—\_— ORI GINA |

Bo — TOPIC ONE

— INTRODUCTION

Ba... LEARNING OUTCOMES :

eee By the end of this topic the learner should be able to;

a. 8 Understand all terms and concepts used in }General methods. / |

; aa = ¢ Differentiate teaching fromleaming. ~~ |

tees ¢ Appreciate the qualities of an effective teacher. ,

\_ $882 DEFINITION OF TERMS/CONCEPYS

1 po. A cgrriculum is all the experiences and programmes of learning that are

= biven under the guidance of a school. It includes all fos ges ene .

@-:-2. lessons, subjects and skills given under the respohsibill§20: eschoot to

= contribute to the mental, social and physical development of the learners. ,

gS When designing a curriculum the following factors should be born im mind; !

, oo - The society sO \*

of. \_ The learners needs andabilities

oo \_ The national philosophy and life style towards which the whole |

Po society is striving for.

ag \_ -The skills which individuals need to develop or acquire in order to '

. serve the society. . |

‘4 - Resources necessary for implementing the curriculum. ——

4 Syllabus: | :

i“ A syllabus is a broad sketch or outline of what is envisaged to be covered ;

H ' within a given level of learning for a certain period of time. It is usually

Ti developed for a particular level and is a blue print that indicates the theme, | |

: | sequence and depth of the content or materials to-be covered and for how |

ie long. Therefore a syllabus is a curriculum document whose functions are

# as follows; |

t - Itprovides a means through which the government controls the |

f education provided in its schools and ensures common learning |

a content in all public schools.

& - Jt guides the teacher in preparation of gdod schemes, which will lead

E to effective lesson preparation. \_

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; a BAC redible |A reliable, | The teacher should |

7 considerable, i welcome self |

a | trustworthy and | | examination to ensure |

7 | friendly personality. | that actions meet the |

— | - expectations of the

- a | —\* | audience. Accept

= ee. | \_ | responsibilities and |

= ; j a | account for them.

} a: Role-model To bea role-model, @ Examining one-self and

= =. teacher has to be | getting involved in

7 gs : | creative, innovative, problem solving

Pe a . goal-oriented, credible situations. Getting |

‘ ee a ab initiator with self- involved in forums for |

pS =e 7 confidence, decision exchanging views and |

3 a maker, devoted, activities that others

] =. competent and can emulate and accept

ae counselor. These responsibility.

, ee qualities must be

= a | evident and observable .

; ; - . . in. the behavior and |

ee actual operations oF "8

a Goal-Oriented The teacher with he | Involved in tasks with :

q ag desire to achieve, attainable objectives.

i — optimistic, persistent

= organized and action- | |

\_ oriented. —

7 og 5. Knowledgeable A knowledgeable Attending seminars, |

= 4 | teacher portrays reading and conducting

: ae | evidence of being an research widely.

a authority in a given

| a | subject and deals with | |

; og | — | issues wisely. :

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ae ‘

7 Pe \_ Tt enables schoolinspectors and head teachers to check whether the

\_ desired standards are being reached.

7 . \_ Jt helps in limiting the scope of the examination as examiners base

i eo their questions on the content of each syllabus.

j pee Scheme of work: .

@ =. Ascheme is a surmmarized forecast of work, which the teacher considers

© adequate for his class to cover within a given period from the topics set in

; oo the syllabus. It is prepared for every class within a level.

; Bs Lesson plan:

By . This is a guide of how the content of the lesson notes will be delivered to

he learners. Surtavaty, 3 SF

i — “A lesson: |

‘ = A lesson can be described as a single activity or a series of activities

i —\_ designed by a teacher so as to achieve educational objectives determined as

7 necessary in promoting positive change in the learners.

@. = Teaching: . ,

| = Teaching can be defined in different ways;

@- —\_a) A teaching process can be defined as a cyclic chain of activities where

| @ \_—sCsthe teacher's confrontation with learners in thé classroom is only a point in

mothe cycle as he plays the following interrelated roles;

j = 1. The teacher is a planner- what he does must.be carefully planned.

j 2. The teacher is a craftsman. :

; ioe - Presenting learning materials in an interesting manner.

4 CS \_ [llustrating, denvonstrating and explaining .

| oe . Asking and answering questions

| ee \_ Giving out assignments to learners

= ie - Correcting such assignments ;

| \_\_ ~ Praising learners who behave properly and helping or punishing those

«fie. = Bot behaving.

1 om 3. The teacher is a decision maker- he constantly asks the questions what

Be. =. next? and how’ as he Studies his Society, the school system, and the subject

ae mater. .

ame = Teaching is supposed to promote learning.

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aa.

| ¢ Meee Teaching can also be defined as a process in which the teacher initiates a

ieee cet of activities in which his/her learners take part so that the result is

Ee quisition of knowledge, skills and/or attitudes that would bring about

— a jelative desirable changes in the learners. These changes may take the

BB following 3 toms; |

eae ; They may lead to an increased store of useful information and

eS: understanding of basic principles in the subject matter.

7 as ii. They may lead to acquisition of skills, abilities and habits 1.e.

j ce a psychomotor skills that are physical competencies required in

ees order to perform certain activities efficiently. -

| ee iii. They may lead to possession of desirable attitudes or ideals (

| 26 such as developing satisfactions about learning outcomes or .

foe OG achievement.

| 2a Therefore effective teaching contributes to understanding, improvement of

= abilities and development of desirable attitudes and skills.

ee

ie Conditions for teaching

| = In order for teaching to take place, the following conditions must prevail: .

E. ; A teacher must be available and willing to teach.

& —s iii, = The intention/ objective for teaching.

e iii. Content or subject matter |

a -y Learner/audience willing to learn or be taught.

4 v. Environment such as classroom where teaching will take place.

ef In teaching, the teacher passes information intentionally about an object, .

< person, process or skill to a learner or a group of-learners.

iz .

¢

4 Learning :

@ Learning is a change or 4 modification of behavior or response as a result

| 4 of some form of experience.

| It refers to numerous different processes, which result in a relatively

a permanent change in behavior as a function of experience, training and

a practice.

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j ae ping of the definition:

meee sit it: Learning is not directly observable but itis inferred from

pos cr formance ie. when a student passes an exam.

7 fe ciativel Permanent;

Bee Fic change should last for a long period of time meaning that the student

\_ Fhould be able to remember the behavior.

‘Cieeer Change in behavior:

Se Behavior consists of actions that can be sensed e.g. observed activities

= ae from a learner in class ie. drawing, writing notes, calculation of sums

ee correctly are changes in behavior.

Be conditions, which facilitate learning:

— Bee i. Bhe degree of the individual learner’s readiness for what we want him

|, Sa :

i «2. Interest in what he is expected to learn. :

Wee, 3. Motivation or having a strong desire to learn

#2 4. General intellectual ability etc. . :

aa i

Qe «= Stimulus mechanisms: °

Sie The learning process envolves stimulus mechanism processes. Stimuliare

Wee =—sfactors that influence individual’s response. They are internal or external

Gee factors, which an individual comes into contact with, or interacts with.

Mee = They could be an object or occurrence which may influence the

See —sindividual’s sense organs and arouse within hitn a sensation, an idea, a

Sie $= concept or even movement which results in some kind of reaction or

ees “esponsse. | |

@ee Response: :

Gee =A response is an action which results from stimulation and subsequent

ae = wumber of activities and can range from simple reflex action ie. “blinking

We, 3 Of the eye’ to a very complex operation e.g. running away.

@ee.. NB: This implies that learning can take place without active participation

fe of the teacher but it can not take place without active participation of the

— learners. , |

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; ae. Education !s both a process and a product. As a process Education

—. rransmits values from one generation to the next. These values include

“ee knowledge, skills and attitudes deemed important to the survival of the

| pene’ society.

| — As a product Education is the sub-total of acquisition of the values, which

q ae is usually evident 10 certification. Thus education has a dual purpose as it

\_ es: not only helps the ndividual but the so ciety as well.

ao The real characteristic of Education is that it emphasizes on all round

= development of the individual e.g. ee

; oo Q e Physical development of the person (e.g. his size, health, looks and

4 ce physical fitness) .

- é. Emotional development (the way he feels and expresses his feelings)

j ae —s social development (the way he relates to other people in his .

= environment and the way others feel the effect of his behavior

' eee towards them).

: ee . e Intellectual development (the way his “brains” work, his reasoning

ee ability etc). , |

ee In other words all human faculties (the physical, the emotional, the social

ee and the intellectual) make up the personality traits that must be nurtured

| ia through education.

- Major tasks of education: |

of i. Nurturing the individual’s emotions SO that they are controlled and 7

2 exhibited in ways that are not harmful to other people (can he control

his tempers’) - |

a | ii. Nurturing the sndividual so that he grows UP +o interact in a socially

4 approved manner with other people in his society.

fo i Education should prepare one for life in society.

- ivy. Education helps one fearn accumulated wisdom of his society. ©

ee y. Helps one to learn to hive in the society and interact with other

| 2 people.

. vi. Helps one to Learn to survive in a given society by acquiring

5 knowledge and skills which enable him éarn a living, take care of

, himself, understand his rights and responsibilities and contribute his

| t quota to the development of the community. :

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i

| = A SUMMARY OF QUALITIES OF AN EFFECTIVE

ae TEACHER.

| #ee (quate DEVELOPING THE

ee. |. QUALITY

Bec. | a. Presentable This is the way a Dress properly and be

, teacher looks ina front | composed.

ie =| oflearnersie. the .

fe mode of dressing, -

| ee confidence, disposition,

oC and physical |

re composure. .

j aS. . |b. Batience The teacher should be The teacher should

2 ae able to take time before | show some restraints |

j a he reacts to happenings. | and get involved in

i. He should not harass some of the activities

learners but make such as patronizing

= calculated moves, not | clubs even during odd

| ae hasty decisions. He hours. He should also :

.. should be able to try to help those |

appreciate the . | learners with problems

| an contributions of slow : | in learning during /

7; | jearners without any: ; his/her free time. ~ 7

a ridicule. |

€ c. Flexibility The teacher shouldbe | The teacher should oe

( o§ able to adjust to new solve problems as they

7 | changes as opposed to | arise, make adjustments :

4 . following strictly laid | to his/her programme .

a - down rules e.g. time and give students a

| x budgets. It calls for - chance to present their

\_£ | resourcefulness and views.

a adaptability. |

| d. Persuasive | A teacher should have Using polite and

k | power to influence appropriate language, |

i; § | learners in believing in understanding the

¥ | education, that is, he’ interests and problems | —

: ‘| should be determined —j of the learners he/she is | s.

2 and convinced about dealing with and \_

¢ ee the objective/goal he | believing in the coals

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5 Education Department .

: a” a

po. a Initiative i This is the ability, | The teacher should join |

Pe willingness and the - clubs sassociations, and |

ee | drive to start something | encourage class

| 3 without waiting to be \_| participation througa

4 som . instructed. role playing, drama,

4 oe a group discussion, |

2 eee . debating, etc.

Wee £ Good Listener The teacher should be | The teacher needs to

—. patient enough to listen | change or readjust

Pa | to the learners’ his/her attitude towards | ~

—, (Ct problems, ideas, facts, | people, events and

| % contributions, and problems, in order to

— suggestions, and give | achieve his/her

a necessary direction. \_ | objectives/goals.

1 a | g. Counselor The teacher should be a | The teacher should be

| knowledgeable. able to guide and

ao. problem solver who . council learners. ‘

oe | can give guidance as | ,

| well as advice on

| | various issues. ee

fee |b. Organized The teacher needs to He should be organized

ee | prepare in advance, by equipping .

oe | arrange work in a himself/herself with .

aa | logical and sequential | relevant resource

oS manner. He/she should | materials, as weil as

coe | present materials with | working in a suitable

— . confidence. . | environment. , :

ee |}. Decisiveness The teacher should take | The learners to be

aa a particular course of | given responsibility

| @ action at an appropriate | involving decision-

; oe time and come up with | making and to readily ; ;

— alternatives where accept it.

po ag necessary |

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= |

ao |

Wee. Sociable | The teacher should |

. a | The ability to interact | interact freely with

{ ae | freely with people. other members of staff :

a and community.

— ae 1. Optimism. This is the tendency to | The teacher must have

4 ee. | | view the future from its | a positive self-image

\_ brightest side. Fora © | and concentrate on the

=. teacher to be able to positive events that

7 fa initiate any course of \_| produce results.

im actionhe mustbe

a optimistic. :

EE im. Soformation The desire to obtain | He should have

§ = Seeking information. Teacher | initiative and cultivate |

| a should have an aquest {| personal interest to

for facts, data and take | obtain information.

ee ; - | time to research for

\* : them.

— -}n. Persistence The teacher should Thorough training to .

ae . | appreciate that greatest master the subject and

| ae ‘glory isnot innever: | methodology for

i failing but rising every | teaching it without

. ON time one fails. Fear or | getting frustrated. |

—— o failure does not hinder oo

: , acting. He should be .

7 persistent when

. carrying out his roles

4 and make sure .

zy | objectives are achieved. ,

,

s lo. Good The teacher should be | He should be always

? | Communicator able to transfer the \_ | conscious of good

4 | meaning ofamessage | language use.

| 5 to the receiver, Le. The

E message should be

€ clear and :

| ; understandable.

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s Lecturer KTTC . /

2 —\_ Education Department |

|o¢ |

ee, -3 . |