher calls a student to the board to draw the adjusted cashbook account

Student activity

The student goes to the board and draws the account while others students pay attention and observe.

Teacher activity

The teacher calls students at random to read one transaction and explain how it will be treated in the adjusted cashbook

Student activity

Students read the transactions and explain while others sit and pay attention.

Expected answers

Transaction one

T2

.....

T3

T4.....

T5.....

T6

Teacher activity

The teacher acknowledges students’ responses and then explains and records each transaction in the adjusted cashbook, referring to students’ explanations.

The teacher invites questions from students

CORE POINT

Provide the solution of the illustration and the format of the adjusted cashbook.

CLOSURE/SUMMARY (Duration)

Summarize the core points of the lesson and invite questions from the students. **THE**

TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.

Teacher activities

Student Activities

EVALUATION (Duration)

How will you evaluate the lesson? The evaluation should be based on the objectives stated

Teacher activity

The teacher evaluates the lesson orally or gives students a class exercise or class test questions

You should evaluate all your objectives

PRE-LESSON PREPARATION

.....

REFERENCE

Do not reference the syllabus at this stage

The reference should be a book that is accessible to your students. You are to use the APA style for these references.

REMARKS

Do not write anything since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION

FINANCIAL ACCOUNTING (Horizontal format)

a. Indicate your control information starting with

SCHOOL

Followed by SUBJECT

CLASS and the rest.

b. REFERENCE

Your first reference should be **ACCOUNTING SYLLABUS** and other reference materials you will use in your lesson preparation. **REMEMBER TO USE THE APA STYLE OF REFERENCING.** See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Financial accounting syllabus for senior high schools*. Accra: GES Printing Press (pp. 12-13).

Oduro, E. (2011). *Financial accounting for SHS and tertiary institutions in West Africa*. Accra: Terror Publications. pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resources that will guide your lesson delivery and indicate where and how they will be used in the lesson.

Examples:

3. An improvised beam balance will be used in stage 2 of the lesson development to explain how to balance off an account.
4. An A4 printed sheet containing a sample trial balance will be used in stage 3 to prepare a sole trader's trading, profit and loss account.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, Use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

By the end of the lesson, the student(s) would be able to:

1. explain bank statement and bank reconciliation statement.....**double barrel**
2. explain errors that do not affect the agreement of the trial balance.....**not specific**
3. know the double entry principle.....**not measurable**
4. apply the double-entry rule in recoding transactions involving assets, liabilities, and capital.....**double barrel**

5. prepare the updated cashbook and bank reconciliation statement.....**double barrel**

GOOD OBJECTIVES Examples

By the end of the lesson, the student would/should/will be able to:

1. explain the following
 - a. bank statement.
 - b. bank reconciliation statement.
2. solve an illustration involving the preparation of the following updated cashbook.
3. prepare a bank reconciliation statement from a sample illustration.

e. RELEVANT PREVIOUS KNOWLEDGE

- Relevant previous Knowledge
- Indicate students' previous knowledge related to the day's topic.
- Indicate the previous lesson taught.

Examples

- 1. Students have been introduced to the errors that affect the agreement of the trial balance and the errors that do not affect the agreement of the trial balance.
- 2. Students correct exercises they had wrong; therefore, they can prepare an updated cashbook to correct errors/omissions.

Stage/ Duration	Teaching Learning Resource	Teacher Activities	Students Activities	Core Points
INTRODUCTION Review of previous knowledge (5 minutes)		The introduction should be in two parts: 1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above] E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions: ii What is a cashbook? iii State the types of cashbooks. iv Distinguish between trade discounts and cash discounts.	Students respond to the teacher's question by providing the following answers: Expected answers: iii. iv. Expected answers: i. ii. Expected answers: i. ii.	NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

		<p>2. INTRODUCTION OF THE DAY'S LESSON</p> <p>Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the students' interests throughout the lesson. e.g.,</p> <p>... This brings us to the topic for the day "Principles of Elementary Surveying". The teacher then writes the topic on the whiteboard and shares the objectives with students.</p>		
<p>PRESENTATION <i>Stage one</i> Explanation of Bank Statement and Bank Reconciliation Statement (15 minutes)</p>		<p>Using the question-and-answer method, the teacher guides students to explain bank statements and bank reconciliation statements by using the following questions:</p> <p>Question 1: What is a bank statement?</p> <p>The teacher acknowledges students' responses and poses a further question.</p> <p>Question 2: What is a bank reconciliation statement?</p> <p>The teacher acknowledges</p>	<p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers:</p> <p>v.</p> <p>v.</p> <p>vi.</p> <p>Expected answers:</p> <p>i.</p> <p>ii.</p> <p>iii.</p>	<p>Bank statement refers to</p> <p>A bank reconciliation statement is a statement prepared by the customer of a bank to bring an agreement between the firm's cash balance and its bank statement balance.</p>

		students' responses and explains bank statements and bank reconciliation statements to the whole class.		
<p><i>Stage Two</i></p> <p>Preparation of Adjusted Cashbook (15 minutes)</p>	An A4 printed sheet containing a sample illustration	<p>Using the whole class discussion method, the teacher assists students in preparing an adjusted cashbook using a sample illustration.</p> <p>The teacher distributes the sample illustration to students and asks the following questions:</p> <p>Question 1: Which of the items that cause the disagreement between the cashbook and bank statement are treated in the adjusted cashbook?</p> <p>The teacher acknowledges students' responses and asks a follow-up question.</p> <p>Question 2: Why are these items treated in the adjusted cashbook</p> <p>The teacher acknowledges students' responses and discusses other items which are treated in the adjusted cashbook.</p> <p>The teacher distributes the A4</p>	<p>Expected answers:</p> <ul style="list-style-type: none"> iii. Bank charge iv. Dishonoured cheques v. Commission/interests received vi. Divided received vii. Credit transfer viii. Debit transfer <p>Expected answers:</p> <ul style="list-style-type: none"> i. Bank charges are recorded in the adjusted cashbook because it is found on the debit side of the bank statement but not recorded in the cashbook. i. Dishonoured cheques... i. Commission/interest receive... v. Debit transfer... <p>Students sit down quietly and read the illustration</p> <p>The student goes to the board and draws the account while the students pay attention and observe.</p> <p>Students read the transactions and explain while others sit and pay attention.</p>	Provide the solution of the illustration and the format of the adjusted cashbook.

		<p>sheet containing a sample illustration to students</p> <p>The teacher allows students two minutes to read the illustration</p> <p>The teacher calls a student to the board to draw the adjusted cashbook account.</p> <p>The teacher calls students at random to read one transaction and explain how it will be treated in the adjusted cashbook</p> <p>The teacher acknowledges students' responses and then explains and records each transaction in the adjusted cashbook, making reference to students' explanations. The teacher invites questions from students</p>	<p>Expected answers:</p> <p>i. Transaction one...</p> <p>ii. T2.....</p> <p>ii. T3....., etc.</p>	
<p><i>Stage Three</i> Preparation of Bank Reconciliation Statement (BRS) (15 minutes)</p>	<p>An A4 printed sheet containing a sample illustration on BRS</p>	<p>Follow through the procedures above to develop the third stage.</p> <p>AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS.</p>	<p>Expected answers:</p> <p>iv.</p> <p>v.</p> <p>vi.</p>	<p>Provide the solution of the illustration and the bank reconciliation statement format.</p>

CLOSURE (2 minutes)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.**

EVALUATION (8 minutes)

How you will evaluate the lesson

You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read about “Errors that affect the agreement of the trial balance.”

REFERENCE

Do not reference the syllabus at this stage

The reference should be a book that is accessible to your students. **Check the item (b) above on how to reference a book using the APA style.**

REMARKS

Do not write anything since you have not taught the lesson.

**GUIDELINES FOR LESSON PREPARATION
SOCIAL STUDIES**

Vertical Format

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **SOCIAL STUDIES SYLLABUS**, then other reference material(s) you will use to prepare your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Social studies syllabus for senior high schools*. Accra: GES Printing Press. p. 20

Yakubu, A. M., Okyere, E. A., Appeadu, B., Abdulai, B. & Antwi, O. (2011). *Simplified social studies textbook for SHS forms 1-3*. Accra: Prof and Figures. pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson.

Examples:

3. Manila cared diagrams showing the extended and nuclear families would be used in stage one of the lesson development to help students analyze the composition of the nuclear and the extended families.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

At the end of the lesson, the **students** will be able to:

7. state the composition of the nuclear and the extended families.....**double barrel**
8. state the functions of the nuclear and the extended families..... **double barrel**
9. explain at least four functions of the nuclear family.....**not specific**
10. know three functions of the extended family.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the **student** will be able to:

7. state the composition of the
 - i. nuclear family.
 - ii. extended family.
8. explain three functions of the nuclear family.
9. explain three functions of the extended family.

f RELEVANT PREVIOUS KNOWLEDGE

- Indicates students' previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS' RPK, POINT OUT WHAT THEY CAN DO CONCERNING THE DAY'S LESSON. See an example as follows:

- i. Students have been taught the nature of nuclear and extended families so that they can state the composition of the two types of families.
- ii. Parents and/ or guardians pay for necessary aspects of children's education so that the students can identify the functions of the nuclear and extended families.

INTRODUCTION (Duration)

The introduction should be in two parts:

1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above]

This should be done using the question-and-answer method.

E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions

- ii. What is a nuclear family?
- iii. What is an extended family?

Students' activities should follow after the questions

Students respond to the teacher's question by providing the following answers:

At this stage, expect your students to give you the correct answers to your question if it is a topic you have taught in the previous lesson.

Expected answers:

.....

After the expected answers, the teacher has to acknowledge students' responses and introduce the lesson for the day... **this will take you to the second part of the introduction. For example, the teacher acknowledges students' responses and then introduces the lesson for the day by saying that/ using the following scenario/story/questions/ the way you want to introduce the lesson. This will take you to the second part of the Introduction.**

2. INTRODUCTION OF THE DAY'S LESSON

This part should have a link to students' PREVIOUS KNOWLEDGE about the lesson.

Link whatever you do at this stage to the topic for the day.

Introduce the lesson after everything.

Example

..... This brings us to the topic for the day, “Composition and Functions of the Nuclear and Extended Families”. The teacher then writes the topic on the whiteboard and shares the objectives with students.

NOTE: NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

DEVELOPMENT/PRESENTATION (Duration)

- It should be presented in stages.
- Each stage should address only one objective. Your development should be in three stages or steps if you have three objectives.
- Allocate time for each stage.
- Use only one instructional method/ pedagogical strategy in each study
- Do not use only one method in all the stages. Vary your teaching methods.
- Show clearly the teacher and learners’ activities you will follow in delivering each stage of the lesson
- Bring **CORE POINTS** at the end of each stage or step.
- In summary, every stage in the **LESSON DEVELOPMENT** should have four key components, viz: **(1) teaching method, (2) teacher activity, (3) students’ activity and (4) core points**. See samples below:

Examples

Stage One (Duration): Composition of the Nuclear and Extended Families

Teacher activity

Using the discussion method and the introduction as a reference, the teacher guides students to discuss the members of the nuclear and extended families.

To support the discussion. The teacher then displays the manila card diagram showing a family tree of nuclear and extended families. The teacher asks students to observe the diagrams and poses the following questions:

Question 1: Which members do you see in the nuclear family tree?

Students’ activity

Students respond to the question by providing the following answers.

Expected answers

- i.
- ii.

Teacher activity

The teacher acknowledges students’ answers and explains the composition of the nuclear family. The teacher poses a further question.

Question 2: Which members do you find in the extended family tree?

Expected answers:

- i.
- ii.

Teacher activity

The teacher commends students for their answers and further explains the extended family composition.

Core points:

The nuclear family consist of the father, mother and siblings.

The extended family comprises the father, mother, siblings, grandparents, aunts, uncles, nieces and nephews, etc.

Stage Two (Duration): Functions of the Nuclear Family

Teacher activity

Using the question-and-answer method, the teacher assists students in explaining the functions of the nuclear family.

The teacher asks the question below:

Question: What kinds of support do your parents or siblings provide for you?

Students' activity

Students respond to the question by providing the following answers.

Expected answers

- ✓
- ✓

Teacher activity

The teacher acknowledges students' responses and says that the nuclear family performs several functions..... **ADD UP TO STUDENTS' ANSWERS AND EXPLAIN FURTHER THE FUNCTIONS OF THE NUCLEAR FAMILY.**

The teacher proceeds to give core points.

Core points

The functions of the nuclear family are:

- i.
- ii.
- iii.

Stage Three (Duration): Functions of the Extended Family

Follow through the procedures above to develop the third stage. **AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS, NAMELY:**

- 1. Teaching method
- 2. Teacher activities
- 3. Students' activities, and
- 4. Core points

CLOSURE (Duration)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.**

Example:

Today, we have learnt that the nuclear family comprises the father, mother and siblings. On the other hand, the extended family is composed of the.....

The teacher then invites questions from students for further clarification.

EVALUATION (Duration)

How will you evaluate the lesson? This can be done orally or written evaluation form.
You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read about “The traditional and legal inheritance systems” before coming to class tomorrow.

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., The traditional and legal inheritance systems) before the next day’s lesson.

Check the preliminary stages [item (b)] above on referencing a book using an APA style.

REMARKS

Do not write anything since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION
SOCIAL STUDIES
(Horizontal format)

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **SOCIAL STUDIES SYLLABUS**, then other reference material(s) you will use to prepare your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Social studies syllabus for senior high schools*. Accra: GES Printing Press. p. 20

Yakubu, A. M., Okyere, E. A., Appeadu, B., Abdulai, B. & Antwi, O. (2011). *Simplified social studies textbook for SHS forms 1-3*. Accra: Prof and Figures. pp. 203-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson.

Examples:

4. Manila cared diagrams showing the extended and nuclear families would be used in stage one of the lesson development to help students analyze the composition of the nuclear and the extended families.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

At the end of the lesson, the **students** will be able to:

11. state the composition of the nuclear and the extended families.....**double barrel**
12. state the functions of the nuclear and the extended families..... **double barrel**
13. explain at least four functions of the nuclear family.....**not specific**
14. know three functions of the extended family.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the **student** will be able to:

10. state the composition of the
 - iii. nuclear family.
 - iv. extended family.
11. explain three functions of the nuclear family.
12. explain three functions of the extended family.

g RELEVANT PREVIOUS KNOWLEDGE

- Indicates students' previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS' RPK, POINT OUT WHAT THEY CAN DO IN RELATION TO THE DAY'S LESSON. See an example as follows:

- iii. Students have been taught the nature of nuclear and extended families, so they can state the composition of the two types of families.
- iv. Parents and/ or guardians pay for necessary aspects of children's education, so the students can identify the functions of the nuclear and extended families.

Stage/ Duration	Teaching Learning Resource	Teacher Activities	Students Activities	Core Points
INTRODUCTION Review of previous knowledge (5 minutes)		The introduction should be in two parts: 1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above] E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions: 1. What is a nuclear family? 2. What is an extended family?	Students respond to the teacher's question by providing the following answers: Expected answers: v. vi. Students respond to the teacher's question by providing the following answers: Expected answers: iii. iv.	NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

		<p>2. INTRODUCTION OF THE DAY'S LESSON</p> <p>Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the students' interests throughout the lesson.</p> <p>e.g., ... This brings us to the topic for the day "Principles of Elementary Surveying". The teacher then writes the topic on the whiteboard and shares the objectives with students.</p>		
<p>PRESENTATION <i>Stage one</i></p> <p>Composition of the Nuclear and Extended Families (15 minutes)</p>	<p>Manila card diagrams showing the extended and nuclear families</p>	<p>Using the discussion method and the introduction as a reference, the teacher guides students to discuss the individual members that make up the nuclear and extended families. To support the discussion. The teacher then displays the manila card diagram showing a family tree of nuclear and extended families. The teacher asks students to observe the diagrams and poses the following questions:</p> <p>Question 1: Which members do you see in the nuclear family tree?</p> <p>The teacher acknowledges students' answers and</p>	<p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers:</p> <p>ii. ii. x.</p> <p>Expected answers:</p> <p>i. ii. ii.</p>	<p>The nuclear family consists of the father, mother and siblings.</p> <p>The extended family is composed of the father, mother, siblings, grandparents, aunts, uncles, nieces and nephews, etc</p>

		<p>explains the composition of the nuclear family. The teacher poses a further question.</p> <p>Question 2: Which members do you find in the extended family tree?</p> <p>The teacher commends students for their answers and explains further the composition of the extended family.</p>		
<p><i>Stage Two</i> Functions of the Nuclear Family (15 minutes)</p>		<p>Using the question-and-answer method, the teacher assists students to explain the functions of the nuclear family. The teacher asks the question below: Question 1: What kinds of support do your parents or siblings provide for you?</p> <p>The teacher acknowledges students' responses and says that the nuclear family performs several functions.....</p> <p>ADD UP TO STUDENTS' ANSWERS AND EXPLAIN FURTHER THE FUNCTIONS OF THE NUCLEAR FAMILY.</p> <p>The teacher proceeds to give core points.</p>	<p>The students respond to the question by providing the following answers:</p> <p>Expected answers: ix. x. xi.</p>	<p>The functions of the nuclear family are:</p> <p>i. ii. iii. v.</p>
<p><i>Stage Three</i></p>		<p>Using the brainstorming method,</p>	<p>Expected answers:</p>	<p>Provide the functions of the extended family here.</p>

<p>Functions of the Extended Family (15 minutes)</p>		<p>the teacher assists students to state the functions of the extended family. The teacher poses the questions below: Question 1:</p> <p>Follow through the procedures above to develop the third stage. AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS.</p>	<p>vii. viii. ix.</p>	
--	--	--	--	--

CLOSURE (2 mins)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.**

Example:

Today, we have learnt that the nuclear family is made up of the father, mother and siblings. On the other hand, the extended family is composed of the.....
The teacher then invites questions from students for further clarification.

EVALUATION (8 mins)

How will you evaluate the lesson? This can be done orally or written evaluation form. You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read about “The traditional and legal inheritance systems” before coming to class tomorrow.

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., The traditional and legal inheritance systems) before the next day’s lesson.

Check the preliminary stages [item (b)] above on how to reference a book using an APA style.

REMARKS

Do not write anything at this stage since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION GEOGRAPHY

(Vertical format)

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **GEOGRAPHY SYLLABUS**, then other reference material(s) you will use in the preparation of your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Business management syllabus for senior high schools*. Accra: GES Printing Press (p.12).

Khan, Z. A. (1998). *Textbook of practical geography*. New Delhi, India: Concept Publishing Company. pp. 200-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson. see an example below:

5. Prismatic compass
6. Ranging pole
7. Tape measure
8. Pins
9. Field notebook, etc.

The above surveying instruments would be used in stages two and three of the lesson development to help students describe basic surveying instruments and their uses.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

At the end of the lesson, the **students** will be able to:

15. know the meaning of surveying..... **not measurable**
16. describe five basic surveying instruments and their uses..... **double barrel**
17. state at least five basic surveying instruments..... **not specific**
18. know the uses of basic surveying instruments.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the student will be able to:

13. define surveying.
14. identify five basic surveying instruments.
15. describe the uses of five basic surveying instruments.

h RELEVANT PREVIOUS KNOWLEDGE

- Indicates students' previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS' RPK, POINT OUT WHAT THEY CAN DO CONCERNING THE DAY'S LESSON. See an example as follows:

Students have been using paper, pencils, tape measure and/ or yardstick to take measurements and distances of objects or areas, so the students can define surveying.

INTRODUCTION (Duration)

The introduction should be in two parts:

1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above]

This should be done using the question-and-answer method.

E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions

- iv. Question 1: What do you do if you want to know the dimensions of an object?

Students' activities should follow after the questions

Students respond to the teacher's question by providing the following answers:

At this stage, expect your students to give you the correct answers to your question if it happens to be a topic you have taught in the previous lesson.

Expected answers:

.....

- i. Question 2:

BASED ON STUDENTS' EXPECTED ANSWERS ABOVE, YOU MAY WANT TO POSE A FOLLOW-UP QUESTION(S) THAT WILL LEAD YOU TO INTRODUCE THE DAY'S LESSON.

Expected answers:

.....

After the expected answers, the teacher has to acknowledge students' responses and then go on to introduce the lesson for the day... **this will take you to the second part of the introduction. For example, the teacher acknowledges students' responses and then introduces the lesson for the day by saying that/ using the following scenario/story/questions/ the way you want to introduce the lesson. This will take you to the second part of the Introduction.**

2. INTRODUCTION OF THE DAY'S LESSON

This part should have a link to students' PREVIOUS KNOWLEDGE about the lesson.

Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the student's interests throughout the lesson.

Introduce the lesson after everything.

Example

... This brings us to the topic for the day "Principles of Elementary Surveying". The teacher then writes the topic on the whiteboard and shares the objectives with students.

NOTE: NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

LESSON DEVELOPMENT/PRESENTATION (Duration)

- It should be presented in stages.
- Each stage should address only one objective. Your development should be in three stages or steps if you have three objectives.
- Allocate time for each stage.
- Use only one instructional method/ pedagogical strategy in each study
- Do not use only one method in all the stages. Vary your teaching methods.
- Show clearly the teacher and learners activities you will follow in delivering each stage of the lesson
- Bring **CORE POINTS** at the end of each stage or step.
- In summary, every stage in the **LESSON DEVELOPMENT** should have four key components, viz: **(1) teaching method, (2) teacher activities, (3) students' activities and (4) core points.** See samples below:

Examples

Stage One (Duration): Definition of Surveying

Teacher activity

Using the question-and-answer method and the introduction as a reference, the teacher guides students in defining surveying. The teacher asks students the questions below:

1. How will you define surveying in your own words?

Students' activity

Students respond to the question by providing the following answers.

Expected answers

i.

ii.

The teacher acknowledges students' responses and explains the meaning of surveying to the whole class.

Core points:

Surveying involves reading bearings and measuring distances between points. It also identifies locations, as in the case of the GPS or Theodolite.

Surveying also means.....

Stage Two (Duration): Basic Instruments Used in Surveying

Teacher activity

Using the discussion method, the teacher guides students in identifying some basic instruments used in surveying. The teacher poses the questions below:

- Question 1: What are some examples of the basic instruments used in surveying?

Students' activity

Expected answers:

- ii. Pencils
- iii. Notebook
- iv. Tape measurement

Teacher activity

The teacher acknowledges students' answers and displays the prismatic compass, ranging pole, optical square, pins, etc., to the whole class.

The teacher guides students in identifying the names and descriptions of each basic surveying instrument. The teacher raises the tape measure and asks the question below:

Question 2: What is the name of this instrument?

Students' activity

AT THIS POINT, DEPENDING ON THE STUDENT'S FAMILIARITY WITH THE SURVEY INSTRUMENT, THEY MAY GIVE YOU THE CORRECT NAME OF THE INSTRUMENT OR SOMETHING SIMILAR.

Expected answer:

.....

Teacher activity

The teacher commends students for their answers and guides them to describe the instruments. **FOLLOW A SIMILAR APPROACH TO HELP THEM IDENTIFY THE NAMES OF THE SURVEY INSTRUMENTS.**

Core points

- i. Prismatic compass: a surveyor's hand compass provided with a triangular glass prism so adjusted that the compass can be read while taking a sight.
- ii. Tape measure: It comprises materials like fibreglass, cloth, plastic, metal ribbon or strip. It is marked in centimetres and inches. So, it is a flexible ruler, also known as a measuring tape.
- iii. Ranging pole: surveying instrument consisting of a straight rod painted in bands of alternate red and white, each one foot wide
- iv. Optical square
- v. Pins, etc.

Stage Three (Duration): Uses of the Basic Surveying Instruments

Using the brainstorming method, the teacher assists students in stating the uses of the basic surveying instruments. The teacher poses the questions below:

Question 1: What is the tape measure used for?

Expected responses:

- i.
- ii.

Follow through the procedures above to develop the third stage. **AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS, NAMELY:**

- 5. Teaching method (e.g., brainstorming method, which has been indicated above)

6. Teacher activities (e.g., the question 1 posed above)
7. Students' activities, and
8. Core points.

CLOSURE (2 mins)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.** See an example below:

Today, we have learnt that surveying means reading bearings and measuring distances between points. Several basic instruments can be used for surveying. These include a ranging pole used for..., the tape measure that helps in..., the optical square used by surveyors to... as well as prismatic compass....

The teacher then invites questions from students for further clarification.

NOTE: IT IS NECESSARY TO INVITE QUESTIONS FROM STUDENTS BEFORE YOU MOVE ON, EVALUATING THEIR UNDERSTANDING OF THE LESSON.
EVALUATION (8 mins)

How will you evaluate the lesson? This can be done orally or written evaluation form. You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read "Using field data to plot a traverse."

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., directing) before the next day's lesson. Check the preliminary stages [item (b)] above on referencing a book using an APA style.

REMARKS

Do not write anything since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION

(Horizontal format)

- a. Indicate your control information starting with
SCHOOL
Followed by SUBJECT
CLASS and the rest.

b. REFERENCES

ALWAYS USE THE APA REFERENCING STYLE. Your first reference should be the **GEOGRAPHY SYLLABUS**, then other reference material(s) you will use to prepare your lesson. See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Business management syllabus for senior high schools*. Accra: GES Printing Press (p.12).

Khan, Z. A. (1998). *Textbook of practical geography*. New Delhi, India: Concept Publishing Company. pp. 200-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson. see an example below:

10. Prismatic compass
11. Ranging pole
12. Tape measure
13. Pins
14. Field notebook, etc.

The above surveying instruments would be used in stages two and three of the lesson development to help students describe basic surveying instruments and their uses.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated to follow the **SMART** criteria.

OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

At the end of the lesson, the **students** will be able to:

19. know the meaning of surveying..... **not measurable**
20. describe five basic surveying instruments and their uses..... **double barrel**
21. state at least five basic surveying instruments..... **not specific**
22. know the uses of basic surveying instruments.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the student will be able to:

16. define surveying.
17. identify five basic surveying instruments.
18. describe the uses of five basic surveying instruments.

i RELEVANT PREVIOUS KNOWLEDGE

- Indicates students' previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS' RPK, POINT OUT WHAT THEY CAN DO CONCERNING THE DAY'S LESSON. See an example as follows:

Students have been using paper, pencils, tape measure and/ or yardstick to take measurements and distances of objects or areas so that the students can define surveying.

Stage/ Duration	Teaching Learning Resource	Teacher Activities	Students Activities	Core Points
INTRODUCTION Review of previous knowledge (Duration)		<p>The introduction should be in two parts:</p> <p>1. REVIEW STUDENTS' RPK [for info on stating RPK, see item (e) above]</p> <p>E.g., Using the question-and-answer method, the teacher reviews students' previous knowledge by asking the following questions:</p> <p>Question 1: What do you do if you want to know the dimensions of an object?</p> <p>Question 2: BASED ON STUDENTS' EXPECTED ANSWERS ABOVE, YOU MAY WANT TO POSE A FOLLOW-UP QUESTION(S) THAT WILL LEAD YOU TO</p>	<p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers: vii. viii.</p> <p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers: v. vi.</p>	NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

		<p>INTRODUCE THE DAY’S LESSON.</p> <p>2. INTRODUCTION OF THE DAY’S LESSON</p> <p>Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the student’s interests throughout the lesson.</p> <p>e.g., ... This brings us to the topic for the day “Principles of Elementary Surveying”. The teacher then writes the topic on the whiteboard and shares the objectives with students.</p>		
<p>PRESENTATION <i>Stage one</i> Definition of Surveying (Duration)</p>		<p>Using the question-and-answer method and the introduction as a reference, the teacher guides students in defining surveying. The teacher asks students the questions below:</p> <p>Question 1: How will you define surveying in your own words?</p> <p>The teacher acknowledges students’ responses and explains the meaning of surveying to the whole class.</p>	<p>Students respond to the teacher’s question by providing the following answers:</p> <p>Expected answers:</p> <p>x. xi. ii.</p>	<p>Surveying involves reading bearings and measuring distances between points. It also identifies locations, as in the case of the GPS or Theodolite. Surveying also means</p>
<p><i>Stage Two</i> Basic Instruments Used in Surveying (Duration)</p>	<p>Prismatic compass, Ranging pole, Tape measure,</p>	<p>Using the discussion method, the teacher guides students in identifying some basic instruments used in surveying. The teacher</p>	<p>Expected answers:</p> <p>xii. Pencils iii. Notebook iv. Tape measurement</p>	<p>Prismatic compass: a surveyor’s hand compass provided with a triangular glass prism so adjusted that the</p>

	<p>Pins, Field notebook, etc.</p>	<p>poses the questions below: Question 1: What are some examples of the basic instruments used in surveying?</p> <p>The teacher acknowledges students' answers and displays the prismatic compass, ranging pole, optical square, pins, etc., to the class.</p> <p>The teacher guides students in identifying the names and descriptions of each basic surveying instrument. The teacher raises the tape measure and asks the question below:</p> <p>Question 2: What is the name of this instrument?</p> <p>The teacher commends students for their answers and guides them to describe the instruments.</p> <p>FOLLOW A SIMILAR APPROACH TO HELP THEM IDENTIFY THE NAMES OF THE SURVEY INSTRUMENTS.</p>	<p>Expected answers: iv. v. vi.</p>	<p>compass can be read while taking a sight. Tape measure: It comprises materials like fibreglass, cloth, plastic, metal ribbon or strip. It is marked in centimetres and inches. So, it is a flexible ruler known as a measuring tape. Ranging pole: surveying instrument consisting of a straight rod painted in bands of alternate red and white, each one foot wide Optical square, Pins, etc.</p>
<p><i>Stage Three</i> Uses of the Basic Surveying Instruments (Duration)</p>		<p>Using the brainstorming method, the teacher assists students in stating the uses of the basic surveying instruments. The teacher poses the questions below: Question 1: What is the tape measure used for?</p>	<p>Expected answers: x. xi. xii.</p>	

	<p>Follow through the procedures above to develop the third stage. AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS, NAMELY:</p> <ul style="list-style-type: none"> • Teaching method (e.g., brainstorming method, which has been indicated above) • Teacher activities (e.g., the question 1 posed above) • Students' activities, and • Core points. 		
--	---	--	--

CLOSURE (2 mins)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.** See an example below:

Today, we have learnt that surveying means reading bearings and measuring distances between points. Several basic instruments can be used for surveying. These include a ranging pole used for..., the tape measure that helps in..., the optical square used by surveyors to ... as well as prismatic compass

The teacher then invites questions from students for further clarification.

NOTE: IT IS NECESSARY TO INVITE QUESTIONS FROM STUDENTS BEFORE YOU MOVE ON WITH EVALUATING THEIR UNDERSTANDING OF THE LESSON.

EVALUATION (8 mins)

How will you evaluate the lesson? This can be done orally or written evaluation form.

You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read “Using field data to plot a traverse.”

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., directing) before the next day's lesson. Check the preliminary stages [item (b)] above on referencing a book using an APA style.

REMARKS

Do not write anything since you have not taught the lesson.

GUIDELINES FOR LESSON PREPARATION

(Horizontal format)

a. Indicate your control information starting with

SCHOOL

Followed by SUBJECT

CLASS and the rest.

b. REFERENCES

Your first reference should be the **GEOGRAPHY SYLLABUS**, then other reference material(s) you will use in the preparation of your lesson. **ALWAYS USE THE APA REFERENCING STYLE.** See examples below:

Curriculum Research and Development Division of Ghana Education Service (2010). *Business management syllabus for senior high schools*. Accra: GES Printing Press (p.12).

Khan, Z. A. (1998). *Textbook of practical geography*. New Delhi, India: Concept Publishing Company. pp. 200-205.

c. TEACHING AND LEARNING RESOURCES

State appropriate resource(s) that will guide your lesson delivery and indicate where and how it will be used in the lesson. see an example below:

15. Prismatic compass

16. Ranging pole

17. Tape measure

18. Pins

19. Field notebook, etc.

The above surveying instruments would be used in stages two and three of the lesson development to help students describe basic surveying instruments and their uses.

d. OBJECTIVES

Before you select your objectives, check the time available. Also, use the syllabus to determine what students are expected to do at the end of a particular topic.

A good lesson objective can be developed with the help of the syllabus.

Check and be sure that the objectives stated follow the **SMART** criteria.
OBJECTIVES STATED SHOULD ADDRESS ONE THEME.

WRONG OBJECTIVES

At the end of the lesson, the **students** will be able to:

- 23. know the meaning of surveying..... **not measurable**
- 24. describe five basic surveying instruments and their uses..... **double barrel**
- 25. state at least five basic surveying instruments..... **not specific**
- 26. know the uses of basic surveying instruments.....**not measurable**

GOOD OBJECTIVES

By the end of the lesson, the student will be able to:

- 19. define surveying.
- 20. identify five basic surveying instruments.
- 21. describe the uses of five basic surveying instruments.

j **RELEVANT PREVIOUS KNOWLEDGE**

- Indicates students’ previous knowledge that is related to the topic for the day
- Indicates previous lesson taught

AFTER INDICATING STUDENTS’ RPK, POINT OUT WHAT THEY CAN DO IN RELATION TO THE DAY’S LESSON. See an example as follows:

Students have been using paper, pencils, tape measure and/ or yardstick to take measurement and distances of objects or areas, so the students can define surveying.

Stage/ Duration	Teaching Learning Resource	Teacher Activities	Students Activities	Core Points
INTRODUCTION Review of previous knowledge (5 minutes)		The introduction should be in two parts: 1. REVIEW STUDENTS’ RPK [for info on stating RPK, see item (e) above] E.g., Using the question-and-answer method, the teacher reviews students’ previous knowledge by asking the following questions: Question 1: What do you do if you want to know the dimensions of an object? Question 2:	Students respond to the teacher’s question by providing the following answers: Expected answers: ix. x. Students respond to the teacher’s question by	NO CORE POINT IS NEEDED AT THE INTRODUCTION STAGE

		<p>BASED ON STUDENTS' EXPECTED ANSWERS ABOVE, YOU MAY WANT TO POSE A FOLLOW-UP QUESTION(S) THAT WILL LEAD YOU TO INTRODUCE THE DAY'S LESSON.</p> <p>2. INTRODUCTION OF THE DAY'S LESSON</p> <p>Link whatever you will do or say at this stage to the topic for the day. Let the introduction be relevant and catchy enough to sustain the students interests throughout the lesson. e.g., ... This brings us to the topic for the day "Principles of Elementary Surveying". The teacher then writes the topic on the whiteboard and shares the objectives with students.</p>	<p>providing the following answers:</p> <p>Expected answers: vii. viii.</p>	
<p>PRESENTATION <i>Stage one</i> Definition of Surveying (15 minutes)</p>		<p>Using the question-and-answer method and the introduction as a reference, the teacher guides students to define surveying. The teacher asks students the questions below:</p> <p>Question 1: How will you define surveying in your own words?</p> <p>The teacher acknowledges students' responses and explains the meaning of surveying to the whole class.</p>	<p>Students respond to the teacher's question by providing the following answers:</p> <p>Expected answers: ii. v. v.</p>	<p>Surveying involves reading bearings and measuring distances between points. It also identifies locations as in the case of the GPS or Theodolite. Surveying also means</p>

<p><i>Stage Two</i> Basic Instruments Used in Surveying (15 minutes)</p>	<p>Prismatic compass, Ranging pole, Tape measure, Pins, Field notebook, etc.</p>	<p>Using the discussion method, the teacher guides students to identify some basic instruments used in surveying. The teacher poses the questions below: Question 1: What are some examples of the basic instruments used in surveying?</p> <p>The teacher acknowledges students answers and displays the prismatic compass, ranging pole, optical square, pins, etc. to the whole class. The teacher guides students to identify the names and descriptions of each of the basic surveying instruments. The teacher raises the tape measure and asks the question below:</p> <p>Question 2: What is the name of this instrument?</p> <p>The teacher commends students for their answers and guides them to describe the instruments.</p> <p>FOLLOW SIMILAR APPROACH TO HELP THEM IDENTIFY THE NAMES OF THE SURVEY INSTRUMENTS.</p>	<p>Expected answers: xv. Pencils xvi. Notebook vii. Tape measurement</p> <p>Expected answers: vii. viii. ix.</p>	<p>Prismatic compass: a surveyor's hand compass provided with a triangular glass prism so adjusted that the compass can be read while taking a sight. Tape measure: It is made up of materials like fiberglass, cloth, plastic, metal ribbon or strip. So, it is a kind of flexible ruler also known as a measuring tape. It is marked in centimeters and inches. Ranging pole: surveying instrument consisting of a straight rod painted in bands of alternate red and white each one foot wide Optical square, Pins, etc.</p>
<p><i>Stage Three</i> Uses of the Basic Surveying Instruments</p>		<p>Using the brainstorming method, the teacher assists students to state the uses of the basic</p>	<p>Expected answers: xiii. xiv. xv.</p>	

(15 minutes)		<p>surveying instruments. The teacher poses the questions below: Question 1: What is the tape measure used for? Follow through the procedures above to develop the third stage. AGAIN, TAKE NOTE THAT EACH STAGE OF THE LESSON PRESENTATION SHOULD HAVE FOUR KEY COMPONENTS, NAMELY:</p> <ul style="list-style-type: none"> • Teaching method (e.g., brainstorming method which has been indicated above) • Teacher activities (e.g., the question 1 posed above) • Students' activities, and • Core points. 		
--------------	--	---	--	--

CLOSURE (2 mins)

Summarize the core points of the lesson and invite questions from the students. **THE TEACHER CAN DO THE LESSON SUMMARY OR CALL STUDENTS TO DO THAT.** See an example below:

Today, we have learnt that surveying means reading bearings and measuring distances between points. Several basic instruments can be used for surveying. These include ranging pole which is used for..., tape measure that helps in..., optical square which used by surveyors to... as well as prismatic compass....

The teacher then invites questions from students for further clarification.

NOTE: IT IS NECESSARY TO INVITE QUESTIONS FROM STUDENTS BEFORE YOU MOVE ON WITH EVALUATING THEIR UNDERSTANDING OF THE LESSON.

EVALUATION (8 mins)

How will you evaluate the lesson? This can be done orally or written evaluation form. You should evaluate all your objectives

PRE-LESSON PREPARATION

This is where you inform students to read and prepare for the next topic before coming to class next time. Example:

The teacher asks students to read about “Using field data to plot a traverse.”

REFERENCE

Do not reference the syllabus at this stage.

The reference should be a book that is accessible to your students, and they can read on the next topic (i.e., directing) before the next day’s lesson. Check the preliminary stages [item (b)] above on how to reference a book using an APA style.

REMARKS

Do not write anything at this stage since you have not taught the lesson.

UNIT 4: LESSON DELIVERY

The component of Lesson Delivery is closely related to Lesson Preparation. Lesson Delivery is all about holding true to the objectives of the lesson, Engaging the Students, and Appropriate Pacing of the lesson based on student needs.

Content Objectives Clearly Supported by Lesson Delivery

- Content objectives must be stated orally and displayed
- Written, student-friendly objectives provide focus to the lesson
- Allow students to know the direction of the lesson
- Can evaluate the extent to which lesson delivery supported objectives

Students Engaged Approximately 90% to 100% of the Period

How to know students are engaged: following the lesson, responding to teacher direction, and performing activities as expected ELLs can least afford to have valuable time squandered through off-task behaviors. Most effective teachers minimize these behaviors and maximize time spent actively engaged in instruction.

Three aspects to student engagement:

- Allocated time - decisions teachers make regarding the amount of time to spend studying a topic and a given academic task
- Engaged time - the time students are actively participating in instruction during the time allocated
- Academic learning time- focuses on students' time-on-task when the task is related to the materials they will be tested on

Pacing of the Lesson Appropriate to Students' Ability Levels

- Pacing - the rate at which information is presented during a lesson
- Pace depends on nature of content and students' background knowledge
- Finding an appropriate pace requires practice but gets easier as teachers understand their students' skills

At this point, we have learnt much about effective lesson delivery and management and their importance. One can realize that effective lesson delivery and management would differentiate whether or not a class of students are attentive. Some teachers work wonders in their classrooms to get their students involved. However, some novice teachers, at times as student-teacher, felt that they had failed to deliver and manage my lessons in the most effective way possible, which they believed had caused them the attention of their students during those times. Therefore, it is believed that lesson delivery and management is an area they must look up to for this round's practicum.

Lesson introduction and conclusion

The lesson introduction and conclusion contribute to efficient lesson delivery and management. A good introduction and conclusion should be carried out with the right purpose in mind. As

of now, it is known that a good introduction should be done to gain students' attention and, at the same time, prepare them for the lesson based on their prior knowledge. An effective conclusion should be made to review what students had learned so they could better remember what they had learnt. It is important to note that the opening of a lesson should be fun, but sometimes one may forget the actual purpose of a lesson opening. In addition, one may over-complicate what an ideal conclusion should look like when it can be as easy as just reviewing what students have learned. Since you now know what purposes a good lesson introduction and conclusion serve, you need doubt no more.

The pacing of a lesson

The pacing of a lesson is another important component that needs to be taken care of to deliver and manage a lesson well. If lesson activities are carried out at just the right speed, students are more participative and engaged in the lesson rather than feeling bored or agitated. Based on some experiences, it can be concluded that good pacing is about creating the illusion of speed in the lesson, as mentioned in one of the earlier reflections. Some strategies that one can apply to make this illusion work are keeping your explanations as short as possible, quickly moving on from one activity to the next, and getting students to be more involved in the lesson. It can be realized that one of the mistakes that most people sometimes make is by dragging their explanations to their students until some of them become restless. However, since we have now seen the importance of speed in a lesson, one should always ensure that they do not repeat the same mistake of wasting time in their lesson, especially in explaining concepts to students.

Sustaining students' interest and participation

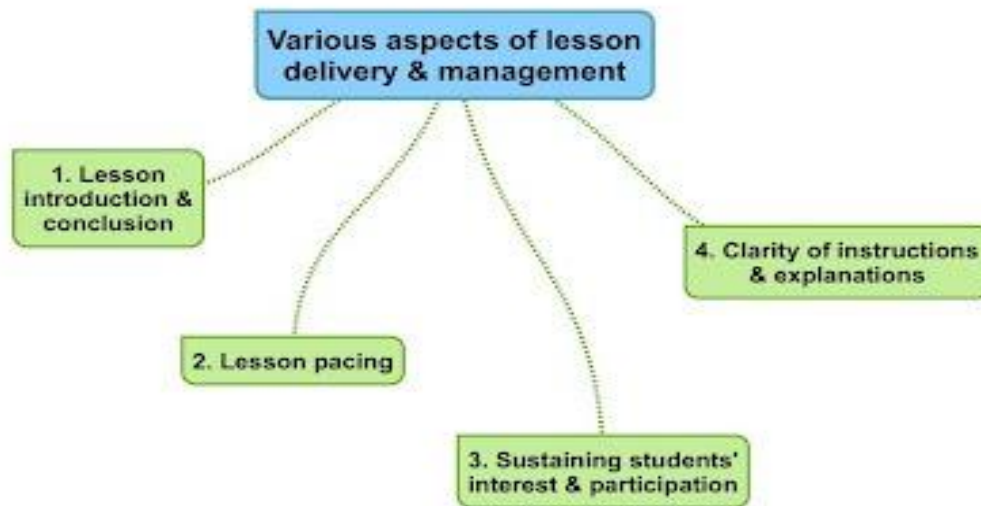
It is also important to know how a lesson can be delivered and managed better by sustaining students' interest and participation. Teachers are aware that they often have to remind themselves that, like the rest of us, students are human beings with their own feelings and needs. Thus, students' autonomy has to be taken into account to motivate them to participate better in class. Some ways to motivate students are by having behaviour management systems, giving appropriate praise, and taking students' learning styles and multiple intelligences into account. One may be noticed that sustaining students' interest and participation has always been the teacher's interest for a long time because it is tied down to the theory of behaviourism. Behaviourism has always never failed to surprise teachers because of the marvel it makes in teaching and learning. Apart from the strategies mentioned above, you can keep finding new ways of sustaining students' interest and participation to enhance students learning.

Clarity of instruction and explanation

Of course, giving out instructions and explanations is one of the main aspects of lesson delivery. Hence, teachers should keep reminding themselves that they must be more aware of how they talk and how students understand things to give effective instructions and explanations. As for talking, they must be more mindful of my tone of voice, choices of words, nonverbal cues, and the explicitness of their instruction. They will also be mindful of how students perceive things and give their instructions accordingly. In addition, teachers should constantly remind themselves to clarify their instructions with them from time to time so that they will know that their students can follow up with the lesson.

Reflecting on myself as a teacher, I noticed that I am and was, in fact, constantly aware of what compromises good communication while giving out instructions. However, some teachers still find it challenging to carry out some of the aspects of good teacher communication, especially in having a loud voice and varying their tone of voice despite trying. There is a need to practice more on the mentioned skills to give more explicit instructions and explanations.

In conclusion, taking into account various aspects of lesson delivery and management, such as lesson introduction and conclusion, lesson pacing, sustaining students' interest and participation, and giving clear instructions and explanations, can enhance teaching and learning. Most importantly, teachers can learn how to practice the theory they have learnt.



Five Essential Teaching Strategies to Deliver an Effective Lesson

What does a great lesson plan look like from an outsider's point of view? If you were to design a perfect lesson plan, what characteristics do you think it would contain? Oftentimes, teachers think they are creating an amazing lesson plan until it falls short, and they find out it wasn't that amazing after all.

Sometimes you may even surprise yourself and find that the quickie lesson that you put together in a matter of minutes was the one that really hit home with your students. But what exactly did you do that really spoke to your students? More concisely, what teaching strategies did you use that made that lesson plan effective?

Here are five basic teaching strategies to deliver an effective lesson plan. These characteristics can be used in any grade.

1. Have an Objective

Having an objective for your lesson isn't just important for you to know why you are teaching the lesson, but it's important for the students to know why they need to learn what you are teaching them. As you are planning for your lesson, think about what you need your students to know and what are they going to take away from your lesson. After you have figured this

out, then you need to explain your objective to the students so they know why they need to learn what you are about to teach them. Try to offer real-word examples if you can.

2. Model Your Expectations

Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment, the first thing that you would do is show the students how to properly use the materials. You would also tell them the consequences of what would happen if they do not handle the materials properly.

3. Actively Engage Students

Students learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning techniques or technology like an iPad or a whiteboard to enhance your lesson. Keep their minds and hands moving and you'll see that it will help you reach your lesson's objective.

4. Be Mobile

While students are busy applying the skills that you have taught them, you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use 'how' and 'why' questions to make sure that you are meeting your objective.

5. Compliment Positive Behaviour and Hard Work

When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well.

Once your lesson's objective has been met, take a moment to reflect upon what had worked and what did not in your lesson. Look for any patterns that may have come up, or try to find what you were lacking in a particular area. Once you are armed with this knowledge of self-reflection, you can take that information and do something with it. Talk to your colleagues or go to an online teaching blog and talk about what you discovered and get others' input. You will find this self-reflection to be extremely valuable in developing your skills as an educator. This deep understanding will only help your lessons become more effective.

UNIT 5: USING QUESTIONS TO INSTRUCT

To question well is to teach well. In a classroom, the instructor uses *Interrogative as well as declarative* statements. The former should be used more often than the latter.

There are two main categories of questions:

- Fact-finding questions
- Thought-provoking questions (application)

1. Fact Finding Questions:

These involve mainly memory. They deal with the recall of facts, names of parts, stating of formula etc.

Characteristics of Memory Questions

1. They usually require a short answer.
2. They sometimes promote guessing.
3. They often have but one correct answer.
4. They usually require little reflection or thought.
5. They are often based on memory rather than knowledge and understanding.

For example:

1. What are the steps in the decision-making process?
2. What is communication?

2. Thought-Provoking Questions

These involve problem-solving, and they test knowledge and understanding, e.g. judgement, analysis, organisation and insight into a subject. They generally begin with *WHY, HOW, EXPLAIN*, etc.

For example:

- Why should organisations be socially responsible?
- How will you as a manager deal with deviant employees in your organisations?

NB Practically, all questions, whether fact-recalling or thought-provoking, include one of these keywords: What, When, Where, How, Why.

WHY USE QUESTIONS?

1. To provoke and stimulate thought.
2. To allow the student to express himself.
3. To provoke and stimulate further discussion and participation.
4. To serve as a guide to reasoning.
5. To help the teacher in checking his student's progress.
6. Aid the teacher in determining their progress.
7. Assist the student in determining his progress.
8. Arouse curiosity, thereby motivating further interest.
9. Cause a student to use previous knowledge in learning new things.
10. To create interest in the subject under discussion (to motivate)
11. For testing at the end of a lesson, whether the instructor has put across what he is teaching.
12. To claim the attention of inattentive trainees.

13. To summarise so that the main points are reviewed.
14. To focus attention on major parts.

NB. Why a question should be asked, What question, and of Whom the question should be asked should be clear in the instructor's mind before (s) he throws a question to a student.

Characteristics of Good Questions

Questions should be:

1. Be phrased in the language of the trainee.
2. Be grammatically correct
3. Be stated in simple, straightforward English.
4. Contain only one idea if asked orally, i.e., avoid double questions.
5. Never suggest the answer to the question.
6. Have a definite response, not one that will invite a general personal opinion or attitude.
7. Be concise and precise.

USING QUESTIONS DURING THE LESSON PRESENTATION:

MOTIVATION	To arouse curiosity.
	To focus attention on an aim.
	To create interest.
	To recall past experiences.
	To recall facts.
	To direct thought.
PRESENTATION:	To stimulate thought.
	To develop concepts.
	To develop insight.
	To help explain why.
APPLICATION:	To develop the use of knowledge.
	To promote understanding.
	To make immediate use of things learned.

Questioning Techniques

1. Address the question to the class, hesitate, and then call on a specific student

This stimulates the whole class, who will benefit by thinking of an answer and checking their answer against the one given. This will not happen if a specific student's name is called first.

2. Scatter questions over the entire class

This will prevent mental loafing in the students and encourage each one to think of the answer. However, avoid any consistent, regular procedure, regular questioning, e.g., by row, alphabetical order etc.

3. Allow a reasonable interval of time for answering

The instructor should not cut the student short, especially the one who needs encouragement. Allowing too much time, on the other hand, wastes time for the students and embarrasses the one trying to get an answer.

4. Pose questions within the ability of the students to whom the question is addressed

A difficult question should not be asked of a student who can answer it. Any easy question to a bright student will appear pointless.

5. Ask questions of the inattentive

This brings the day-dreamer back to the class without embarrassing him.

6. Require students to give complete answers

The instructor should avoid adding essential to the student's answers. He should avoid repeating answers given by students as this will lead to the students listening to the teacher instead of the student answering. Instead, he should call on another student to "help".

7. Encourage students to ask questions

Help the student formulate his questions properly, e.g., in good English. A good question shows an individual student's curiosity and interest in the subject.

8. Do not permit frequent group responses

This gives the teacher better control of the class and corrects the errors that students might make in their responses.

9. Do not ask questions which can be answered by guessing

An answer that is guessed, even if correct, is of no diagnostic value to the teacher and is of questionable learning value to the student. It encourages poor learning and study habits and wastes time.

10. Match questions to individual students

Individual differences should be reflected in the questions. The difficult questions should go to the advanced student. Learn to use the keywords of questioning. They are: WHY, WHICH, WHERE, WHAT, WHEN.

11. Spread the questions throughout the presentation

This will help keep the students interested and motivated throughout the lesson.

12. Give credit whenever it is due. Never ridicule

This encourages students to learn through question and answer. Never belittle a student's response.

13. Avoid one-word answers wherever possible

Questions should provoke and stimulate questions in students wherever possible. One-word answers do not do this very effectively.

When to Question

When is the right time to question? It is when the teacher feels that the answer is within the student's ability and that the student will learn better by thinking out the answer himself than by the teacher giving it to him. Questions may be asked at the start of the lesson to create interest and arouse curiosity in developing a thought or concept hence presenting a principle and demonstrating a skill to check the progress of a lesson or to summarise a lesson.

Examples of Poor Questions

- 1. Questions starting with the trainee's name:** Akua Mansa, what is the name of this tool?
- 2. Double-barrelled questions:** A double-barrelled question is a question composed of more than two separate issues or topics but can only have one answer. A double-barrelled question is also known as a compound question or double-direct question.
- 3. Involved question:** Explain the circumstances of a single situation from which conclusions may be drawn that will enable us to appreciate the importance of questioning in the overall teaching process)
- 4. Incomplete question:** The topic we discussed today is the art of what?
- 5. Obvious questions:** Effective questioning requires skill, doesn't it?
- 6. Vague question:** What do you think about questioning?
- 7. Questions that invite smart replies:** Do you think I'm stupid?

Questioning Techniques

The use of questions:

Questions are a key tool for leading discussions. They can be used to:

- Involve all members of the group
- Draw out quiet, sad, or hesitant trainees.
- Keep people aware and thinking.
- Stop private conversation or prevent domination by one member.
- Draw out members' experiences.
- Check on the trainees' understanding of the subject matter.

There are two basic types of questions: Mainly:

The **general question** addresses the group as a whole.

The **direct question** is addressed to an individual by name.

(1) The General Question: It stimulates thinking by all trainees of the group. Every group member has to think, whereas by naming the person to answer before asking the question, all the trainees can mentally loaf or idle away as the question does not appertain to them.

It is best to lead off a topic with general questions and to use more general questions.

(2) The Direct Question: When addressed to an individual by name, it must be used carefully to avoid embarrassment when the person cannot answer. Use direct questions to draw upon the experience of those most knowledgeable. Direct questions can also be used to bring shy members into the discussion, but the question should be one they can answer. It can be used to break up private conversations or to interrupt a discussion monopoliser by asking someone else to comment. A useful technique is to phrase the question as a general question first, then pause to allow participants to think, and then name the individual who should answer.

(3) The pick-up question: Is another form of the direct question - it is used to refer back to a contribution passed over in the heat of the discussion. It sometimes happens when a participant who speaks quietly is interrupted by a more vocal trainee. You should make a mental note at the time and move back to the point later. While every question is either general or direct, questions can be further divided into several categories.

(4) An Open Question: It is expressed broadly and is open to various answers. It usually begins with who, what, when, where, how, and why. (“Who should be responsible for acting in this type of situation?”, “Why is it important that the agency should have a shared definition of strategy?”, “What are the advantages of regular staff meetings?”)

When trainees ask you questions, redirecting the question back to the group is often effective. The redirected question keeps the trainees active and prevents a dialogue during the discussion, “who would like to answer it?” Use open redirected questions frequently, but avoid closed questions because they do not provide active thinking or stimulate further discussion.

Some General Tips for Using Questions

- Questions should be brief, clear and simply worded.
- Distribute direct questions randomly, do not use a fixed order such as clockwise around the room.
- Distribute questions evenly among the trainees.
- Questions should cover one point or compound points.
- Questions should relate to the ability and experience of the person they are addressed to.
- After asking a question, give the trainees time to think before expecting an answer.

UNIT 6: INSTRUCTIONAL AIDS AND TECHNIQUES

Instructional aids are devices that assist an instructor in the teaching-learning process. Instructional aids are not self-supporting; they support, supplement, or reinforce what is being taught. In contrast, training media are generally described as any physical means that communicate an instructional message to learners. For example, the instructor's voice, printed text, video cassettes, interactive computer programs, part-task trainers, flight training devices, flight simulators, and numerous other training devices are considered training media.

In school settings, instructors may be involved in the selection and preparation of instructional aids, but they often are already in place. An independent instructor may select or prepare instructional aids. Whatever the setting, instructors need to know how to use them effectively.

Instructional Aid Theory

There is general agreement about certain factors that seem pertinent to understanding the use of instructional aids.

- Carefully selected charts, graphs, pictures, or other well-organized visual aids are examples of items that help the learner understand and retain essential information.
- Ideally, instructional aids cover the key points and concepts.
- The coverage should be straightforward and factual, making it easy for learners to remember and recall.
- Generally, instructional aids that are relatively simple are best.

Reasons for the use of Instructional Aids

Properly used instructional aids help gain and hold the attention of learners. Audio or visual aids can be very useful in supporting a topic, and combining audio and visual stimuli is particularly effective since the two most important senses are involved. One caution—the instructional aid should keep the learner's attention on the subject; it should not be a distracting gimmick.

A major goal of all instruction is for the learner to retain as much knowledge of the subject as possible, especially the key points. Numerous studies have attempted to determine how well instructional aids serve this purpose. Indications from the studies vary greatly—from modest results, which show a 10 to 15 per cent increase in retention, to more optimistic results, in which retention is increased by as much as 80 percent.

Good instructional aids also can help solve certain language barrier problems. Consider the continued expansion of technical terminology in everyday usage. This, coupled with the culturally diverse backgrounds of today's learners, makes it necessary for instructors to be precise in their choice of terminology. Words or terms used in an instructional aid should be carefully selected to convey the same meaning for the learner as they do for the instructor. They should provide an accurate visual image and make learning easier.

Another use of instructional aids is to clarify the relationships between material objects and concepts. When relationships are presented visually, they often are much easier to understand. For example, the subsystems within a physical unit are relatively easy to relate to each other

through the use of schematics or diagrams. Symbols, graphs, and diagrams can also show location, size, time, frequency, and value relationships. Symbolizing the factors involved makes it possible to visualize abstract relationships.

Instructors are frequently asked to teach more and more in a smaller time frame. Instructional aids can help them do this. For example, instead of using many words to describe a sound, object, or function, the instructor plays a recording of the sound, shows a picture of the object, or presents a diagram of the function. Consequently, the learner gains knowledge faster and more accurately, and the instructor saves time.

Guidelines for the use of Instructional Aids

Any instructional aid should be planned based on its ability to support a specific point in a lesson. The following process can be used to determine if and where instructional aids are necessary:

- Clearly establish the lesson objective. Be certain of what is to be communicated.
- Gather the necessary data by researching for support material.
- Organize the material into an outline or a lesson plan. The plan should include all key points that need to be covered. This may include important safety considerations.
- Select the ideas to be supported with instructional aids. Aids are often appropriate when long segments of technical description are necessary, when a point is complex and difficult to put into words, when instructors form visual images, or when learners are puzzled by an explanation or description. The aids should be concentrated on the key points.

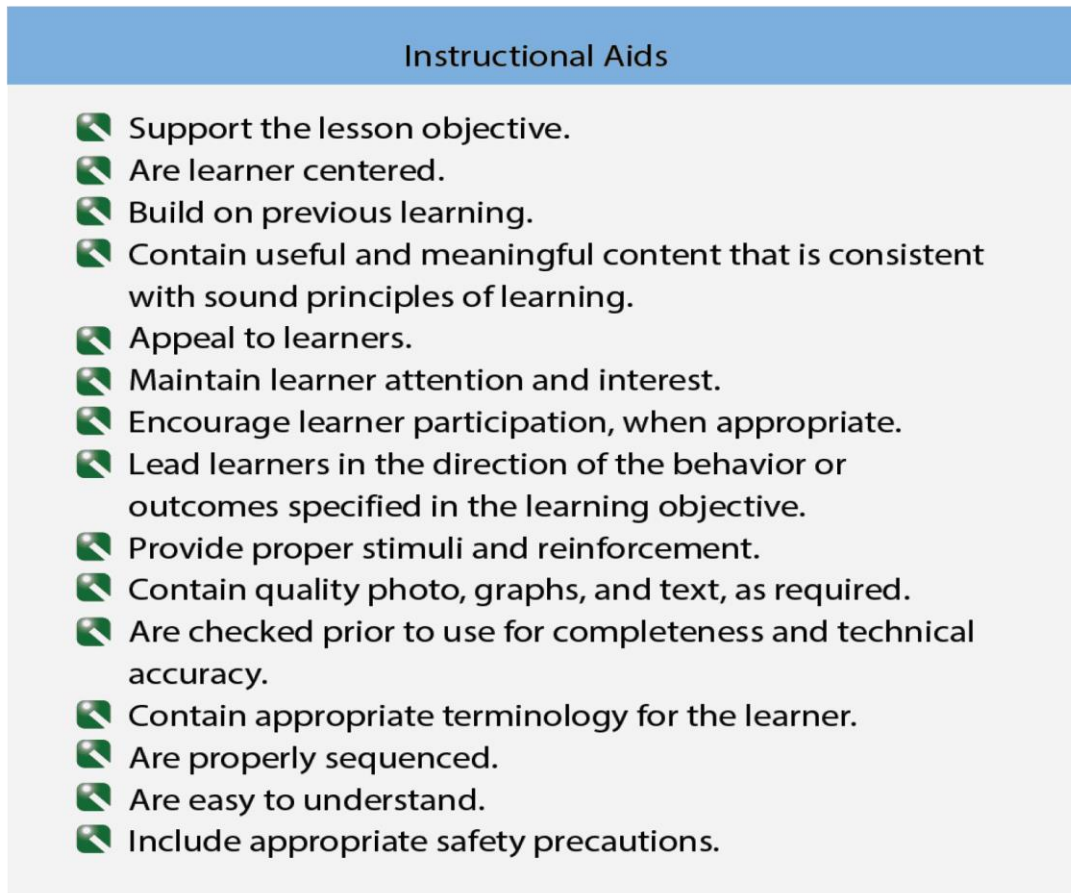
Aids should be simple and compatible with the learning outcomes to be achieved. Obviously, an explanation of elaborate equipment may require detailed schematics or mock-ups, but less complex equipment may lend itself to only basic shapes or figures. Since aids are normally used in conjunction with a verbal presentation, words on the aid should be kept to a minimum. In many cases, visual symbols and slogans can replace in-depth explanations. The instructor should avoid the temptation to use the aids as a crutch. The tendency toward unnecessarily distracting artwork should be avoided.

Instructional aids should appeal to the learner and be based on sound principles of instructional design. When practical, they should encourage learner participation. They also should be meaningful to the learner, leading to the desired behavioural objectives and providing appropriate reinforcement. Aids that involve mastering a physical skill should guide learners toward mastery of the skill or task specified in the lesson objective.

Instructional aids have no value in the learning process if they cannot be heard or seen. Recordings of sounds and speeches should be tested for correct volume and quality in the actual environment in which they will be used. Visual aids should be visible to the entire class. All lettering and illustrations must be large enough to be seen easily by the learners farthest from the aids. Colours should provide clear contrast.

While many instructional aids come with purchased material, the effectiveness of instructor-produced aids and the ease of their preparation can be increased by initially planning them in rough draft form. The rough draft should be carefully checked for technical accuracy, proper terminology, grammar, spelling, basic balance, clarity, and simplicity. Instructional aids should

also be reviewed to determine whether their use is feasible in the training environment and whether they are appropriate for the learners. See the figure for a summary of the desired qualities of instructional aids. [Figure 2]



Types of Instructional Aids

Some of the most common and economical aids are marker boards and supplemental print materials, including charts, diagrams, and graphs. Other aids include projected material, video, computer-based programs, models, mock-ups, or cut-aways.

Marker Board

The marker board is a classroom tool for instructors. Its versatility and effectiveness provide several advantages for most types of instruction. First, the material presented can be erased, allowing the surface to be used repeatedly; and second, the boards serve as an excellent medium for joint learner-instructor activity in the classroom.

Supplemental Print Material

Print media, including photographs, reproductions of pictures, drawings, murals, cartoons, and other print materials, are valuable supplemental aids. Charts, diagrams, and graphs are also in this category. Many of these items are suitable for long-term use on bulletin boards and briefing areas. Pictures, drawings, and photographs are especially effective because they provide common visual imagery for both instructors and learners. In addition, they also provide realistic details necessary for visual recognition of important subject material. In many cases, this type

of supplemental training media may be reproduced in a format for projection on a screen or other clear surfaces.

Enhanced Training Materials

Training syllabi represent enhanced training material and contain instructor endorsements and recordkeeping provisions. Such syllabi not only present the training course in a logical step-by-step, building block sequence, but they also contain provisions to remind both learners and instructors of critical regulatory training benchmarks approaching. When required endorsements and recordkeeping provisions are designed into training syllabi, it is much easier, from the instructor's standpoint, to conduct required training, track learner progress, and certify records. The training record can be reviewed, and the training status easily assessed in case the learner transfers to another school or instructor.

Another example of enhanced, instructor-oriented material for pilot training is a manoeuvres guide or handbook, which includes the ACS as an integral part of the description of manoeuvres and procedures. From the beginning, learners understand how to perform the manoeuvre or procedure and become familiar with the performance criteria. The examiner for the Airframe and Powerplant (A&P) is required to ask four questions in each subject area, which are required by the regulations to be taught. The examiner must also assign a practical project from each subject area. Individual maintenance instructors, as well as publishers, have compiled lists of typical questions and projects. Using these questions and projects as part of the syllabus helps an instructor ensure that all subject areas for a particular class have been covered.

Projected Material

Whatever type of projected training aid is used, the content must be current and support the lesson. The use of projected materials requires planning and practice. During a classroom session, the instructor should provide learners an overview of the presentation before showing it. The instructor should set up and adjust the equipment and lighting beforehand and preview the presentation. After the presentation, the instructor should allow time for questions and a summary of key points.

Computers have changed the way information is presented to today's learners. A laptop computer may be all that is needed for the one-on-one presentation. For groups, the instructor can tailor the presentation for the class and use a large screen or other viewing systems.

Video

Instructors need to follow some basic guidelines when using video. The presentation is not designed to replace the instructor. Prior planning will help determine the important points and concepts that should be stressed during the presentation or summary. Instructors should be available to summarize the presentation and answer learners' questions regarding the content.

Interactive Systems

“Interactive” refers broadly to computer software that responds quickly to certain choices and commands by the user. A typical system consists of interactive material and a computer. With search-and-find features incorporated, the system is a powerful information source. The software may include additional features such as image banks with full-colour photos and

graphics and questions or directions, which are programmed to create interactivity for learners as they progress through the course.

The questions or directions are programmed using a branching technique, which provides several possible courses of action for the user to choose to move from one sequence to another. For example, a program may indicate, “That was incorrect. Go back to ... and try again.”

Computer-Assisted Learning (CAL)

As mentioned earlier, CAL has become a popular training delivery method. In its basic form, CAL combines more than one instructional media, such as audio, text, graphics, and video (or film), usually shown on a PC.

With CAL, the roles of both learner and instructor change. Learners become more involved, and instructors may no longer occupy a centre-stage position in a typical classroom setting. Instead, instructors become supportive facilitators. As such, they serve as guides or resource experts and circulate among learners working individually or in small groups. This results in considerable one-on-one instructor-learner interaction. Thus, the instructor provides assistance, reinforcement, and answers for those who need it most.

The CAL should still be considered an add-on instructional aid to improve traditional classroom instruction. The instructor, although no longer the centre of attention, maintains adequate control over the learning environment to ensure learning objectives are achieved. [Figure 3]



A more advanced application of computer-based training may involve less instructor control. For example, a laboratory-type environment may be configured with separate study areas for each learner. The physical facility is usually referred to as a learning or training centre with this setup.

Learners in these centres are often monitored by a teacher's aide or other trained personnel who can provide guidance, answer questions, and act as a conduit to the instructor responsible for the training. In this case, the responsible instructor must establish procedures to ensure the required training is accomplished since they certify learner competency at the end of the course.

Models, Mock-ups, and Cut-Aways

Models, mock-ups, and cutaways are additional instructional aids. A model is a copy of a real object. It can be an enlargement, a reduction, or the same size as the original. The scale model represents an exact reproduction of the original, while simplified models do not represent reality in all details. Some models are solid and show only the outline of the object they portray, while others can be manipulated or operated.

Although a model may not be a realistic copy of an actual piece of equipment, it can be used effectively in explaining the operating principles of various types of equipment. Models are especially adaptable to small group discussions in which learners are encouraged to ask questions. A model is even more effective if it works like the original and can be taken apart and reassembled. With the display of an operating model, the learners can observe how each part works in relation to the other parts. When the instructor points to each part of the model while explaining these relationships, the learners can better understand the mechanical principles involved. As instructional aids, models are usually more practical than originals because they are lightweight and easy to manipulate.

A mock-up is a three-dimensional or specialized working model made from real or synthetic materials. It is used for study, training, or testing in place of the real object, which is too costly, too dangerous, or impossible to obtain. The mock-up may emphasize or highlight elements or components for learning and eliminate nonessential elements.

Cutaways, another type of model, are built in sections and can be taken apart to reveal the internal structure. The various parts should be labelled or coloured to clarify relationships.

Production and equipment costs are limiting factors in developing and using models, mock-ups, and cut-aways. Depending on the nature of the representation, the cost can vary. For instance, scale replicas are often very expensive. Generally, if a two-dimensional representation satisfies the instructor's requirement, it should be used.

UNIT 7: CLASSROOM MANAGEMENT AND ASSESSMENT

Classroom Assessment

Assessment is the process by which the quality of an individual's work is measured or judged. It is a way to measure the instructor's and trainees' performance. In schools, assessment of the learning process is usually done by teachers based on impressions gained as they observe their students or work or results of tests given periodically.

Classroom Assessment is a systematic approach to formative evaluation used by instructors to determine how much and how well students are learning.

Purposes of Assessment

In education, we assess for a variety of purposes. Here are some of the more important purposes of assessment:

1. Instructional Purposes
 - To diagnose student learning prior to instruction
 - Provide feedback to students
 - Make decisions about the curriculum
 - Make decisions about instruction
 - Set high expectations
2. Public Accountability State testing
3. Student Accountability Grading
4. Student Placement

Types of Assessments

Teachers choose from a variety of types of assessments.

1. Paper and Pencil Assessment (e.g., essay, multiple choice, short answer, fill in the blank, true/false, matching, rearranging, and ranking)
2. Performance Assessment (e.g., rubrics, checklists, rating sheets, notes, diaries, story completion and logs)
3. Portfolio Assessment

Principles of Assessment for Teachers

Every teacher operates from some set of principles that guide their assessment decisions.
Dr Vontz's Principles of Assessment

- Clearly explain to students how they will be assessed and the criteria used.
- Vary assessment strategies.
- Assess students often.
- Think of assessment as another learning opportunity for students.
- Assessment should clearly align with objectives.
- Assessment decisions should be made with individual students and classes in mind.
- Set high standards for students.
- Assess authentic tasks.

- Help students to become proficient at self-assessment.
- Do not test trivia!

Terms of Assessment

Teachers, like other professionals, use a particular language to describe various aspects of their work. Some of the most common terms associated with assessment are defined below.

1. **Assessment:** The process of finding out what students know and can do—the emphasis is on what is happening now (e.g., to what extent can students write the ABCs correctly?).
2. **Evaluation:** The process of comparing what is with what ought to usually involve a value judgment (e.g., can students write the ABCs with no mistakes?).
3. **Test:** A systematic procedure for sampling some aspect of human behaviour.
4. **Measurement:** The process of obtaining a numerical description of the extent to which an individual possesses some characteristic.
5. **Norm-referenced Tests:** The results of norm-referenced tests are used to compare one group of students with another group (e.g., Missouri students at grade eight compared to students across the United States at grade eight or I.Q. tests).
6. **Criterion-referenced Tests:** The results of criterion-referenced tests are used to evaluate the extent to which each student's achievement has met some standard or criteria (e.g., 85% correct).
7. **Formal Assessment:** The formal techniques (e.g., paper and pencil tests, performance assessment, portfolios) teachers use to judge the extent to which students are achieving learning outcomes or objectives.
8. **Informal Assessment:** The informal techniques (e.g., observations, group discussion, questioning, individual conferences) teachers use on a daily basis to judge the extent to which students are achieving learning outcomes or objectives.
9. **Formative Assessment:** This type of assessment is conducted to diagnose learning difficulties and to plan instruction (e.g., a pre-test at the beginning of the year to assess student knowledge of early United States history).
10. **Summative Assessment:** This type of assessment is concerned with evaluating the extent to which students have achieved.
11. **Authentic Assessment:** Assessing students' ability to perform real-world or authentic tasks.
12. **Scoring Rubric:** A rating scale that describes student achievement in relation to some tasks. Rubrics are used to assess students and to clarify instruction.

Overview of Assessment Strategies

No Assessment

Sometimes an activity or lesson does not merit assessment. Perhaps this is because it is connected to another activity that will be assessed, or perhaps it involves something that simply cannot be assessed.

Informal Teacher Observation

At the very least, teachers are always watching and attempting to gauge the extent to which students understand, are engaged, and so on. While these observations will not be reflected in the grade book, they will help shape the instruction and assessments to follow.

Credit/No Credit

Some assignments are not worthy of a critical assessment for quality, but some kind of value must be attached to get students to complete the work. Many teachers, therefore, assign credit/no credit status and award a minimal number of points (e.g., five or ten) for the adequate completion of the assignment. It is usually necessary to provide some sort of standard for students to understand what is required to achieve “credit” (e.g., “show me you took the assignment seriously”).

Self-Assessment

The practice of having students assess their own work. Often this is done before the work is submitted for more formal assessment by the teacher.

Holistic Scoring

Holistic scoring has received quite a bit of bad press of late, but it has long been the preferred method of scoring student writing. The instructor reads the work to be assessed, makes marginal comments as appropriate, writes a paragraph or so supporting the final grade, and then assigns a grade. Usually, this is a letter grade, as it is easier to rationalize how a paper can be a “B” as opposed to trying to explain what makes a paper an 86. This method is probably most appropriately used to score essays or short-answer portions of examinations.

Objective Tests

Traditional tests or quizzes use questions with right and wrong answers.

Analytic Scoring

Best applied to extended written work, speeches, projects, portfolios, and the like, this method involves creating a rubric based on the important qualities of the assignment. Each trait listed should include descriptors of various levels of performance so that products of different quality can be distinguished from one another. The six-trait analytic scale is one example of this type of assessment.

Primary-Trait Scoring

Best applied to extended works, this method assesses student work based on a single trait. For example, a poem might be scored on the basis of “voice,” or an employment application might be scored strictly on “mechanics.” This type of scoring helps to focus student attention on one quality and is effective for measuring the success of instruction in a particular area. Primary-trait scoring is not particularly useful in providing an overall assessment of student work.

Portfolios

A collection of student work typically scored using a rubric. These collections can be cumulative (e.g., a writing folder containing all student work) or developmental (e.g., selected artefacts collected over time to show growth) or showcase (e.g., the students' very best work). Typically, a portfolio offers a balance of required and optional artefacts. The portfolio might be scored using an analytic scoring guide (rubric).

Standardized Tests

Formal tests are developed by the government, commercial test makers, or local schools. These exams are used to compare students, teachers, schools, and states against one another, assess the effectiveness of educational programmes, and plan curriculum and instruction to meet the needs of students. It is worth remembering that these tests provide another measure of the success of classroom activities.

Key Points on Assessment

- Know what you want to test/assess. Just because you've reached the end of a unit, book, or activity doesn't mean a certain assessment is required. Think about what you want your students to know or be able to do, and then make your assessment (and, of course, your teaching) directly link to that goal.
- Use assessment to see what your students understand. Assessment is a great tool to determine what your students are learning and what you may need to reteach.
- Use assessment to assess your teaching strengths and areas needing improvement. These assessments provide a view of how you're doing as a teacher.
- Mix it up; don't use the same type of assessment every time. (Gardner's Multiple Intelligences should encourage you to give a variety of assessment types so your students have ample opportunities to showcase what they know in a way that takes advantage of their abilities and strengths.) Allow your students options regarding the type of assessment they can use.
- Document that your content area standards are being covered.
- Don't assess out of anger. Assessments are valuable but don't use them as a classroom management tool or for punishment. As teachers, we need to see assessments as valuable learning tools ... so we need to implement them in such a manner.
- Once your students have been assessed, it's time for you to grade those assessments and provide meaningful feedback so they can progress.

Pitfalls of grading

- Not being consistent in what is considered "right" vs "wrong" or "good vs bad." Students need to know the benchmarks of quality work; show them examples, if possible, and thoroughly discuss your expectations.

- Putting grades in the grade book just to fill space. The quality of assessments needs to be balanced with the quantity of assessments. Students need multiple opportunities to show what they know, but those opportunities also need to be meaningful.
- Not grading in a timely fashion. It's easy to be overwhelmed by the responsibility of grading students' work ... and by the volume of grading required. However, students need to receive your feedback fairly soon after completing the assessment so that they will benefit most from your feedback. And that leads us to...
- Not providing enough feedback. Smiley faces are nice, but your students need more details. Provide specific ideas on how they can improve and what they should work on for "next time."
- Providing too much feedback. Let's face it, a student who receives a paper that a red pen has bloodied isn't eager to share the next one with you. If a student struggles with an assessment, which should mean they are also struggling with your daily class work, provide a few areas they can address and ideas on how to improve in those areas. Don't overwhelm your students by trying to "fix" everything at one time. Learning, like life, is a continual process.

Classroom Management

Like other aspects of a teacher's job, classroom management is complex. There is no script to follow, and many of the most important classroom management decisions arise in the context of actually teaching—there isn't time to carefully and critically reflect. You cannot ask the students for a timeout so you can consult a textbook, a colleague, or a principal about what to do or say. Being a successful classroom manager requires practical wisdom—doing the right things, for good reasons, in the best ways. This section is an introduction to ideas that you will spend a career refining.

Classroom management refers to the variety of skills and techniques teachers use to ensure that their classroom runs smoothly without students' disruptive behaviour.

The Goal of Classroom Management

The goal of classroom management is to create, with your students, a safe, healthy, and positive learning environment. Every classroom has a climate, a culture, a "feeling tone." How would you like your students to describe your classroom? Most teachers would hope their students would say things like: focused, engaged, challenging, fun.

For Starters

Much of what constitutes effective classroom management happens before the school year or semester ever begins. Effective classroom managers are proactive; they tend to think of solutions to problems before they happen. Here are a few general classroom management considerations teachers should resolve before they ever meet their students.

Rules

What rules will govern your classroom? Who will create them? How will they be communicated to students? What happens if a rule is broken? As you might imagine, answers

to these questions vary widely among teachers. Based on our experience, we offer a few tips about creating rules:

- Keep them simple and general.
- Avoid attempting to create a rule for every way a student might misbehave.
- Provide clear examples and non-examples Example: Respect me, respect yourself, and respect each other.

Policies

What will be your policy for late work, going to the bathroom, food or drink in class, tardies, plagiarism, cell phones, academic honesty, or forgetting materials? Effective teachers have carefully considered and answered these questions before class ever begins.

Example: 10% is deducted from late assignments for every day an assignment is late, up to a maximum of five school days, at which time the assignment becomes a zero.

Rewards and Punishments

Incentives and consequences are often a part of a teacher's classroom management program. Although students should be motivated in other ways, what might be some appropriate rewards or punishments in your class?

Example: At the end of the semester, I will add 2% extra credit to your overall grade. I will deduct .5% for every time you 1) use the bathroom, 2) come to class unprepared, 3) come late to class, 4) leave trash in your desk.

Procedures

The classroom is a dynamic place. What procedures will you use to accomplish routine tasks? Your Classroom for Success. Consider what procedures you will use for:

- Entering the classroom
- Tardiness
- Dismissal
- Quiet work time
- Attention-getting signal
- Calling on students
- Asking for help
- Make-up work
- Turning in papers
- Returning papers
- Leaving your seat
- Leaving the room
- Time when work is complete
- School announcements
- Visitors in the classroom
- Watching videos
- Lunch (if applicable)
- Grading, tests, extra credit

Tips for Promoting a Positive Classroom

Vontz's Tips for Classroom Management

- Clarify expectations and vision and support with specific examples and non-examples.

- Justify your conception; provide a rationale.
- Keep expectations and vision simple.
- You cannot control student behaviour.
- Accept that there are better and worse ways of responding to student behaviour.
- Consistently monitor student behaviour and adhere to your vision—use acumen.
- Get to know each student well—establish trust.
- Students should share some degree of power and responsibility for their learning and behaviour.
- Student talking/chatter.
- Have a general plan.
- Think of parents as important partners in the education of their child; think about when they might appreciate a phone call.
- Don't take yourself or your classroom too seriously.
- Remember the three c's of classroom management: clarity, consistency, and calmness.

The Don'ts of Classroom Management and Discipline

Question for reflection

What are some of the Don'ts of classroom management?

Classroom Management Strategies

First and foremost, classroom management is not synonymous with discipline, though people often lump them together in the same educational discussions. Indeed, they are related, but we need to understand that the link is cause and effect. Good classroom management means less discipline is required. And less discipline means fewer headaches for you, the classroom teacher, and fewer issues for your administrators to deal with, as well.

As you visit classrooms, or remember your own classroom experiences as a student, what types of behaviour issues have you observed? Could some classroom management strategies have eliminated...or, at least, reduced...some of the issues?

As you gain experience in the classroom, you'll also become much better at foreseeing what types of behaviour issues could appear, based on the type of activity they're participating in, possibilities of where discussions might lead, and even environmental issues such as a snowstorm headed to your area or the excitement of spring break approaching. All of these require a savviness in the classroom so you can be prepared for all the possibilities. And with your growing experiences in classroom management, you will have a sense of missteps you might be able to avoid. One experienced teacher indicated to a novice teacher on his first year of teaching, "You'll know where that train is headed before it even leaves the station."

Specific problems often require specific solutions.

And, finally, always consider the following:

- Set the tone of your classroom early on.
- Keep rules simple.

- Good classroom management means much less need for discipline and much more time for learning.
- Never respond when you're angry.
- Never touch a student, especially if you're angry.
- Always remember that the student in front of you is someone's child and is deserving of respect.

Unfortunately, we, and that includes students and teachers, never respond as well as we would like in all classroom situations. This implies that, each day you “End Scene.” Every day is a new day, where you need to give your students and yourself a clean slate, even after a difficult situation. People—young and old alike—make mistakes; allow yourself and your students to move on with an opportunity for a new, successful day.

BIBLIOGRAPHY

- Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Rep. No. 1. (pp. 14-19) Washington, DC: The George Washington University, School of Education and Human Development.
- Bosu, L. (2022). Pedagogical strategies in lesson planning: An assessment of senior high schools Accounting teachers in Ghana. *Canadian Journal of Educational and Social Studies*, 2(3), 109–138. <https://doi.org/10.53103/cjess.v2i3.45>
- Çakmak, M. (2008). Concerns about teaching process: Student teacher's perspectives. *Education Research Quarterly*, 31(3), 57-77.
- Danielson, C. (2013). *The framework for teaching: Evaluation instrument*. Princeton, NJ: Danielson Group.
- EDUCAUSE (2005). Potential Learning Activities. Retrieved April 7 2017, from EDUCAUSE website: <https://net.educause.edu/ir/library/pdf/NLI0547B.pdf>.
- Gagne, R. M., Wager, W.W., Golas, K. C. & Keller, J. M (2005). *Principles of instructional design* (5th ed.). California: Wadsworth.
- Gredler, M. E. (2004). Games and simulations and their relationships to learning. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology* (2nd ed., pp. 571-82). Mahwah, NJ: Lawrence Erlbaum Associates.
- McIlrath, D., & Huitt, W. (1995). *The teaching-learning process: A discussion of models. Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/papers/modeltch.html>.
- McLaughlin, M. E. & Talbert, J. E. (1993). Introduction: New visions of teaching. In M. W. McLaughlin & J. E. Talbert (Eds.), *Teaching for understanding* (pp. 1-10). San Francisco, CA: Jossey-Bass.
- McKeachie, W. (1999). *Teaching tips* (10th ed). Boston: Houghton Mifflin.
- Milkova, S. (2012). *Strategies for effective lesson planning*. Center for Research on Learning and Teaching. Published on CRLT. Retrieved from <http://www.crlt.umich.edu>.
- OECD (2009). *Creating effective teaching and learning environments: First Results from TALIS*. OECD: OECD Publishing.
- OECD (2015). Integrating information and communication technology in teaching and learning. Students, computers and learning: Making the connection.
- Okai, A.U. (2010). *History methods*. Lagos. National Open University of Nigeria.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4-14.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
- Spitalli, S. J. (2005). The DON'TS of student discipline. *The Education Digest*, 70(5), 28-31.
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership*, 18– 21.
- Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.