

**CHUKA UNIVERSITY
FACULTY OF EDUCATION AND RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATIONAL**

EDCI 337: GEOGRAPHY SUBJECT METHODS

LECTURE NOTES

2020

INTRODUCTION

NATIONAL GOALS OF EDUCATION

The following are the revised national objectives of education in Kenya.

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1. To foster nationalism, patriotism and promote national unity. Its duty to teach the students as one role.
2. To promote social, economic technological and industrial need for national development.
 - a. Factories, roads/infrastructure, village polytechnics are not in good developmental state.
3. Promote individual development and self-fulfillment.
4. Promote sound moral and religious values in terms of helping our children to grow up into self-discipline, self reliant and integrated citizen (character building).
5. To promote social equality and responsibility. Irrespective of gender ability or geographical environment.
6. To promote respect for and development of Kenya's rich and varied cultures.
7. To promote international consciousness and foster positive attitudes towards other nations.
8. Promote positive attitudes towards good health and environmental protection especially to health of the youth.

Geography

- Can be defined as the study of human and physical features on the earth such as topography, climate etc. the central concern of the discipline is to describe the patterns of the partial distribution of the features and to seek an explanation of such patterns over **time** and space.
- By pattern we means how this various features are arranged over the geographical space. Such space could be the **earth** itself, the biosphere or the geographical regions and countries. Geographical can therefore be defined as the study of people and their environment.

Origin of Geography

- Geography as a discipline has its origin at the beginning of learning. The name was probably first proposed by a Greek scholar about the 3rd century B.C. from the Greek words "geo" meaning the earth and "graphies" meaning to write about something or to describe it in words or diagram. Therefore it means earth description. The roots of geography lie in the people's natural curiosity about places and other people's way of life.
- It was after 1550 that geography entered its most exciting phase of modern development and thereby witnessed for a metamorphosis both in content and its philosophical as well as methodological dimensions.

- The raw material for geographical is always raw and its discriminating use has depended on the growth of education in schools and university as well as on the availability of remorseful and industrious scholars to utilize the rich geographical information are resources at their natural laboratory, the environment.
- Currently this calls for sustainable resource management and utilization as spelled out as agenda 21 during their annual summit in RIO DE JANEIRO Brazil (1992) and of particular importance as chapter 36 on promotion of education, public awareness and training.

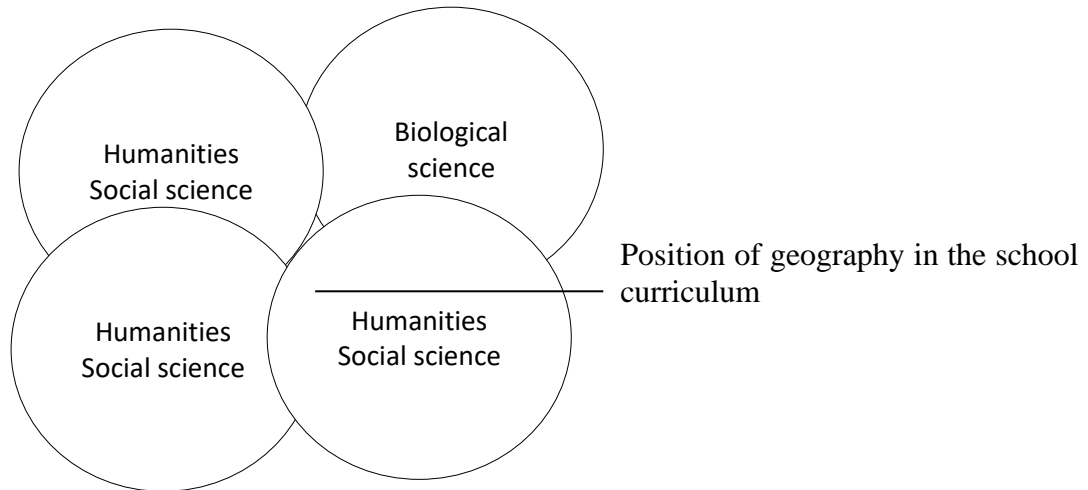
Nature and scope of geography

- Geography is concerned with the patterns of phenomena on the aerial surface and with the association of phenomena which give character to a particular place.
- Its generally agreed that geography comprises of the study of the aerial surface as the home of human beings. Thus a geographer seeks:-
 - a. To describe the diverse features of the earth surface.
 - b. To explain if possible how this features have come to be what they are.
 - c. To examine how this features influence the distribution of human race and their various activities.
 - d. The concept and the scope of geography have undergone considerable change such that its not unlikely any one definition of the discipline to dissatisfy anyone.
 Though complex, geography as a source is better defined step by step progressively and hence cumulatively for the purpose of final synthesis as follows:-

Geography- is a field of knowledge concerned:-

- a) With the provision of an accurate orderly and rational description of the various characteristics of the earth's surface.
 - b) With the understanding of the broad interesting systems comprising of all humanity and its national environment on the earth surface.
 - c) With the exact and orderly organized knowledge of the distribution of phenomena on the earth surface resulting in the explanation of the interaction of people with their national environment.
 - d) With explaining how the subsystem of the physical environment are organized on the earth surfaces.
 - e) In giving people an orderly description of their world.
 - f) With the rational development and testing of theories which explain and predict the spatial distribution and health of the various characteristics on the earth's surface.
- Geographical material can therefore be addressed to various kinds of adherences. Learners are in diverse situations in different environments, different learning environments and in different natural and built environments and such to cope with the interdisciplinary character of environmental education requires the maximization of the potential of geography as a discipline in the own right to capitalize on its integrating function as it bridges the physical and biological sciences, social sciences, the humanization and the applied sciences.

- It should be noted that geography occupies a destination position within the system of knowledge and its in the concept and content and intergrated interdisciplinary whole.



ROLE OF GEOGRAPHY IN NATIONAL DEVELOPMENT

- This importance of geography is being recognized in modern times. The study of geography helps in the assessment of agricultural productivity, regional planning and economic rehabilitation.

It's also helps in the preparation and excursion of projects in relation to economic growth are social welfare of the country.

Its utility has been felt in economic research institutes and planning organization as it determines the relationship of resources and human activities.

Geography provides useful basic material for the economic surveys which are undertaken to make an assessment of development potentialities of different states.

- Successfulness of such survey depends on the data collected on the physical features, climate conditions and distribution of natural resources such as land, rivers, lakes, forestry etc.
- Geographers are making valuable, contribution to the study of both rural and urban settlements.
- In order to satisfy the national need the school geographical education programme should incorporate among the following objectives.
 1. To learn the nature of geography so as to assess its potential and humanizations for purposes of national policies development goals and plains.
 2. To cultivate earlier appreciation of the need for geographers to co-operate with those in related disciplines.

3. To acquire skills in geographical methodology as regards:-
 - a) Field observations
 - b) Methods of measuring and recording such observations.
 - c) Techniques of analyzing data collected and interpretation of geographical patterns of all observed phenomena with a view to application of the recommendation based on their findings and conclusions.
4. To promote geographical consciousness of the environment as a renewable or non-renewable resources and thereby develop an attitude of involving proper assessment, management and sustainable development.
5. To ascertain and provide solutions for the political, economical, social and cultural barriers likely to emerge in the form of development constraints.
6. To acquire a wider view of geographical that facilitates our appreciation of our country Kenya as a heritage to be preserved for the next generation.
7. To foster awareness of good neighboursness with international communities.

Geography may therefore influence public policy training of various personnel's both public and private sectors as well as providing postgraduate and research personnel.

Geography in the school curriculum

- Geography is a science where focuses on developing understanding of space occupied by people in nature.
- The concern of geographic education on the other hand as a body of knowledge is to develop both the theory and method which in addition to promoting within the individual the ability to access the informational data to think about the people and environment relationship.
- It also facilitate efficiency in dealing with environmental space. Geography is therefore an essential subject if students are to develop a sense of geography literacy and an ability to reason spatially. Today geography teaching should move beyond memorization of geographic facts towards acquisition of competence in geographical reasoning.
- There are three reasons that contribute to this move namely:
 1. Geographic literacy
 2. Geographic as synthesis and
 3. Global interdependence
- Geographic literacy values geography as contributing to students acquisition of the kind of background, knowledge that will help them make sense of other information. It helps them to understand the contemporary world in which they live. It contribute to the school curriculum by training students to recognize and apply partial relationship as an analytical tool.
- The geography perspective that result from describing, explaining, predicting geographic phenomenon and processes in terms of distribution, context and the scale is the making of students who can approach knowledge from all angles.

- Geography is a model for students to learn how to synthesis information from different subjects matter. By its very nature, geography draws together information from different sources, because geographic processes are not studied in isolation. Students of geography are constantly challenged to initiate and make decisions about the relative importance of various pieces of information.
- Another reason for acquiring geographic **perceptions**, information, concept and skills i.e. to encourage in students and understanding of **glacial** interdependences. Systematic **geographic study may form in students an appreciation for the similarities are difference in how a cultures all over the world**. Student may gradually understand how their personal choices and activities affect other people and how other decisions and actions affect them.

Aims and values of geography education in schools curriculum

Geography is in some form or the other, part of the estate curriculum from primary school to university either as self-discipline, social studies on environmental studies. Recently geography has undergone various changes as a result of:-

1. Change in geography teaching
2. Change in the teaching environment.
3. Change in the student.
4. Changes in geographical knowledge-in terms of content.

Geography education must be seen as an integrant part of the process of education since such an education must make the student better and able to understand life on earth because of making evident spatial relations and the organization of space by human beings.

Geography as a school subject makes fire spatial contribution to the curriculum- these are:-

- a) Geographically i.e. the understanding and communication of the spatial information though maps, graphs, diagrams and other forms of illustrations.
- b) Work knowledge.

This is to help student make sense of the current events are made informed judgment on economic, social, political and environmental issues.

- c) International understanding
 - To understand different culture and increasingly competitive world-wide markets.

- d) Environmental awareness

To understand and take action on the use and misuse of the world resources around us hence promote sustainable development.

- e) Specific local knowledge

Use of the immediate environment and its resources. This is in line with (Kenya District Focused development planning strategy).

In conclusion, its possible to look upon geographical education as having:-

1. Absolute value:-

i.e. values inheriting geography as economic values, social values and environment values.

2. Relative value

Value which resides in geography's association with other discipline whether they are taught separately or some intergrated skills of natural or social sciences. The structure of teaching geography therefore should focus on:-

1. The analysis of location are distributed.
2. The human environment analysis
3. The study of spartial distribution.

GEOGRAPHY CURRICULUM

The curriculum process system provides the framework for the formulation of the curriculum document. (Syllabus).

The planning committee has to analyse the research evidence supporting the need for change in the educational system and in the geography curriculum. In Kenya this is the responsibility of the Kenya Institute of Curriculum development.

While developing the curriculum the committee has to observe the following constraints.

1. Availability of specialist in geography and of accommodation for teaching geography, i.e. can it be accommodated in the school's Grand Syllabus.
2. The social and cultural background of the student society.
3. The interests and ability of students.
4. Problems of disseminating information to school about curriculum change.
5. Administration difficulties in the school which could be created by the special requirements in the curriculum such as fieldwork.

THE SYLLABUS (CURRICULUM DOCUMENTS)

The curriculum content is dependent on the curriculum developersassessment of the needs of the teachers and pupils in the education system.

In any case to be identified or a curriculum the document must contain:-

1. Aims of the curriculum
2. Description of the structure used to give cohesion to the geography course.

3. General educational objectives categorized as :-
 - a. Knowledge (concept and principles)
 - b. Skills (cognitive, psychomotor and social).
 - c. Values (social norms, personal discipline etc).
4. Organized learning centers, based on the system organization of:-
 - a. Content of geography.
 - b. Learning experiences (activities) teaching learning activities).
 - c. Statement of intended learning outcomes in general terms.
5. Suggestion on methods of assessment to provide data for evaluation of the achievement of the objectives in relation to:-
 - a) Fieldwork
 - b) Individual assignment
 - c) Group project
 - d) Other learning activities.

Note: In Kenya the curriculum development is commonly referred to as the subject syllabus.

GEOGRAPHY SYLLABUS

- A syllabus is an outline or a summary of a course of study to be covered by:-

Particular class of pupil within a given period of study.

- A geography syllabus is an outline of the content and selected facts, concepts and principles to be taught in geography. Formulation of geography syllabus should be based on the following principles.
 - a. Aims and objectives of teaching geography in general and specifically to Kenyan.
 - b. Selection of concepts, principles, facts and skills which are basic to geography as a subject.
 - c. A range of topics within the broad field of the physical and human geography.
 - d. Proportion of content on the local are international, geography, map work, fieldwork, and photographic work are statistical method.
 - e. Time allocation.
 - f. Availability of teaching learning and also includes teachers.

Types of geography syllabus

There are 4 main types of syllabus which are followed in school although the details of each programme vary from country one country are from one excavation system to another.

These are:-

1. Continental or regional syllabus

- In this syllabus emphasis is in the subdivision of countries as continents into religious and on the explanatory description in these regions.

- Subdivisions of topics effect systematic categories. Since each region is studied in terms of its physical and human aspects and their interactions.

2. Systematic syllabus

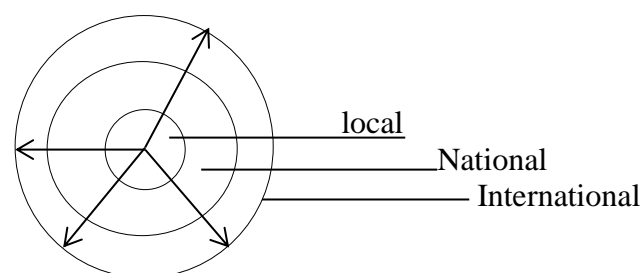
This may emphasize work coverings. At times it adopts thematic approach and its programmes are organized on the basis of the physical and human geography. The current 8.4.4. Secondary school geography syllabus is a good example.

3. Topic based/concept based syllabus

This may make use of the broad categories of topics which are not subject specific one can be applied in any field of study. This is a topic adopted in the integrated courses such as the primary GHCR syllabus of the social studies syllabus e.g. topic like transport, found in C.R.E. , History , Geography etc.

4. Concentric syllabus

This follows the principle of moving from familiar to the unfamiliar i.e. from local to international work.



THE 8.4.4. SECONDARY SCHOOL GEOGRAPHY SYLLABUS

-The official object stated in the curriculum- document syllabus for Kenya Secondary School Geography are:-

By the end of the course, the learner should be able to:-

1. Outdistance and use the immediate environment for the individual, national and international development. Specifically the learner should be able to:-
 - a) Use the acquired skills for the study of the environment.
 - b) Identify the potential and use of natural resources. i.e. we should let students know which resource we posses and how to use it.
 - c) Utilize, manage and conserve the environment.
 - d) Identify problems in the environment and find their possible solutions.
2. Identify related aspects of development from other parts of the world. Specifically the learner should be able to understand the methods that are used to sole problem of

development in other parts of the world and how such methods can be adopted to solve related problem in Kenya (case study approach).

3. Identify, understand and have respect for different ways of life influencing development at **level** national and international levels i.e. culture, respect for mankind.
4. Know the basic principles and methods of geography moreover help him or her solve problem of national development specifically should be able to:-
 - a. Collect, record and analyze geographical data.
 - b. Interpret geographical data.
 - c. Explain one appreciate the relationship between geographical phenomena.
5. Demonstrate the acquisition of appropriate attitude and values which will make him/her a useful member of society, specifically the learner should be able to:-
 - a. Show respect for the dignity of labour.
 - b. Demonstrate love for work.
 - c. Appreciate the need for self scholars
6. Appreciate the relationship between geography and other subject.

NB:

The 8.4.4. geography syllabus is quite comprehensive and covers all aspects of geography.

For all topics, series of objectives statements are given to guide teachers choose major concepts, principles, facts and skills to teach in the course.

APPROACHES ADOPTED IN THE 8.4.4. GEOGRAPHY COURSE.

1. Emphasis is on fieldwork within the local environment (radius of 2.5km from the school).
2. Weather observations throughout the year hence need to establish a well-equipped weather station in each secondary.
3. Emphasis is on case studies which are drawn from the local area in Kenya and other parts of the world to illustrate problem of development and show they can be solved.
4. Emphasis is on the acquisition of geographical skills and learning of fundamental geographical concepts and principles and concepts work.
5. Regional geographical teaching under the systematic treatment such as belief, drainage, climate, population, agriculture is restricted to regional studies in particular Kenya.
6. Physical and human aspects of geography are taught with specific reference to Kenya, through other parts of the world are studied for comparison and contrast.
7. Simple use of statistical methods, involving the use of statistics to construct maps and diagrams and for simple fieldwork studies is emphasized.
8. Evaluation of the course is a continuous process.

PREPARATION TO TEACH GEOGRAPHY

The basic and complexity of life in the classroom is such that there is little danger of teachers being insufficiently aware of the real nature of what is actually happening. Most teachers do

not appreciate the importance aspect of their pupils behaviour and attitudes and simply believe their own action and attitude are different from those of their pupils.

Geography teachers who have fewer management problems and whose pupils tend to learn more have certain general neustics in common such as:-

1. They have clear aims concerning their teaching and make them known to their classes.
2. They organize a range of classroom activities systematically and efficiently to achieve this aim.
3. They are very positive in manner and expectations and their people achievement of the aim.
4. They present subject matter very clearly and are logically giving understandable instructions to all pupils.
5. They can structure lessons, content and process it so that it begins quickly. Moves from one stage to the next smoothly and ends in a tidy way giving pupils confidence about the next lesson.
6. They share clearly, learnt from their previous success and failure in the classroom.

What do you actually do in a geographical classroom from the very beginning and before you enter it, which will make you credible as a professional who actually enjoys the teacher's role and takes pride in it.

GEOGRAPHY SCHEME OF WORK

An analysis of the current secondary school syllabus has been done.

A syllabus refers to a condensed outline or statements of all the main topics of a course of study to be covered within a specific period of time.

The secondary school geography syllabus was written by the secondary geography panel at the K.I.E.

A scheme of work on the other hand for any particular subject at any class level refers to a systematically planned arrangement of topics in the order in which the teaching of part of the syllabus is to be covered over a specified period.

It could mean a plan for the whole year or a plan for the teaching of a single topic within a few weeks. Geography teachers in school draw up geography schemes of work by breaking down the topics in the geography syllabus. They are entrusted with the translation of the specification of the geography syllabus into a more detailed plan which is operational.

It's also a requirement because the inspectorate for teachers to draw a geography scheme of work for the whole year.

Factors to be considered in designing a qualitative geography scheme of work.

1. Extent

This refers to the scope on how much geography content is to be covered. A teacher of geography should make sure that a scheme of work.

Related to the broad objectives of the syllabus within the context of the available time. It should also cater for the requirement of the examination.

2. Time/flexibility

A reasonable act if time can be worked out as follows. Take the number of weeks e.g. 14 per term multiply it by the number of subject period per week i.e. (14x3)-10% i.e. less 10% or

$$(14 \times 3) \times \frac{90}{100}$$

$$100$$

For lost periods which always occur within the term.

3. Sequence

This refers to the order in which geographical ideas and concepts derived from the syllabus are arranged to provide coherence.

Usually geographical schemes of work are prepared having in mind a spiral pattern of topics. There provide for a diversity of themes s learning progresses.

Distinguish between a scheme of work or lesson plan and the spiral pattern.

- There is also a structural sequence of content in which relationship within and between topics in coincidence e.g. topics 3,4,&5 topic 40, 41(6) is selected to 5.0, 5.1. (d) i.e. combined.
- This logical organization of geographic topics promotes the teaching and learning process.

4. RESOURCES

These are all the teaching and learning materials which help the geography teacher to achieve the static objectives in the scheme of work. They include textbooks, models eg. (model of Africa) charts, fieldwork, resource persons etc. as a teacher i should think of them well in advance.

5. TEACHING & LEARNING EXPERIENCES

These are group or individual projects, discussion learning games, fieldwork etc. which the teacher might plain for pupils /studies to be involved in.

Such activities are meant to enhance the learners cognitive abilities such as :-

- a. Application of principles and skills
- b. Problem analysis, problem solving and action oriented plans.
- c. Synthesis of ideas are concepts.

6. EVALUATION/ASSESSMENT & EXAMINATION

Tests and questions

7. ABILITY OF THE PUPIL

It's advisable to consider background knowledge and pp... learning abilities of the learner. The previous knowledge of the subject their average ability are the learning involved in each topic. This is because some learners are slower than other and hence the rate of coverage of the subject matter changes with different groups of students as well as streams.

Main components of a geography scheme of work.

The format for a geography scheme of work differs from one school to another and from one educational institutional institution, universities include to another.

A scheme of work may vary however be decided into various verticles, column each showing the co-parents to be included. (seeEgerton University format).

1. Week

This is the time of the school term in terms of weeks. Its seconded as 1,2,3,etc up to the last of the school term.

2. Major topic

This is the syllabus topic e.g the earth under which subtopics often/also refered to as lesson topics such as origin, shape, size, internal structure...etc

3. Lesson number

This stand for the number of lesson in the entire term. A double geographic lesson is usually indicated in the scheme of work where applicableor necessary as 2&3.

4. Objectives

These are subtopic objectives stated in specific measurable terms. Usually objectives are started at specific terminals outcome of an instructional session and in terms of action or performance terminal behaviour expected from pupil/student.

They are written using active verbs, e.g. by the end of the lesson pupil should be able to: calculate the area of a river basin.

Describe the main feature of a river profile.

Objectives and usually listed in the order in which the lesson material will be presented.

5. Methods or activities

This is a brief description of the teacher and learning activities in a given lesson. The activities of the teacher may not be fully separated from those of the learner but they should either be implied in a single description e.g.

- Teacher leads a class discussion on causes of aridity.
- Pupils take down notes or do the exercise as teacher supervisors.
- Through questions and answers teacher leads pupils in describing the main characteristics of river profile.
- In teaching geography, a number of methods should be used to help students acquire knowledge and skills ref book by OgondaPg 25.

6. Teaching learning resources

These are the teaching learning materials which will the teacher and the learner achieves the lessons objectives. In geography, they include such materials as atlas, maps of various types, photographs, text book, diagrams and teacher made charts, magazines, journal, Realia or reapi specimen, guest speakers etc.

Such resources which have been planned for in advance should be entered in the scheme of work

7. Remarks

The column for remark in a scheme of work is filled after the lesson has been taught eg.

- Lesson was well covered on 10/06/03
- Lesson was not covered due to sports will be covered during preps time or next lesson 10/06/13
- Lesson was well covered in 2k on 3/06/13 but requires more time for 2w 11/06/13.

This indicate the success or failure of the lesson with an intention of future improvement. The date would also be relocated when the work was covered.

Reading Assignment

Read roles for writing instructions objectives.

GEOGRAPHY LESSON PLANNING

Relationship between lesson planning scheme of work and syllabus.

A. SYLLABUS

This is a concerned outline or statement of all the main points(topics) of a course of study to be covered within specified period of time.-specific data.

B. SCHEME OF WORK

This is a systematically planned arrangement on how the teaching of a part of the syllabus is to be covered over a specified period.

C. LESSON PLAN

This is an actual teaching outline of the important point of a lesson arranged in the order in which they are to be presented. It should include:-

- Subject (subtopic/lesson topic).
- Objectives of the lesson
- Reference /resources.
- Methods indicating the teaching learning steps.
- Assignment and summary.

What is a lesson?

An institutional lesson comprises of a short period of teaching and learning devoted to a specific limited topic skill or idea.

Lesson preparation and lesson preparation notes

Before settling down a lesson plan make sure I have very clear mental views of what I am going to teach by doing some of the following.

- a. Learn the topic thoroughly well from all the available resources.
- b. Think of some ideas of how best to teach the said type interestingly with aid of the available improvised resources.
- c. If demonstration or fieldwork is part of the lesson perform it or survey it in advance noting the time taken.
- d. If solving problems is part of the lesson, solve as the problem before hand noting time and ramous constraints.

Note

1. In the course of lesson preparation, there is always need to extract notes from reference methods. Such notes should be orderly and neatly written in a lesson preparation notebook and not in the lesson plan.

Source from where information is outstanding should be clearly dominated for future or even present reference.

2. Lesson plans are necessary because they indicate whether the teacher has prepared his lesson and also ensure that pupils should acquire some new skills or information after each lesson.

It also ensures pupils classroom management.

The lesson development has three broad steps:-

- Introduction.
- Lesson development.
- Conclusion- summary/ H/work

Concepts- what you are going to teach.

Main components of a lesson plan

1. Subject involved.

In our case its geography which is readily available from the syllabus.

The very nature of the subject to be taught set the teacher's mind on a special line of planning the lesson

2. Lesson topic

This should be well indicated in the teacher's schemes of work once each topic should be successfully covered for a specific period of time during the lesson.

3. Class(es) to be taught

- The teacher needs to know the level of learning which, the class can mentally take. This is spelled out clearly in the subject syllabus.
- Nonetheless, the teacher needs also to know perculiaties of the particular class for which the lesson to being prepared such as:-
- Are the students very brilliant?
- Are they the noisy type of leaners?
- Are they the submissive yes type of a group.
- What relevant experience do they have as regards the specific topic being covered by the lesson? (entering behaviors)

Note

In case you teach parallel classes such as 2(a) 2(b), you should use the same lesson plan(see sample lesson plan)

4. Lesson objective (s)

This is the focal point for everything to be done in a properly planned lesson. It's the purpose and goal of the lesson once therefore the prime criteria for the lesson's content, method, approach and all activities carried out during the lesson. Its an indication of the behavior changes, skills and knowledge or information gains to be achieved by the learner by the end of the lesson.

5. Duration of the lesson/step

This is the teacher's contractual undertaking to help the pupils to learn or to acquire new knowledge, skill or values etc. within a single period of 40 min or double period of 80 minutes.

Note

The amount of work to be done (covered) is therefore restrained by the time available.

6. Content

This is the subject matter to be learnt by the students. More specifically, it's the learning in either the cognitive effective or psycho meter domain. That would accomplish the objective(s).

For practical purposes, a teacher would find the content clearly outlined in the syllabus or schemes of work and more detailed in most of the course textbooks.

Teacher's lesson notes may be referred to in the content part of the lesson plan.

Note: content should be presented in stages/steps systematically i.e. first stage,

1. Introduction- review of previous lesson

Note down for quiz

2. Lesson development

- a) Concept of work- type of work-note them down
- b) Sedimentary work- for formation, Distiction
- c) Metamorphic work- formation, distiction

3. Conclusion – summary of the main points of the lesson- homework or assignment, note at down.

7. Methods of presentation

- This is the logical ordering and balancing of all that is to be taught during a lesson.
- It's a guide showing the learning step or teaching stages of the subject contents to be presented at each stage. It's the way the content will be presented, how and when the teaching resource(s) will be used, explanation required, demonstration or illustration to be used and the learners role in the learning process.
- It's the approach the teacher intends to use so as to accomplish the stated objectives, thus the teacher needs to put down his or her thinking on how the learning of the student should develop.

Note

- a. Its this method part of the lesson plan that distinguishes a good lesson from a poor lesson in experienced teacher from a trainer and perhaps a dedicated teacher to a careless one.
- b. For interest and learning, each lesson contains a variety of activities and no one activity should be carried on for too long.
- c. Select the appropriate technique for the particular lesson and vary or adjust it as necessary to suit the particular topic, the condition of the school the students to be guided and other factors.
- d. Its at this point where the teachers initiative and creativity would be seen.

8. Teaching learning resources

Its appropriate to state the above in the lesson plan once the method of presentation has been determined.

In geography teaching resources should be such the

- a. They are introduced at the most appropriate time of the lesson.
- b. They are effectively used during the lesson.
- c. They should not destruct students from learning.

Lesson presentation

This is the process of arranging and presenting the lesson material in an orderly and systematic manner so that the learner's behaviour can be changed consciously.

It include the following steps

a) Lesson introduction

In this case the teacher:-

- Strives to tap or capture pupils/students interest once attention.
- Teacher strives to relate or link the new work with the previous one.
- The teacher may give a challenging problem relevant to everyday life which would be styled during the lesson.

The following are some ways of introducing a geography lesson:-

1. Start with a surprise.
2. Start with a case study.
3. Start with an activity.
4. Start from what the student know/revision.
5. Start from difficulties(common mistakes)

This should last about 5 to 7 minutes in a 40 minutes lesson.

b) Lesson development

This should last for about 30 minutes. This is the core of the lesson in which the objectives of the lesson are to be achieved. The material of the lesson should be broken down into steps each of which is related to a particular object of aspect of an objective of the lesson and to each other.

- The teacher integrated various teaching skills such as discussion, **quisition and assured** illustrator etc.
- Appropriate use of the chalkboard and other teaching resources should be observed strictly.
- Student can be organized in various ways such as whole class discussion on small group of fieldwork and discussion.

c) Lesson conclusion

- This should reflect on what has been covered in the lesson. It can be in two ways:-
 1. Summary /revision/recap
 2. Homework or assignment- set of preparation.
- **This should reflect the achievement or failure to achieved the stated lesson objectives.** It's the **recopulation** on summary of the main parts covered in a particular lesson by use of question and answer technique or by solving a problem that requires the application of the learnt skills on completion of an exercise such as mapwork.

Assignment /homework should also be indicated at this stage of lesson presentation

Note

1. Its always wise for a teacher to self assess himself or herself after teaching a particular lesson and make the necessary comments on the schemes of work remark column as well as on the second of work.
- The relevant question for one to ask should be:-
 - a) Was the objective achieved
 - b) Was the plan carried out as designed.
 - c) If the lesson was to be retaught, what improvement would be necessary.

Improvement would be necessary

2. Make some remarks about the lesson on your scheme of work and the second of work.

Reading assignment.

Read and make brief notes on chalk board summary notes:-

Ref: by Oganda

1. Education communication technology pt 2.
 - i) Make a scheme of work for three weeks using the topic.
 - ii) From your scheme of work drain a lesson plan for:-
 - a) A normal lesson of 40 minutes.

b) A question or test plain for 40 minutes.

RECORD OF WORK

week	Lesson 1	Work covered	Remarks/comment
1	1	Classification of works. - Definition - Types	Lesson was not adequately covered due to lack of rocks 17/06/03
	2	Igneous rocks - Characteristics - Classifications	Work was well covered. Learners were quite interested 18/06/13
	3	Sedimentary rocks - Characteristics - Classifications	Lesson was quite interesting A resource person give a talk 20/0613

NB: in the scheme of work, under remarks, and incase 2 streams, divide the Into 2 e.g. F2W &f2E

The acquisition, use and management of the geography teaching & learning resources.

Note: a large proportion of the geographical education resource base should be developed by the school (the teacher with the participation of the learners).

Why use illustration

1. Illustration focus student interest and attention to what they are learning.
2. It makes abstract concept real and concrete hence provide the student with a renifild flame of variety.
3. It helps students to find out information for themselves, relate information to other sources and make their own interpretation.
4. It adds variety to learning experience, which verbal description about cannot provide.

Verbal description alone cannot provide

TYPES OF RESOURCES

- a. Human resource in the school and the community
- b. Equipment
- c. Community resources

A. Human resource in the school

These are: -

1) Learners

- a) Who collect information on geographical issues such as the local market industry, the actual environment etc.
- b) Who gives their opinions benefit values ideas facts and attitude on such issues.

2) Teachers

- a) They interact most frequently with the learners and are in a position to guide and direct the learning towards the set curriculum objectives.
- b) They are as mediator between the school and the community.

3) Administrators including supportive staff

They :-

- a) Provide facilities such as transport and geographical room.
- b) They ensure the existence of good health school environment.
- c) They are source of information on the local environment which is not found in the most of the class textbook.

B. Equipment

They include all those materials with which teachers and learners can visualize , listen to, or test using all their sensors eg.

Community resource

They refer to person established, amenities environment outside the school.

They include workers and other government officials religious institution, forestry department, industry etc.

BASIC RESOUCSE BASE FOR TEACHING AND LEARNING OF GEOGRAPHY

1. CHALKBOARD

Can be used in various ways such as it

- a. Noting down new terms because of concept involved spelling.
- b. Writing down summary notes.
- c. Record student suggestion and list down question problems for class discussion.
- d. Drawing of sketches such as maps, graphs, for learners to discuss but upon an explanation of copy.

- e. To note down student or class assignment and exercises.

2. LEARNERS NOTEBOOK

- Its for lesson exercises and fieldwork reporting already available record of students progress during a course.
- The teacher should monitor the student work and offer guidance and direction as well as set the required course and examination to learners.

3. TEXTBOOKS

- a. They are useful aids and supplement to the chalk.
- b. They ensure student have access to geography information and explanation in printed form to allow them do their personal work (private studies) and to fill in the gap which were not filled during the normal classroom presentation.
- c. They illustrate the students learning in the form of writing work , diagram maps , sketches and pictorial form.
- d. Reference books in the library and class library must be up to date.
- e. Anti atlas must be used in a geography lesson for development are a source of new and the geographical information and concept.

Ideally each student should have a copy of recommended textbooks and an atlas.

A good class textbook should have:-

- i. Accurate content
- ii. Table of content
- iii. Exercises/ question and activities
- iv. Illustrate geographical material such as diagrams, maps and pictures.
- v. Index at the end of the book for reference
- vi. Further references

4. CHARTS AND WALK MAPS

- School should have a collection of wall maps and charts chosen on drawn in reference to the syllabus and they should be of good quality.
- They complement class textbook and they are of great importance of supplemented by the teachers talk and notes.
- They can be made folks of the class discussions and in most cases they are made by the teachers and the students or be bought.

Characteristics of charts and wall maps

- a. They should demonstrate relationship between geographical features.
- b. Should be large enough for better visibility (1m2).
- c. Clear and neat with proper labeling.
- d. Should be up to date.
- e. Simple and easy to read. (legible)
- f. Relevant to the theme under discussion.
- g. Durable.

5. TERESTRIAL GLOBE

Is it the only representation of the earth in which there is no distortion. It should be used frequently to make student understands the exaggeration and distortion find in maps.

6. PICTURES , PHOTOGRAPHS AND MAPS(TOPOGRAPHIC maps)

See hinderant

7. MODELS

- It is a simplified representation of reality which is intended to depict certain quality of the real world models.
- Modern appeal to students are attracted to the attention to the lesson content.

8. STATISTICAL DATA

Information delivered for published statistical on collection during field study can often be used in geography learning.

Statistics can either be used in raw form as evidence of statements being made on processed form to explain certain information of geographical nature.

GEOGRAPHY ROOM (LABORATORY)

The tools of the geographer are as many and varied as the sequence of the physical and geological scientists.

One of such areas where to find information in the natural environment which should be fully utilized by geographic instruction. However the need for a special room for teaching geography can be justified as follows:-

- 1) Geography teaching requires certain tools and equipment to be stored and set up in preparation for teaching.

Sometimes the work done in class is not complete within the lesson period. This can be completed later and should be left undisturbed (work place).

- 2) Collection of molecule charts, maps and other illustrative material tend to accumulate and should be stored in a place with ample space.
- 3) Geography requires use of certain equipment such as tracing tables, globes and projecting equipment which require a permanent storing place.
- 4) Geography teaching should develop an atmosphere of its own in the place where it is stored.

The layout of the geography room should consist of the class sitting area, teaching area, working area, storage space and place for the display of illustrative materials.

Read lecture 15-pg 156

Establishment of geographic atmosphere in the school.

Establishing a geographic atmosphere in school.

- Establishing a geography room.
- Establishing a geography club.
- Organizing geographic distributors.
- Establishing and carrying out geographical projects e.g. soil conservation and tree planting, geographical magazines.

- Organizing geographical expedition and fieldwork etc.

Continuous testing evaluation

The concept of evaluating geography education is relative to use press of geography curriculum. It examines.

- It examines the relation of evaluation in geography aim.
- Curriculum development and evaluation.
- Evaluation of student learning process by various teachers such as continuous assessment in form of written and oral testing.

The basic aim of evaluation is to improve the quality of teaching once learning geography. As a test you should prepare a student profile which is a of student achievement is the subject.

A profit support include estimated public examination reportd level of student competence in basco language as arithuate skills, assessment of done curricular skills are personal qualities such as initiative and appearance.

Forms of evaluation

1. Formative

Which is developed throughout the student study

It's a continuous press.

2. Summary

It provides students final record of achievement.

Profile records

What we record on the profile is a summary of the students per finance in relation to the aims are objective of a geography teaching covering knowledge understanding, skills, techniques, attitudes and values.

Evaluation in geography

Generally we look for:-

- Knowledge- which is mainly factual such as concept of location spartial distribution and partial interaction.
- B. Skills mainly in:-
 - Reading and describing such in which as the most settled area in the map.
 - Interpretation e.gsuggest reason for the path of settlement.
 - Production and presentation such as ability to exams map, graphs and reports writing.
- Understanding – use of knowledge eg

Describe the structure of Kenya's population and account for its distribution.

- Attitudes, social skills and values

This is usual difficult and more often than not teachers tend to neglect it – it evaluate such attribute like effort ability to work un supervised, ability to work in group, awareness of feelings and opinion of store, ability to make sound decision etc.

Sources of ideas for testing geography

- i. Instructional objectives in geography.
- ii. Learning situation such as class discussion are fieldwork activities. Quiz asked by student.
- iii. Students written work eg assignment are exercise.
- iv. Student themselves especially the questions they size.
- v. Instructional materials such as class textbook.
- vi. Current text materials such as past papers and newspapers and lectures.

Types of questions

There are types of examination questions used in geography.

a) Short answer questions (structured questions)

they are persevered into section which the students exaulty what is expected.

Usually all sections are related to the same topic or area but each test different skill or ability.

The questions are grated from simple to complex or lower level to higher level. The demand and in-depth understanding.

b) Essay type

They present topic, and leave all structure of answer to the student.

The main problem is that the students carrying tell what the examiner is actually looking for.

After the essay questions fails to test is we went test to test.

They are supposed to test higher abilities all areas and levels of seasoning with an opportunity for all student to express them freely.

They an test:

- i. The ability to silect relevant material from a range.
- ii. Ability to arrange materials into a logical arguments.
- iii. Personal opinions.
- iv. In organization and creativity.
- v. Ability to use knowledge in a new way.

C Objective and multiple choice quiz

They have only one correct answer.

They are difficult to set but easy to

They don't give students freedom to express themselves.

Characteristics of a Geography test

Test are important instruments for evaluating teaching and learning process.

For it to be important it must meet the following.

a) Concept of validity

validity as applied to a test describes how well a test measures all qualities its meant to measure.

There is no entirely satisfactory quantitative way of measuring industry.

Comparative value judgment by two out more teachers as a useful mean of estimating the solidarity of teacher diversified test.

Content validity is the most relevant for for ordinary geography classroom teachers and should be confidential with achievement testing. by two out more teachers as a useful mean of estimating the solidarity of teacher diversified test.

Content validity is the most relevant for for ordinary geography classroom teachers and should be confidential with achievement testing.

Anti achievement test has content validity if it represents the objective covered during an instructional process.

b. Reliability refer to materials

c Test of specification

shows its content area and level expected i.e highest level of testing using the content as stimuli.

The level of testing are:-

- Knowledge or recall
- Comprehension
- Application
- Analysis
- Evaluation

Assignment

Draw an outline of a test of specification

Level	Know	compare	Applicant	Analysis	Synthesis	Evaluation	Total
Content							
The earth	1	-	2	-	-	1	4
	3	3	4	-	-	1	10
	2	3	1	-	1	-	6
	9	8	4	1	2	3	26

MARKING

There are the major types of processing examination or marking.

These are; -

- Criterion reference
- Norm preference

Criterion reference

Has a fixed or predetermined pass mark.

It consider specific competencies and achievement levels e.g university pass mark

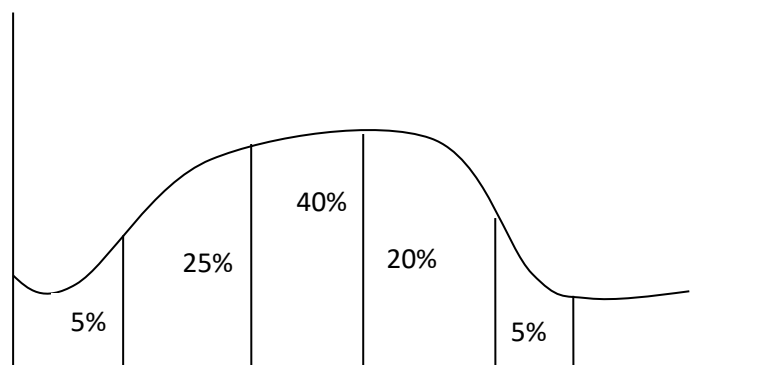
Norm reference

Pass mark depends on performance

TT assumes performance of any sample is generally normally distributed.

Distributed of score is an important consideration and a group is judged according to its experiment.

This is where all normal curve comes about.



Read on

Making a marking scheme and marking grading and reporting the secure.

Assignment

Based on the topic, you are scheming for set one essay quiz (15mks)

Set 2 – structured quiz. Each having subscription a-c (20mks). Each

Make a comprehensive marking scheme on your questions.