

INTRODUCTION TO METHODS OF TEACHING

CONTEXT

The reason for teaching is learning, and in the school, subject content is what guides what should be learnt. The focus of school learning then is to get the learner to acquire subject content with the teacher as a mediator. Mediation of any kind requires enormous skill and a supporting attitude which cannot be automatically acquired. The teacher needs to acquire the knowledge, skills and attitudes required to mediate between content and the learner, which is to teach, through special courses on teaching methods such as this course. In recent times the quality of school leavers has been falling continuously in Ghana and it is believed that teachers are insufficient in their grasp of teaching methods, which has given rise to several interventions at in-service level. However, it is evident that with weak knowledge and skills in methods of teaching at the teacher training level, in-service cannot have its maximal effect. This course intends to ensure that student teachers have a solid foundation in teaching methods.

Course Title	INTRODUCTION TO METHODS OF TEACHING						
Course Code	EIN 060	Course Level:	50	Credit Value:	3	Semester	1
Pre-requisite	Students have basics in the concepts from senior high school.						
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)	This course is designed to provide student teachers with a clear understanding of the nature and scope of decisions and actions the teacher takes before, during and after a lesson. It focuses on the ingredients of good lessons and the strategies to use in engaging children in lesson activities to make them both interesting and successful. It also covers the influence of the teachers' attitudes and role behaviour in interacting with children and discusses what makes teachers succeed in their dealings with children.						
Course Learning Outcomes⁸: including indicators for each learning outcome	On successful completion of the course, student teachers will be able to:				Indicators		
	1. Explain what teaching and instruction mean and tell what attitudes of the teacher are good for teaching.				1.1 : Make a list of good and bad teacher attitudes and tell what makes these good or bad.		
	2. Describe the characteristics of a good classroom climate for teaching and tell the teachers role in achieving such a climate.				2.1: State the actions a teacher should take in the classroom to make children feel comfortable to learn		

	3. Explain the areas of teacher planning for lessons and give the rubrics of each of the areas of teacher planning.	3.1: State the advantages of planning towards classroom teaching.		
	4. Describe each of the components of a lesson and tell the activities that go into each component.	4.1: Write a lesson plan		
	5. List the specific teaching strategies under each of the four groups of strategies	5.1: Make a list of child-led teaching strategies 5.2: State the advantages of child participation in teaching.		
	6. Mention the good strategies a teacher should apply when asking and answering questions in the classroom and tell the functions of questions in a lesson.	6.1: State the functions of questions 6.2: Make a list of what makes a teacher questioning skills good or bad.		
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1.	The Nature of Teaching	a) Teaching as an art and science b) Teaching and Instruction c) Reflective teaching d) The role of teacher attitude in teaching	Introduction: Show a video of a class in an active lesson setting, in which an interactive question and answer approach is being used. 1.1: Whole class Discussion to bring out the meaning of art and science and relate it to teaching. 1.2: PowerPoint presentation: Using diagram to illustrate the distinction between teaching and instruction, and the meaning of reflective teaching 1.3: Brainstorm on the specific actions of a teacher that show that he or she is reflective. 1.4: Socratic questioning on teacher attitudes that promote effective teaching
	2.	The teacher in the classroom	a) Classroom climates and interpersonal relations b) Classroom rules and regulations c) Decision making in managing the classroom	2.1: Lecturette: Present to student the meaning of classroom climate , mentioning the physical, social and emotional climates. 2.2:Small group activities: Ask students in groups to list actions of teachers and students that promote each

			<p>d) Interaction and communication in the classroom</p>	<p>of the climates. 2.3: Whole class discussion on the importance of classroom rules and regulations and collective decision taking in the classroom 2.4: Presentation on teacher-child, child-teacher and child-child interactions as well as verbal and nonverbal communications and their uses.</p>
	3.	Teacher Planning	<p>a) Areas of teacher planning b) Factors that influence teacher planning c) Yearly and weekly planning for lessons d) Unit and daily planning for lessons</p>	<p>3.1: Brainstorming: Students list specific things teacher need to plan on and establish categories as areas of planning. 3.2: Whole class discussion on factors that influence teacher planning 3.3: Small group work; Different groups to work on four levels i.e. yearly, weekly, unit and daily planning, on what documents are involved and uses of each.</p>
	4.	Lesson planning	<p>a) Characteristics and components of a lesson. b) Writing instructional objectives c) Writing lesson activities d) Selecting and using instructional material e) Lesson evaluation</p>	<p>4.1: Whole class discussion: Students come out which characteristics of a lesson (what is done in a lesson) and components of a lesson. 4.2: Presentation on writing instructional objectives, lesson activities, and lesson evaluation 4.3: Questioning on benefits of planning on lesson objectives and activities. 4.4: Whole class discussion on what to look for in selecting and using instructional materials.</p>

	5.	Selecting Lesson methods	<ul style="list-style-type: none"> a) Teacher-led strategies b) Child-led strategies c) Peer-assisted strategies d) Individualized methods 	<p>5.1: Advance preparation: Give students documents to read on these strategies a week ahead.</p> <p>5.2: Student-led discussion: Present a table showing the specific strategies under each group of strategies and ask students to lead discussion on each specific strategy, describing the strategy and its strengths.</p> <p>5.3: Summary. Provide a summary presentation.</p>
	6.	Getting learners involved: Questioning and motivation	<ul style="list-style-type: none"> a) Questioning strategies: When and how to question. b) Functions of questions c) Handling children's responses d) Motivating learners 	<p>6.1: Brainstorming: Ask students to remember your questioning through the other units and give ideas on when and how to ask questions.</p> <p>6.2: Whole class discussion on Types of questions and functions of questions.</p> <p>6.3: Student led discussion on how to handle children's responses</p>
Course Assessment Components⁹ : (Educative assessment of, for and as learning)	<p>Component 1: Formative assessment (40%)</p> <p>Component 2: Summative assessment: (60%)</p>			
Instructional Resources	Projectors and computers, Audio-visuals and Phones			
Required Text (core)	Burden, P. R., & Byrd, D. M. (2018). <i>Methods for effective teaching: Meeting the needs of all students</i> (8 th ed.). London: Pearson.			
Additional Reading List ¹⁰	<p>Borich, G. D. (2016). <i>Effective teaching: Research based practice</i> (9th ed.) London: Pearson</p> <p>Nduanya, M. D. (1989) (Ed). <i>Elementary school methodology</i>. Ibadan: Heinemann Educational Books Ltd.</p> <p>Perrot, E. (1989). <i>Effective teaching: A practical guide to improving teaching</i>. London: Longman</p>			