

GENERAL PRINCIPLES AND METHODS OF TEACHING IN BASIC SCHOOLS

CONTEXT

To be effective, not only should the teacher know the content or subject matter, but more importantly, how to teach it. Because the Ghanaian basic school teacher operate as a general teacher teaching various subjects, he / she needs to be exposed to the general principles and methods of teaching that will make them effective in the classroom. The general methods course intends to convey what is known about pedagogy, the art and science of teaching that is of interest to the basic school teacher.

Course Title	General Principles and Methods of Teaching in Basic Schools `						
Course Code	EBS 262	Course Level:	200	Credit Value:	2	Semester:	2
Pre-requisite							
Course Delivery Modes	Face -to –face: [√]	Practical Activity: [√]	Work-Based Learning: [√]	Seminars: [√]	Independent Study: [√]	e-learning opportunities: [√]	Practicum:[√]
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	<p>The course will equip students with <u>skills for effective teaching</u>. The course introduces the students to a <u>variety</u> of teaching methods and activities that will sustain pupils’ <u>attention and interest</u> in the teaching-learning <u>interaction</u>. Students will be equipped to teach with different types of objectives. Interactive techniques (demonstrations, discussions, debates, observations) and assessment procedures (presentations, projects, report writing) will be employed in the learning process. They will also develop <u>critical thinking and commitment to teaching</u> and to become <u>reflective practitioners</u> in the classroom to ensure their <u>self-professional development</u>. Also covered in this course are <u>age specific issues</u> such as the similarities and differences between methods of teaching primary school children and junior high school students. The approaches that would be used in the delivery of this course would prepare trainees to ensure the learning progress of all students by projecting <u>gender roles</u> and issues relating to <u>equity and inclusivity</u>. (NTECF P. 68, NTS 1b, 3k, 3p, p. 18).</p>						
Course Learning Outcomes 8: including INDICATORS for each learning outcome	<p>On successful completion of the course, student teachers will be able to:</p> <p>CLO 1. Demonstrate thorough understanding of various teaching methods and develop the skills and competencies for effectively employing them in the classroom (NTS1b, 1g p. 16).</p>			<p>Indicators</p> <p>1.1 Distinguish between teaching methods and teaching strategies employed in the classroom. 1.2 Present a lesson using the appropriate teaching method.</p> <p>2.1 Mention the various components of a lesson.</p>			

		<p>CLO 2. Demonstrate clear understanding of the components of a lesson plan and develop the skill of preparing very good and comprehensive Lesson plans (NTECF p. 4, 13; NTS 3f).</p> <p>CLO 3. Demonstrate the ability to use different teaching methods and skills to enrich lesson delivery. (NTS 3g, 3f).</p>	<p>2.2 State measurable and achievable objectives.</p> <p>2.3 Explain what goes into the various components of a lesson plan.</p> <p>3.1 Explain some types of teaching methods and how they can be employed in the classroom..</p> <p>3.2 State some factors that influence the choice of teaching methods.</p> <p>3.3 Prepare a lesson and teach peers effectively using appropriate teaching methods.</p>
		<p>CLO 4. Demonstrate effective ways of managing the classroom to facilitate effective teaching and learning (NTECF AP. 4, 13; NTS 3f)</p>	<p>4.1 Explain what classroom management entails.</p> <p>4.2 Describe how discipline can be maintained in the classroom.</p>
Course Content	Units	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	<p>THE PRINCIPLES OF TEACHING AND INSTRUCTION</p> <p>Defining teaching and instruction</p> <p>Factors to consider in planning:</p> <ul style="list-style-type: none"> • instruction, • lesson steps and writing lesson plans. <p>The principles of:</p> <ul style="list-style-type: none"> • teaching and learning, • instructional materials and • the learning environment that affect a lesson. <p>Interaction and communication in instruction.</p> <p>The rationale for acquisition of instructional skills.</p>	<p>Teacher led discussion on the principles of teaching;</p> <p>Individual and group presentations;</p> <p>Using power point and reflective notes on how the principles are applied in the classroom. Teacher and student demonstration of how the principles can be applied.</p> <p>Encourage females to lead some of the groups to deal with gender stereotypes.</p>
	2	<p>PUPIL-CENTRED METHODS OF TEACHING.</p> <p>Activity methods of teaching and the discovery learning process.</p>	<p>Teacher-led discussion on pupil-centred/learner-centred methods of teaching.</p>

			Brainstorming, discussion and individualized methods; project, problem solving etc. Small group method, dyads, Co-operative learning, case studies etc. Simulation methods, role play, demonstrations. Educational visits and field experiences. Other deductive and inductive methods.	Group project to demonstrate the use of various methods of teaching. Encourage females to lead some of the groups to deal with gender stereotypes.
	3	TEACHER-CENTRED METHODS AND STRATEGIES OF TEACHING.	Questioning and dialogue: Types, skills and appropriate use. The expository teaching process Lectures and drills Case studies and teacher-led discussions. Use of chalkboard and instructional materials. Stimulus variation, feedback and evaluation.	Teacher led discussion on the methods and strategies of teaching; Individual and group presentations; Using power point and reflective notes on how the methods and strategies are applied in the classroom. Teacher and student demonstration of how the methods and strategies can be applied. Practicing the teaching skills to acquire the required competencies.
	4	CLASSROOM MANAGEMENT TECHNIQUES	Importance of classroom management Importance and types of learner motivation Organizing routine activities and seating pupils. Managing instructional time. Order and discipline in the classroom. Handling disruptive pupils.	Teacher-led discussion on the importance of classroom management and how it fosters effective teaching and learning. Simulation, demonstrating effective classroom management, setting ground rules to ensure classroom disciplined. Student-led discussion on dealing with students' disruptive behaviours.
Course Assessment	Component 1: Formative Assessment (Individual and group Presentation)			

<p>Components9 : (Educative assessment of, for and as learning)</p>	<p>Summary of Assessment Method: Group presentations on the meaning and types of methods of teaching (Core skills to be developed: reflective thinking, collaboration and communicative skills, personal development). Weighting: 30% Assesses Learning Outcomes: CLO 1 & 2 Component 2: Formative Assessment (Quizzes) Summary of Assessment Method: Quiz on NTS; Skills teachers need to function effectively in the classroom. Preparation of lesson notes. (Core skills to be developed: digital literacy, reflective thinking, collaboration and communicative skills, personal development). Weighting: 30% Assesses Learning Outcomes: CLO 2 & 4 Component 3: Summative Assessment (End of Semester Project) Summary of Assessment Method: Group semester projects to prepare lesson notes of different topics relating to different disciplines. (Core skills to be developed: digital literacy, reflective thinking, collaboration and communicative skills, personal development). Weighting: 40% Assesses Learning Outcomes: CLO 2 & 4</p>
<p>Instructional Resources</p>	<ol style="list-style-type: none"> 1. Projectors and computers 2. Audio-visuals 3. Resource persons
<p>Required Text (core)</p>	<p>CCE. UCC. (2001). <i>General principles and methods of teaching module</i>. Cape Coast: University of Cape Press. Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i>. Accra: Ghana Universities Press.</p>
<p>Additional Reading List 10</p>	<p>Moore, K. D. (1999). <i>Middle and secondary school instructional method</i> (2nd ed.) Boston: McGraw-Hill Companies. Nduanya, M. D. (1989) (Ed.). <i>Elementary school methodology</i>. Ibadan: Heinemann Educational Books Ltd. Pollard, A. (2000). <i>Readings for reflective teaching in the primary school</i>. New York: Alorvor, I. K. (2010). <i>EFFECTIVE teaching strategies for teachers: Nation building through excellent teaching</i>. Accra: Print Syndication.</p>