

Initial Primary Teacher Education

Education foundation studies

Module 1



Malawi Institute of Education

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Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element
Reflection on qualities of a teacher	1 hour	Learning and teaching
Nature of learning	4 hours	Learning and teaching
Child development in lower primary	4 hours	Learning and teaching
Child study	3 hours	Learning and teaching
The national primary curriculum	1 hour	Learning and teaching
The syllabus	1 hour	Learning and teaching
Schemes of work	2 hours	Learning and teaching
Lesson plan	2 hours	Learning and teaching
Records or work	1 hour	Learning and teaching
Teaching skills for lower primary	8 hours	Learning and teaching
Teaching and learning methods for lower primary	8 hours	Learning and teaching
Teaching and learning resources for lower primary	5 hours	Learning and teaching

TOPIC 1 Reflecting on qualities of an effective teacher

Time 1 hour

Introduction

Welcome to the teaching profession. You have embarked on a journey whose destination is to become a teacher. There are several requirements that you need to fulfil in order to become an effective teacher. But what are the qualities of an effective teacher? In this topic you will reflect on the characteristics and qualities of an effective teacher so that you become one.

Success criteria

By the end of this topic you must be able to:

- articulate what motivated you to become a teacher
- analyse your experiences of being taught and relate this to the qualities of an effective teacher

Background information

An effective teacher is a person who engages in planning and reflection as he or she helps others to learn and behave in new and different ways. A teacher interacts with different people in the school and community. As teachers interact with different people, they are expected to behave in particular ways as they play different roles with each group of people they meet. In our school time, we have had experiences on what teaching is all about. Sometimes we have described teachers as being good or bad

depending on the way they teach, dress and respond to our problems or how they behave. To ensure good teaching practices, teachers should be able to reflect on their teaching. Reflective teachers teach, evaluate successes of their teaching and gain new ideas to enable them perform more effectively in future.

Tasks

Task 1 Explaining what motivated you to become a teacher

Teaching is an experience that engages both the teacher and the learner. Although you have made up your mind to be a teacher, it is necessary for you to reflect on why you want to be one. In this section, you will reflect on your own motivation to become a teacher .

Activity 1 Reflecting on own motivation to become a teacher (10 min)

- 1 What motivated you to become a teacher?
- 2 Share your work in plenary.

Activity 2 Explaining how the motivation may influence their practice (10 min)

- 1 How will this motivation influence you to become a teacher.
- 2 Share your ideas in plenary.

Task 2 Analysing own experiences of teaching

As a young learner, you may not have paid much attention to some of the

ways your teachers operated in class. In this section you will think of a teacher you admired in primary or secondary school and analyse the qualities you admired in that teacher.

Activity 1 Analysing own experiences of being taught (20 min)

- 1 What did you admire in this teacher?
- 2 What would you have wanted the teacher to improve in his/her practice?
- 3 Share responses with a partner.
- 4 Present your responses to the whole class in plenary.

Activity 2 Analysing the qualities of an effective teacher (30 min)

- 1 Role-play the characteristics of a good teacher.
- 2 Analyse the qualities demonstrated in the role plays

Tips

- Consider diversity and gender in sharing the roles in task 2
- Consolidate the activity focusing on qualities of an effective teacher.
- You may use pair work, individual work or group work in the activities

Summary

In this topic you have analysed your experiences of being taught and related this to the qualities of an effective teacher. Some of the qualities of an effective teacher include punctuality, dedication, creativity and of mastery knowledge. You have also articulated what motivated you to

become a teacher or how you were motivated to become a teacher and how this may influence your practice.

Reflection and assessment Self-assessment

Using the internet:

- 1 find out the impact of an effective teacher on the learners
- 2 find out how a teacher can become effective?

Topic assessment

Discuss how the qualities of an effective teacher can influence career choice of the learners?

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TOPIC 2

The nature of learning

Time 4 hours

Introduction

In topic 1 you focused on qualities of an effective teacher. One of the characteristics of an effective teacher is having knowledge about the learning process. Unless one understands the nature of learning, one may not easily facilitate it in a formal classroom situation. In this topic you will be introduced to learning theories such as constructivism and behaviourism which you will need to use as you teach in the lower primary. Moreover, you will be expected to analyse factors that influence learning in Standard 1-4. This is important because such knowledge and understanding will help you accommodate and even celebrate diversity among your learners.

Success criteria

By the end of this topic you must be able to:

- relate learning theories to the needs of learners in the lower primary
- analyse factors that influence learning in standard 1-4

Background information

Have you ever wondered why learners of the same age, undergoing the same instruction, by the same teacher and in the same environment perform differently? Although teachers attempt to provide solutions for learners' problems, they do not always succeed.

In an attempt to provide answers for such situations, education practitioners and theorists have engaged in research, in order to understand the learning process. The tentative statements that they come up with, based on their studies are referred to as learning theories. Among the most referred to learning theories are constructivism and behaviourism.



Nature of learning

Learning is acquisition of knowledge, skills and attitudes which results into permanent behavioural change. It transcends memorisation of facts. Our new behaviour is influenced by the previous one. As children learn, they are constantly modifying, adapting, and developing their original nature. Practice and motivation contribute towards advancement in learning. An example of this process might be when a child begins to learn to write. At first, the letters will be undecipherable. Later, the letters can be recognised. With more motivation, the child will become more experienced.

Children have the longest period of immaturity hence the longer period for opportunity for learning. Apart from the environment contributing towards an individual's learning experience the nervous system controls the rate of learning. Another characteristic of learning is growth, which is never ending as at each stage. The learners acquire new insights in their future growth and new standards of achievement towards their efforts. Each achievement forms a platform for a fresh attempt to achieve newer and higher levels of performance.

Theories of learning

In the following section, you will get to know two different learning theories, namely, constructivism and behaviourism.

Constructivism

This is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. It argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it is an interaction between their experiences and their reflexes or behaviour-patterns. Knowledge is constructed by an individual based on mental activity. Learners are considered to be active organisms seeking meaning. Constructivism is an approach to learning and teaching that focuses on bringing out the best in the learner. Rather than students working in

isolation, social constructivist classrooms promote students working together to enhance the learning experiences. It emphasizes learner centred methods of teaching.

Constructivist ideas have originated from theorists and practitioners such as: John Dewey, Jean Piaget, Maria Montessori, and Lev Vygotsky. The characteristics of constructivism include:

- active learning which allows learners to be directly involved in their learning, for example, finding out something on their own instead of being recipients of information from the teacher
- learners engage in concrete than abstract activities; as well as real and not symbolic. In this case, an example would be a teacher who prefers showing learners how to cross the road by taking them there, instead of simply talking about it or assigning them to read about it
- teacher ensures activities are interesting and challenging to the learners
- new information is presented from known to unknown
- learners are given the opportunity to reflect about what is being learnt
- learners are given an opportunity to associate with others to share their learning
- teachers facilitate learning, rather than presenting to learners.
- teachers provide learners with scaffolding that may be needed for their progress

Good constructivist teaching and learning

While constructivism might be considered as one of the best teaching methods, it is important to understand how it can be applied. The following discussion contains some of the key aspects a teacher can focus on in engaging with a constructivist approach.

Lesson preparation

Identify a relevant concept which can challenge your learners. Rather than present the lesson, let the learners reflect on the phenomenon and share their experiences. Although the teachers' interest would be to allow the learners to construct their understandings, the teacher will have specific outcomes that the learners are expected to achieve in the end.

Delivery

During the lesson, the teachers' task is to ensure that groups are performing according to teacher expectations, for example, being on task on the assignment treating each other fairly by allowing every member to participate in the discussions.

Closure

After conducting the lesson, it is necessary for the teacher to determine whether learners have knowledge constructions that are improved and thoughtful. Learners should feel free to indicate whether at the end of the lesson, they are more knowledgeable about the concept than when they were taught. Since one of the crucial

outcomes of learning is understanding, social constructivists believe that engaging learners in group or collaborative learning will enable learners to benefit from their learner community.

Behaviourism

Behaviourists help us understand why we behave as we do. Behaviourists are interested in finding out how external, environmental stimuli cause observable learner behaviour and how changing a learner's environment can change behaviour.

Important concepts in behaviourism

- contiguity (very near, touching)
- classical conditioning
- operant conditioning
- social learning.

Contiguity

- Refers to simple stimulus - response (S-R) pairings, associations, or connections eg lighting and thunder.
- When a stimulus is regularly associated with a response, an S-R connection is established.
- The S-R connection usually occurs within a very brief span, hence the contiguity label.
- Many concepts and facts are learnt through simple stimulus - response learning.

Classical conditioning

- Refers to learning that occurs when we already have an established connection (contiguity) between a

primary or original stimulus and a response.

- Then we pair a new secondary stimulus with the original stimulus long enough to evoke the original stimulus even when the original stimulus is absent.

For example: Pavlov's dogs

- Pavlov, a Russian Psychologist (1920s) found that his experimental dogs naturally salivated (responded) when his lab assistants fed them meat powder (a stimulus).
- The mere presence of his lab assistants (new stimulus) caused dogs anticipate being fed and to salivate.

School example

- Students and teachers associate a bell (stimulus) with the ending of a class period.
- Teacher often assigns homework at or near end of class.
- Mere assignment of homework (new stimulus) will bring about (elicit) many behaviours or responses associated with the ringing of the bell- packing book bags and so forth.
- Hence some teachers assign homework at beginning of class.

Implications of behaviourism for teaching, learning and assessment

Imagine your lecturer visits you during teaching practice and your hands are trembling when he/she comes to supervise your class. This might be due to associating previous unpleasant experiences with your

supervisor. This implies that teachers should be conscious of the way they present themselves when interacting with students.

Operant conditioning

- Refers to how people operate on their environment. The following are the assumptions of operant conditioning:
- Learning is facilitated through reinforcement. For example, a learner does something correctly or appropriately and, consequently receives a reward.
- If we do something we are rewarded for or which is rewarding in itself, we will do it again. If not rewarding, we are less likely to repeat a behavior.
- It is based upon pleasure-pain view of human behaviour. An example is presented below:

The case of Chimwemwe's essay

Teachers' comments included the following:

- well written
- used many references
- presented major points on both sides of the topic
- drew thoughtful conclusions

Teachers' reaction: May I submit your paper on our bulletin board?

Assuming Chimwemwe finds that comment rewarding, she will write another essay.

Social learning

- This is also called observational learning

- The basic principle is that you can learn a lot by watching others. To be effective, learners must attend to someone's behaviour, retain what was observed, imitate, reproduce the behaviour, experience satisfaction as a consequence.
- Learners are most likely to imitate (model) persons who are somewhat like themselves, whom they consider to be competent, warm or powerful.
- For primary children frequently identify with television/movie characters especially super heroes, and mimic what they do. Social learning also occurs when we see something good/bad happen to another person for instance:
- A friend is praised for her school work we try to imitate what she does, so we too can be praised.
- We might avoid some behaviour which another learner if it was not well received.

Teachers who hold (espouse) classical conditioning, operant conditioning, and social learning will do the following:

- Make classrooms enjoyable intellectually, socially, and physically.
- Be open and specific about what needs to be learnt (eg behavioural objectives).
- Be certain that learners have basic knowledge and skills to enable them learn (prerequisite knowledge).
- Show connection of new learning to previous learning.
- When new material is complex, introduce it gradually for example: sequential, short, easily learnt parts.
- Associate what is to be learnt with things learners like for instance: associating poetry with rap.
- Don't associate what is to be learnt with things learners don't like eg school work with punishment.
- Recognise and praise improvement.
- Find out what is rewarding to each student and use that reinforce student learning.
- Provide more regular reinforcement when a task is new or difficult.
- Reinforce the learning behaviour you expect from students; for example:
 - attending
 - engaging
 - trying
 - responding
 - improving
 - competing
- Encourage shy or insecure learners' responses and look for shy children who do not volunteer and give them opportunity.
- Create situations whereby each student has the opportunity to succeed.
- Model behaviour that you want learners to imitate for instance, show enthusiasm for learning and respect for all.
- Draw attention to learners who demonstrate desirable behaviour.
- Ask parents to reinforce desired behaviours at home to recognize enthusiasm for learning, effort and growth.

Factors affecting learning in lower primary

The needs that affect learners can be classified as biological or secondary learner needs. Biological needs refer to inborn desire for food, water, and rest. We are programmed to meet these basic needs regularly. When we are denied these primary needs for a long time, we do not function well.

Unfortunately, in many school situations, we might come across learners who have been denied basic needs.

Lack of creativity

Factors that influence learning in general might include what some studies found that teachers do not employ a variety of teaching methods when teaching. Some teachers' choice of teaching methods has been influenced by their primary school to college experiences they had as students. Teachers they had before influenced the way they prepared their lessons. Some selected methods of teaching based on prior training they had in an educational course. Others noted that their influence on teaching methods was based on their own thinking about teaching which included personal needs, non-classroom teaching at church, relatives who were teachers.

Lack of variety

Some teachers do not prepare a variety of media for use in the teaching and learning. The reasons why teachers fail to prepare and use a variety of teaching learning resources might first

be lack of finances to buy required resources. Some teachers' instructional materials are limited to textbooks and syllabuses although there are others who take personal initiative to use TALULAR. Schools lack adequate textbooks, revision books, references and resource books to extend children's knowledge. In Malawi, most primary schools cannot afford books for each learner. Mostly, learners share books, hence poor performance. Some schools may not allow learners to take books home for further practice in subjects such as reading and mathematics due to security concerns in the homes. Probably, this partly justifies the need to move into digital learning.

Harsh and unfriendly teaching and learning environments

Sometimes pupils fail to learn because of harsh and unfriendly teaching and learning environments. In Malawi, harsh environments include poor classrooms, where there is no furniture and learners sit on the floor. In some cases, learners learn outside, under trees due to high population of learners. Teachers in such cases are frustrated and can manage to use only the lecture method of teaching because the classes are too large. There is low morale among teachers because teacher ratio, teachers work conditions are not attractive.

Inadequate parental support

In the developing world, Malawi inclusive, parental support in terms of extra materials such as text books and

revision books is very low. In most cases although school might be free, parents have the burden of paying for opportunity costs of learning for their children, such as food, writing materials and books. Parents spend most of the time in money making enterprise to manage their families. Only a small proportion of parents guide their children on homework. They do not provide extra lessons for their children.

Learner difference

Finally, learner differences such as economic, cultural, gender, developmental, can affect the performance of the learners. Since teachers have no control over the nature of learners they are assigned, it may not be easy for them to perform in their job as teachers since they might have to decide on difficult questions such as what it would be like to teach children of lower as opposed to high socio-economic status; girls as opposed to boys; a child with a hearing impairment; a child with learning challenges.

Tasks

Task 1 Relating learning theories to the needs of learners in the lower primary

In this task, you will relate learning theories with learning needs.

Activity 1 Discussing situations where learning takes place (30 min)

Learning is a critical endeavor in a person's development because it

enables one to adapt to the environment. Whether it is formal or informal learning, a person will be able to acquire education.

- 1 Discuss situations where learning takes place.
- 2 How does the learning take place?
- 3 Which situation is suitable for education?

Tips

- Use *think-ink-pair-share* for this activity.
- This activity needs enough time to ensure that student teachers understand the concepts.

Activity 2 Researching on constructivist and behaviourist theories (1 hours and 30 min)

Research to find out more about constructivist and behaviourist theories guided by the following questions:

- 1 Why are constructivist and behaviourist important for teaching lower primary?
- 2 Demonstrate a constructivist and behaviourist mini lesson based on any topic for the lower primary.
- 3 In your opinion which is a better theory when teaching a class of diverse learning needs?
- 4 Share the research findings as a class.

Tips

- Observations for this activity should be carried out using an instrument that you have drafted with your peer.
- When carrying out tasks consider gender balance when forming groups.

Task 3 Analysing factors that influences learning in standard 1-4

For effective teaching and learning to take place in the classroom, you need to create conducive environment for learning. In this task you will identify learning needs of standard 1-4 learners and analyse factors that influence learning.

Activity 1 Identifying learning needs and factors that influence learning in lower primary (1 hour 20 mins)

- 1 Interview a teacher on learning needs and factors which influence learning in lower primary.
- 2 Prepare a simple checklist for class observation on learning needs and factors that influence learning in lower primary.
- 3 Observe a class to find out learning needs and factors that are required for good learning in lower primary.
- 4 Analyse factors that influence learning
- 5 Share findings

Activity 2 Analysing factors that influence learning in Standards 1-4 (30 mins)

- 1 Discuss how the factors identifies in activity 1 influence learning in Standard 1-4.
- 2 Share in plenary.

Summary

Understanding learner behaviour has never been a simple issue because of the uniqueness of individual learners. In this topic you have learnt about the nature of learning, specifically focusing on examples of learning theories such as constructivism and behaviourism and how they relate to needs of learners. Some methods that might reflect constructivism can include a lesson in which a teacher uses probing questions to make learners think more about a concept. An example of behaviourist approach might be a teachers' use of punishment to weaken unwanted behaviour.

In addition, you have analysed factors that influence learning in lower primary. Now you are aware of the challenges learners experience as they learn. Should you want greater awareness into the teaching process, refer to the recommended texts under further reading section.

Reflection and assessment Self-assessment

- 1 Analyse any four biological needs of lower primary learners and their implications for learning.
- 2 Read the following stores and answer the following.

Case study

Chimwemwe is one of your learners in standard 4. As his teacher, you have noticed a fairly dramatic change in the child. This boy seems very tired and anxious, and he is not doing his homework. The situation has gone on for a few weeks now (Adapted from: Woolfolk, et al., 2009, p. 102).

- How could you find the cause of the conditions of the boy?
- After finding the cause of the conditions of the boy, suggest solutions to the problems.

Topic assessment

Discuss how a teacher can contribute towards a learner's secondary learned needs.

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TOPIC 3 Child development in lower primary

Time 4 hours

Introduction

In the previous topic, we focused on understanding the nature of learning and the abilities of learners in the lower primary. Learning cannot be effectively done without understanding what learning is all about. Equally important in the process of learning is an understanding of the learner. Unless you know the one you will teach, you are likely to plan wrong material for the learner. This topic will focus on relating the abilities of learners in Standard 1-4 to stages of child development and examining factors that influence child development so that teaching, learning and assessment is more effective and meaningful.



Success criteria

By the end of this topic you must be able to:

- analyse the abilities of Standard 1-4 learners and linkages to the stages of child development

- analyse factors that influence child development
- apply knowledge of child development

Background information

Child development refers to the biological and psychological changes that occur in human beings between conception and late adulthood, as the individual progresses from dependency to increasing autonomy. While physical growth, for instance height stops, humans continue to develop socially, emotionally and intellectually throughout life. Every stage of development, or behaviour within a stage, builds on previous development and forms the foundation for next stage.



Developmental changes may occur when the child is growing up because of genetically-controlled processes known as maturation. Growing up is a natural process of all living beings as discussed in Topic 2. It is normal that a child should grow in the following domains: physical, mental, social, moral and spiritual. Unfortunately, due to the complexity of life, the development of human beings can be affected positively or negatively by physical, social, economic and environmental factors. The concept of child development has been tackled by some development theorists and psychologists in the areas of cognitive, socio-cultural, communicative, social-emotional, motor and adaptive behaviour. It is assumed that all children will progress through these stages, although the time they take to pass through the stages may differ. In this topic, we will mostly focus on Piaget's cognitive theory of development which is divided into four stages (refer to Appendix), as well as Vygotsky's socio-cultural theory.

Although children may demonstrate similar physical growth characteristics within the same age group, it is not a guarantee that they will have the same capabilities. As a teacher, it is important for you to be observant to understand the real abilities of your learners as they engage in learning activities. If the class has learners with special educational needs (SENs) you must observe the characteristics of their cognitive development and behaviour and match the observed

characteristics with the fundamental characteristics of each stage in these theories. This allows you to set specific tasks to meet the ability levels of the learners with special educational needs.

Factors that influence child development can be classified into two, those that are caused by *nature* and those based on *nurture*. The terms nurture and nature refer to heredity and environment. It should be noted that developmental changes do not necessarily relate to chronological age. The basic causes of child developmental changes are genetic factors (heredity/nature) and environmental factors (environment/nurture). Genetic factors are responsible for growth of body and brain parts while environmental factors affect the development of social, emotional and cognitive experiences.

Factors that influence child development

Nature

Natural factors are those inherited by the individual child from one's parents from conception to birth.

Genetic

Genetic factor refers to inherited characteristics from the mother and the father. The genes control the physical, mental and other body parts. An individual has no control of genes. Genes also affect character and Intelligent Quotient (IQ) of an individual. When mutation (alteration)

occurs during gene multiplication or cross of genes during fertilisation, mental disability might result.

Maternal nutrition

Maternal nutrition refers to what an expectant mother eats during pregnancy. When mother has poor nutrition, the growth of the foetus' physical body and brain cells is affected and may result in poor health and deformities including slow cognitive development. To ensure the proper development of the child, a mother should eat balanced diet which will provide the right food groups.

Mother's health

Mother's health is also important in ensuring proper child development. A sickly mother may infect the foetus' development. Expectant mothers should visit the doctor in order to ensure that the child's healthy condition is good. They should also exercise regularly and rest adequately.

Nurture

Nurture refers to factors experienced after birth with reference to the environment such as:

Child's nutrition and fitness

Malnutrition causes retardation in child development which may later develop poor child's cognitive functions. Exercises are also important in ensuring proper child development. Food is critical to ensure baby's growth. Breastfeeding is good for child development as it supplies all nutrients and antibodies needed by the

baby. There is need for adequate calcium and protein for the child to ensure healthy body with strong bones and teeth.

Family

Family is a socially recognized group of individuals who may be joined by blood, marriage, or adoption and form an emotional connection and an economic topic of society. The family is the first place for a child to learn how to socialise. The families ensure that children learn the society's values, beliefs, attitudes, knowledge and skills. Child development depends on what the family trains them in order to become useful citizens.

Peer

Child development aims at developing a child holistically (physically, intellectually, culturally, spiritually, economically, or linguistically). Peers are an integral part of child development in lower primary. Peers can positively or negatively influence the development of the child. Peer cultures can be beneficial when a child is open and able to fit within the environment. Some peer groups have contributed positively to learners' lives by influencing the members' motivation and achievement in school. Motivation and achievement may be seen among children whose friends are stable, supportive, socially competent and mature.

Tasks

Task 1 Analysing the abilities of standard 1-4 learners and linkages to the stages of child development

This task will help you to familiarise with terminologies associated with child development, understand their behaviours, appreciate their motivational levels learners of Standards 1-4 and devise appropriate approaches to enhance learning in lower primary.

Activity 1 Observing the abilities of Standard 1-4 learners (1 hour)

- 1 Reflect on the abilities of Standard 1-4 learners and record your findings in the following table.
- 2 Observe any class in Standard 1-4 and observe the abilities of the learners. Record your observations in the table below.
- 3 Compare the results of the two activities to confirm the reality.

Table 1

Class	Abilities brainstormed	Abilities observed
Standard 1		
Standard 2		
Standard 3		
Standard 4		

Activity 2 Identifying principles of child development (1 hour)

- 1 Carry out desk research on principles of child development.
- 2 Relate observations made in Activity 1 with principles of child development.

- 3 Contrast Piaget's principles of child development with behaviourism and constructivism.

Activity 3 Exploring stages of child development (30mins)

- 1 Discuss the stages of child development.
- 2 Present your findings in plenary.

Task 2 Researching on factors that impact child development

In this activity you will analyse factors that influence child development

Activity 1 Examining factors that influence child development in lower primary (30 min)

- 1 What are other factors that affect child development apart from those given in the background?
- 2 Present your answers to the class for discussion.

Task 3 Applying knowledge on child development

In this section you will use your knowledge of child development in real situations.

Activity 1 What teachers should consider when teaching lower primary school special needs learners (1 hour)

- 1 Discuss the implications of Piaget's principles and stages of child development on lower primary classroom practices.
- 2 Present your answers in to the class for discussion.

Tips

- Consider learners' diversity, age, and gender as you make discussion groups.
- You may use internet to get information on factors that influence child development.

Summary

The topic has guided you to explore stages of child development. You have learnt about the importance of understanding factors that contribute to children's physical, mental, social, moral and spiritual development. This will help you to handle lower primary learners effectively.

Reflection and assessment

Self-assessment

Using the Internet, examine the benefits of understanding learner abilities for the lower primary school teacher.

Topic assessment

- 1 Discuss the abilities of children in the middle childhood stage of development.
- 2 What is the importance of the knowledge of child on development to:
 - a. parents
 - b. teachers

c. community

- 3 How can biological parents influence child development?

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Appendix 1

Piaget's stages of child development

According to psychologist Jean Piaget, children progress through a series of four critical stages of cognitive development. Each stage is marked by shifts in how children understand the world. Piaget believed that children are like "little scientists" who actively try to explore and make sense of the world around them.

Through observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:

- The sensori-motor stage, from birth to age 2
- The preoperational stage, from age 2 to about age 7
- The concrete operational stage, from age 7 to 11
- The formal operational stage, which begins in adolescence and spans into adulthood.

Piaget's stages of cognitive development

The sensorimotor stage

During this stage, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. It was his observations of his daughter and nephew that heavily influenced his conception of this stage.

At this point in development, a child's intelligence consists of their basic motor and sensory explorations of the world. Piaget believed that developing

object permanence or object constancy, the understanding that objects continue to exist even when they cannot be seen, was an important element at this point of development. By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects.

The pre-operational stage

At this stage, children learn through pretend play but still struggle with logic and taking the point of view of other people. They also often struggle with understanding the idea of constancy. For example, a researcher might take a lump of clay, divide it into two equal pieces, and then give a child the choice between two pieces of clay to play with. One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Since the flat shape *looks* larger, the preoperational child will likely choose that piece even though the two pieces are exactly the same size.

The concrete operational stage

Children at this point of development begin to think more logically, but their thinking can also be very rigid. They tend to struggle with abstract and hypothetical concepts. At this point, children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their

thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings and opinions.

The formal operational stage

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

It is important to note that Piaget did not view children's intellectual development as a quantitative process; that is, children do not just add more information and knowledge to their existing knowledge as they get older. Instead, Piaget suggested that there is a *qualitative* change in how children think as they gradually process through these four stages. A child at age 7 doesn't just have more information about the world than he did at age 2; there is a fundamental change in *how* he thinks about the world.

To better understand some of the things that happen during cognitive development, it is important first to examine a few of the important ideas and concepts introduced by Piaget. The following are some of the factors that influence how children learn and grow:

Fundamental concepts

Schemas

A schema describes both the mental and physical actions involved in understanding and knowing. Schemas are categories of knowledge that help us to interpret and understand the world. In Piaget's view, a schema includes both a category of knowledge and the process of obtaining that knowledge. As experiences happen, this new information is used to modify, add to, or change previously existing schemas. For example, a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, a child might believe that all dogs are small, furry, and have four legs. Suppose then that the child encounters an enormous dog. The child will take in this new information, modifying the previously existing schema to include these new observations.

Assimilation

The process of taking in new information into our already existing schemas is known as assimilation. The process is somewhat subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs. In the example above, seeing a dog and labeling it "dog" is a case of assimilating the animal into the child's dog schema.

Accommodation

Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as accommodation. Accommodation involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.

Equilibration

Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration. As children progress through the stages of cognitive development, it is important to maintain a balance between applying previous knowledge (assimilation) and changing behaviour to account for new knowledge (accommodation). Equilibration helps explain how children can move from one stage of thought into the next.

TOPIC 4 Child study

Time 3 hours

Introduction

Having knowledge about the nature of learning, the learning process and the abilities of learners in the lower primary, prepares you to be an effective teacher if you add to that knowledge some fundamental understanding of the child - the learner. For this reason, in this topic you will focus on the process of conducting a study of a child in lower primary. Not only will you describe the concept of child study and explain its importance through using some research methods for conducting child study, but also you will identify and develop tools used for conducting child study. So, you will be expected to conduct a child study and present the results by relating them to the stages of child development and to the teaching and learning process. It is anticipated that through this process you will be equipped with more knowledge about needs of learners in lower primary, which may be applied to your practice as a teacher in classroom settings with varying learning demands and challenges.

Success criteria

By the end of this topic, you must be able to:

- conduct a study of a child in lower primary.
- analyse results of child study.

Background information

Child study refers to a scientific process of learning more about children. It is an attempt to find out about a specific child by observing and interacting with him/ her to learn about their physical, mental and personality characteristics and the relevant facts about the environment in which he/she is growing up. Studying children helps in learning more about them. Knowing how they think, feel and why they behave the way they do help you to make better judgments regarding how to respond and help them.

Methods of conducting child study

There are three methods most commonly used by developmental psychologists to study children. Table 1 presents three broad categories of the methods of studying children. For the purposes of this topic, you will be expected to use case study method as indicated in Table 1.

Table 1 Methods of child study

Method	Strength	Challenges
<p>Cross-sectional studies</p> <ul style="list-style-type: none"> • comparisons are made of the behaviour of two or more different groups of children • each group covering a different age range 	<ul style="list-style-type: none"> • less expensive to carry out the study • results are gained faster, as the investigator does not have to wait for the children to get older 	<ul style="list-style-type: none"> • there might be a disappearance of some participants. This is due to different reasons, e.g larger groups involved.
<p>Longitudinal studies</p> <ul style="list-style-type: none"> • is a method that engages a group of children who are followed up over time 	<ul style="list-style-type: none"> • could be a relatively short period of several months or in some cases for decades • same children are seen at all of the ages being studied 	<ul style="list-style-type: none"> • the overlapping characteristics of children of different ages might distort the research findings
<p>Case studies</p> <ul style="list-style-type: none"> • one or a very small number of children are seen regularly over a period of time • the time period is variable but usually is six months or more in length. 	<ul style="list-style-type: none"> • providing a very rich and detailed picture of development • providing insights into topics that should be investigated in a larger sample of children. 	<ul style="list-style-type: none"> • hard to draw definite cause-effect conclusions • hard to generalise from a single case • possible biases in data collection and interpretation (since single person gathers and analyses the information)

Areas of child study

To understand a child you need to learn as much about him/her as possible. However, for the purpose of guiding you, the following should help you to find comprehensive information about the child:

Family and home conditions

The child’s family and conditions under which he/she lives is likely to influence the way the child behaves.

Physical development

Find information about the way the child is developing physically.

You should include motor and physiological achievements of the child and their influence on the child’s behaviour and academic performance. You should also investigate the child’s health related problems including any other physical defects. Find out the sources and influences of such health problems.

Cognitive/intellectual development

Study the child's mental abilities. Find information about the child's reasoning and problem solving abilities. Look at how s/he interprets information in the classroom.

Social development

Investigate the child's relationship with other people such as parents, relatives, teachers and friends.

Emotional development

Study the child's ability to control such deep feeling as anger, excitement, anxiety, attachment to other people and fear in different situations.

Moral development

Investigate the child's ability to judge right or wrong.

Tasks

Task 1 Conducting a child study

The following activity will help you prepare for and conduct a child study of a child in lower primary

Activity 1 Importance of conducting child study (10 min)

- 1 Discuss why teachers should engage in studying children.
- 2 Share your responses with the whole class.

Activity 2 Developing a tool for conducting child study (50 min)

- 1 Explore research methods used in education.

- 2 Compare your findings and determine which methods are applicable to child study.
- 3 Based on the findings, outline appropriate tools for each method of child study and select the tools you are going to use.
- 4 Draft a chosen research tool and edit each other's work.

Activity 3 Conducting child study (1 hour)

Using the tool you developed, conduct a research on your chosen child. You may use Appendix 2 for a sample project format.

Task 2 Analysing results of the child study

In this section you will conduct child study and analyse the results.

Activity 1 Analysing the results (30 mins)

- 1 Summarise results of the child study
 - writing a summary
 - prepare a presentation
- 2 Present your results .
- 3 Relate results of child study to stages of child development and factors that influence child development.

Activity 2 Relating results of child study to stages of child development and factors that influence child development (3 mins)

- 1 Relate results of child study to stages of child development.
- 2 Share your findings.

Tips

- Remind student teachers on ethical guidelines for conducting studies on children
- The child study could be an assignment
- Arrange in advance with nearby schools on the classes where students will conduct child study
- The child study could also be done during holidays

Summary

In this topic you have conducted child study and analysed its results. The child study project has enabled you to understand more about the nature of the lower primary learner. By this time you must be appreciating how complex the learners we teach are. Therefore, it is important to value and help each learner according to his/her learning needs.

Reflection and assessment

Self-assessment

Compare and contrast any two tools for conducting child study.

Topic assessment

Describe the steps to be followed when conducting child study.

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Appendix 2

Child study guidelines

1 Basic information of the child

- name
- gender
- date of birth
- school
- height
- complexion
- hair colour
- standard
- district of origin
- mother tongue
- religion
- body weight

2 Introduction

- purposes of the study
- what you will include in the paper

3 Background information on the child

Family

- Are both parents alive?
- Occupation of the parents
- Is the child growing with parents (if not who)?
- How many are in the family, including distribution of gender?
- Is she or he first born, second born etc?
- What kind of location does she or he live in eg city town, village?
- What kind of house do they live in eg grass thatched, iron roofed?
- How far is the home from school?

Health

- Has she or he ever suffered from any disease (if yes, what was the

nature of the illness, is it a family illness eg asthma) how many in the family suffer from the disease?

Academic information

- What subjects/learning areas is he or she studying?
- What are her/his favourite subjects?
- Which subjects does she or he find difficult?
- What is her/his performance?
- What does she/he intend to be in future (ambition)?
- Are her/his ambitions related to the academic performance?
- Who is her/his source of inspiration?
- Does she/he attend lessons regularly?
- What are the parents' views about the child?
- How educated are her/his parents, brothers, sisters?
- What influence has this had on her/him?

Social interaction

Hobbies

- What are her/his special interest?
- What games does she/he play?

Religion

- What religious grouping does he/she belong to?
- How often does she/he attend church functions?
- Was s/he baptised?
- Does s/he belong to any religious?

Friends

- Who are her/his friends?
- Are they her/his age?
- What do they have in common?

General behaviour

At home

- How does she behave generally at home?
- How cooperative is she when asked to do household chores?
- Are there any specific duties assigned to him or her at home?
- Have parents ever punished him or her for offences such as disobedience, telling lies, dishonesty, stealing, using abusive language?
- How dependable is he or she at home?

At school

- How dependable is he/she at school?
- What kind of offence has s/he committed at school for which he or she has been punished?
- Has s/he shown any signs of reform?
- How is he/she attendance at school?
- Is s/he always punctual?

4 Summary

This should include a summary of the study and your own opinion of it.

5 References

Document all books and materials you have used, including all people you have interviewed.

Note: Attach a consent letter to your final write up.

TOPIC 5

The national primary curriculum

Time 1 hour

Introduction

You have learnt about nature of learning and child development. These concepts form the basis of the national primary curriculum. The education system in Malawi has evolved through different types of curriculum at primary school level. Contrary to the previous curriculum, outcome based education (OBE) focuses on the learners' competency. In this topic you will analyse components of outcome based education and curriculum. This knowledge will help you to prepare good schemes of work and lesson plans as well as organising appropriate instructional activities.

Success criteria

By the end of this topic you must be able to analyse the components of an outcome based education curriculum.

Background information

Outcome-based education means clearly focusing and organising everything in an educational system around what is essential for all students to be successful at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising curriculum,

instruction, and assessment to make sure that learning happens.

The keys to having outcomes based education are:

- developing a clear set of learning outcomes based on all components of outcome based education
- establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes

Outcomes are clear learning results that students demonstrate at the end of significant learning experience. They are what learners can actually do with what they know and have learned. OBE focuses on developing a clear set of learning outcomes around which all of the system's components can be focused. It also dwells much on establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes. OBE uses learner centred approaches which ensures active participation of learners in the process of teaching and learning.

In Malawi, there are four components of outcome based education and curriculum which are interrelated. The illustration below shows the relationship among the components.

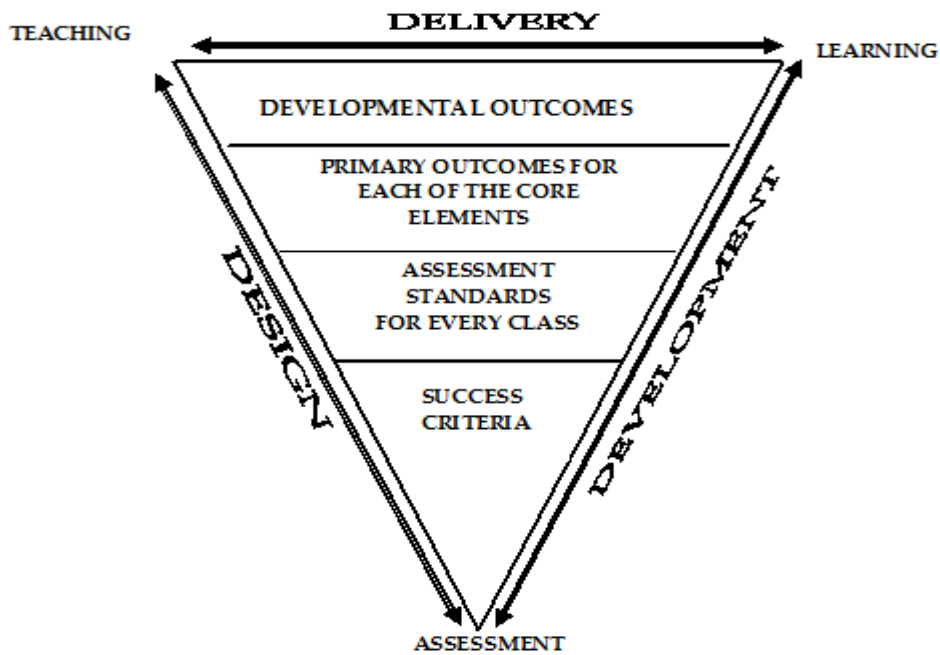


Figure 1 Major components of Malawi outcomes based education

The figure shows that teaching, learning and assessment are complementary components of the teaching and learning process. In the designing of the curriculum, the national expectations are derived from the purpose of primary school education which form developmental outcomes or expectations.

Developmental outcomes are expected knowledge, skills and attitudes that learners must acquire at the end of the primary school cycle. These determine the primary outcomes (to achieve the developmental outcomes). Primary school outcomes state what the learners should know and be able to do in a core element. A core element is formulated from a rationale of a learning area. The primary school outcomes determine the assessment standards. Assessment standards are descriptions of competencies to be

acquired by learners for successful learning and achievement of a core element. The assessment standards determine the success criteria (at class level). Success criteria are descriptions of basic skills and knowledge to be shown by learners in learning process. These descriptions have to be measurable so that we can measure the achievement. However, to check if the curriculum is implemented as designed, success criteria are checked first if they achieve the assessment standards, then, if they eventually meet the developmental outcomes.

Characteristics of outcome based education and curriculum

Characteristics of outcome based education provide a flexible process that meets the needs of all learners.

- Focuses on measurable outcomes. Each outcome has indicators for

measuring the levels of the learners' performance.

- Emphasizes on continuous assessment which reinforces the link with teaching and learning. Continuous assessment is very important part of learning and it takes place throughout the learning and teaching process. This assessment gives the class teacher and learners' feedback, information about whether the learning outcomes are being achieved.
- Encourages learners to find out information on their own. They do not depend on their teachers for the information. They are encouraged to be independent, creative and critical in the finding of information.
- Does not depend on prescribed content only. It gives room to teachers and learners to source other relevant content.
- Accommodates needs of all learners by the use of multiple instructional and assessment approach.
- Promotes learners application of knowledge, skills and attitude beyond school life.
- Enables learners to succeed through continuous self-assessment, proper management of time effective use of learning, teaching and assessment resources in order to maximise their potentials.

Tasks

Task **Analysing outcomes based education**

In this task you will explore the concept of OBE and analyse its components.

Activity 1 **Discussing the concept of OBE** (30 min)

- 1 What type of curriculum was Malawi using before the introduction of OBE?
- 2 Why do you think outcome based education was introduced?
- 3 Explain the principles of OBE.

Activity 2 **Discussing the components of OBE** (30 min)

- 1 Using the table in the background, explain how teaching, learning and assessment are interrelated.
- 2 Explore the developmental outcomes for each learning area in primary school.
- 3 Share in plenary

Tips

- You could use pens in the middle, discussion method, think pair share
- The relationship between learning area and developmental outcomes in primary schools must be clarified.
- In activity one make sure that students understand the differences between the old curriculum and outcome based education.

Summary

In this topic, you have learnt about the National Primary Curriculum which is focusing on outcome based education. You have also learned about the components of Malawi outcome based education and curriculum and how they relate to one another. This knowledge has prepared you in the preparation of teaching and learning process. As a teacher, you now know the type of curriculum which is

followed and the principles which you are supposed to follow when using the curriculum.

Reflection and assessment

Self-assessment

What implication does the outcome based education has for the learning and teaching process?

Topic assessment

Describe the relationship among the components of outcome based education and curriculum.

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TOPIC 6

The syllabus

Time 1 hour

Introduction

In the last topic you learnt about the outcome based education and curriculum. In this topic you will study the outcome based syllabus. You will study the meaning, purposes and components of teaching syllabus. The planning of teaching and learning starts with the knowledge of using a syllabus effectively.

Success criteria

By the end of this topic you must be able to interpret the components of a syllabus

Background information

The term syllabus can be defined as a course outline which contains the topics to be covered in a particular learning area and class. It also provides the content that you as a teacher use when delivering lessons. A syllabus has a list of topics, suggested activities, suggested learning, teaching and assessment resources, suggested learning, teaching and assessment methods and success criteria for a particular class. Activities, resources and methods are suggested because a teacher can choose activities, methods and resources to suit the ability of learners. A syllabus has functions which include standardising the education in the country, limiting scope of examinations and guiding teachers to prepare detailed schemes of

work. The syllabus is developed by the Ministry of Education, Science and Technology through Malawi Institute of Education. A syllabus is developed depending on the functions it will serve. There are two types of syllabuses: examination which is mainly used by examinations boards and teaching syllabuses used by teachers in a class.



Tasks

Task Interpreting the components of a syllabus

In this task, you will explore purposes of a syllabus and describe its components.

Activity 1 Discussing purposes of a syllabus (15 mins)

- 1 Discuss reasons for having syllabuses in schools.
- 2 Share your work in plenary.

Activity 2 Discussing components of a syllabus (15 mins)

- 1 Study the design and structure of a syllabus.
- 2 Identify components of a syllabus
- 3 Discuss importance of each component of syllabus.
- 4 Report your findings in plenary.

Tips

- Make sure that teaching syllabuses are available
- Provide syllabus for different learning areas
- Help students understand the implication of each component of syllabus in teaching and learning process

Summary

In this topic, you have learnt that a syllabus is a course outline. It contains topics to be covered in a particular class. It has six components which are assessment standard, success criteria, topic, suggested teaching, learning assessment activities, suggested teaching, learning and assessment methods and suggested teaching, learning and assessment resources. They are suggested because a teacher can choose activities, methods and resources to suit the ability of learners. A syllabus has functions which include standardising the education in the country, limiting scope of

examinations and guiding teachers to prepare detailed schemes of work.

Reflection and assessment Self-assessment

How does the concept of outcomes based education reflected in the syllabus?

Topic assessment

What challenges can you face if you were posted to a school where there are no syllabuses?

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TOPIC 7 Schemes of work

Time 2 hours

Introduction

You have already learnt about syllabus in the previous topic. The next step which a teacher has to do in order to plan for the teaching and learning in his/her classroom is to prepare schemes of work. In this topic you will learn the importance of schemes of work, its components and factors to consider when preparing schemes of work. You will also develop sample schemes of work which will help you to teach the content in a logical manner.

Success criteria

By the end of this topic you must be able to develop sample schemes of work using a syllabus and a teachers' guide.



Background information

After understanding the purpose of a syllabus you should be ready to prepare schemes of work using the knowledge gained. A scheme of work is the interpretation of a syllabus. It shows the weekly amount of work to be covered by a teacher in a term. It is more detailed than a syllabus.

Teachers prepare schemes of work for different learning areas they are teaching because it helps them in writing lesson plans, guiding learning and teaching activities as well as in preparing learning, teaching and assessment resources in advance. Schemes of work are developed for the whole term, from the first to the last week.



Template for schemes of work Preamble

The following are elements of a preamble, which are written at the first page of the schemes of work

Standard:

Subject/learning area:

Year:

Term:

Age range:

Ability:

Number of periods per week:

Week and Dates	Success Criteria	Planned activities	Teaching learning and assessment methods	Teaching learning and assessment resources	References

Tasks

Task 1 Developing sample schemes of work

In this task you will develop schemes of work

Activity 1 Comparing teachers' guides and the syllabus (30min)

- 1 Chose any learning area in Standard 1- 4 and compare the: teachers' guides, learners' books and syllabus.
- 2 Share your findings in a plenary.

Activity 2 Describing components of schemes of work (15 min)

- 1 Identify the components of schemes of work.
- 2 Describe the purpose of each component.
- 3 Discuss the purposes of schemes of work.
- 4 Present your findings in a plenary.

Activity 3 Describing factors considered when preparing schemes of work (15 min)

- 1 Describe factors to be considered when developing schemes of work.
- 2 Present your findings in a plenary.

Activity 4 Developing schemes of work (1 hour)

- 1 Develop schemes of work of any learning area with reference to the structure provided in the background.
- 2 Present your work to the class.
- 3 Analyse the samples of scheme of work developed from different learning areas.

Tips

- Make sure student teachers understand the relationship among syllabus, teachers guide and learners' books.
- Consider the diverse needs of all learners.
- Make sure sample schemes of work are available.
- Syllabuses for all learning areas should be available when developing schemes of work.
- Students should also practice to write schemes for the revision and examination weeks.

Summary

In this topic you have covered the meaning of schemes of work as an interpretation of a syllabus. It indicates the amount of work to be covered in a term by a teacher. The schemes describe the process of learning and teaching. It is also important in such a way that it guides teachers in learning and teaching and enables the head teacher to check if teachers are doing their work systematically. There are factors to be considered when writing schemes of work in order for the teachers to teach effectively and meet learners' needs. The factors include

learning, teaching and assessment resources, learners' previous experience, ability of learners, annual and school calendar.

Reflection and assessment

Self-assessment

How can you make sure that you meet the needs of all learners when writing schemes of work?

Topic assessment

- 1 Describe any challenges a teacher can face if he has no schemes of work.
- 2 Write schemes of work for any learning area.

References

- Malawi Institute of Education (2009). *ODL foundation module 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2007). *Education foundation studies tutors book. Initial Primary Teacher Education*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (1998) *Student teachers' handbook 1*. Domasi: Malawi Institute of Education.
- ### **Further reading**
- Farrant, JS (1991). *Principles and practice of education*. London: Longman.
- Malawi Institute of Education (1998). *MIITEP student teachers' handbook 1*. Domasi: Malawi Institute of Education.

TOPIC 8

Lesson plan

Time: 2 hours

Introduction

In the previous topics you learnt about outcome based education and curriculum, syllabus and schemes of work. You also have prepared sample schemes of work. In this topic you will learn how to develop a lesson plan from the schemes of work you developed. You are going to learn the importance of a lesson plan and its components. Knowledge gained will help you to understand the relationship between National Primary Curriculum, syllabus, schemes of work and lesson plan.



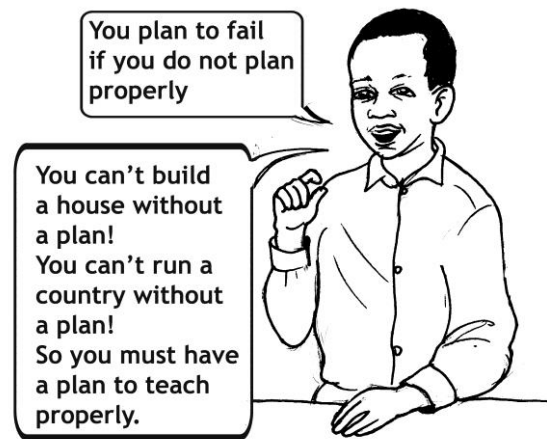
Success criteria

By the end of this topic you must be able to prepare lesson plans using syllabus and schemes of work.

Background information

As a teacher you are required to have skills in planning, presenting knowledge to learners in a classroom and facilitate learning. Therefore, you

are required to organise the classroom activities. A lesson plan is an organised structure of important points or ideas to be covered in a lesson. A good teacher plans in advance in order to achieve the intended success criteria. This planning includes, teaching learning and assessment resources, learning, teaching and assessment methods and activities. A lesson plan helps teachers to facilitate teaching and learning successfully.



Components of a lesson plan

The primary school lesson plan has different parts as indicated below:

- preamble
- success criteria
- teaching, learning and assessment resources
- introduction
- developmental steps
- conclusion
- lesson evaluation

Below is a template for lesson plan

Standard: Date: Time: Learning area/ Subject: Core element: Topic Topic: Success criteria: Learners must be able to: Teaching, learning, and assessment resources:	
Teacher activities	Learners' activities
Introduction	
Developmental steps Step 1:	
Step 2:	
Step 3:	
Conclusion	
Lesson evaluation	

Tasks

Task 1 Preparing lesson plans using syllabus and schemes of work

In this section you will write lesson plans using schemes of work you developed in Topic 7.

Activity 1 Discussing the importance of a lesson plan (30 min)

- 1 Evaluate the importance of a lesson plan to a teacher.
- 2 Describe a lesson plan structure

- 3 Discuss factors to consider when developing a lesson plan
- 4 Report your findings in plenary

Activity 2 Microteaching (1 hours 30 min)

- 1 Prepare a lesson plan in any learning area using the schemes of work you prepared in topic 7 and the primary school syllabus, teachers' guides and learners' books.
- 2 Micro teach using the prepared lesson plan.
- 3 Evaluate the lesson.
- 4 Give feedback to the micro lesson.

Tips

- The following methods could be used: *peer assessment, group work, K-W-L, quick write.*
- Emphasise that lesson plans for different learning areas might have some differences.
- Make sure sample lesson plans for different learning areas are available.

Summary

In this topic you have learnt the purpose and structure of a lesson plan. A lesson plan is an organised structure of important points or ideas the teacher intends to cover in a lesson. This is a very important tool for the teachers to make sure that the intended outcomes are achieved. You have also practiced writing lesson plans and evaluating lessons.

Reflection and assessment Self-assessment

What challenges can you face when teaching without a lesson plan?

- Compare and contrast lesson plans from different learning areas.

Topic assessment

- 1 Write sample lesson plans from the developed schemes of work.
- 2 Teach using the developed lesson plans.
- 3 Practice lesson evaluation .

References

- Malawi Institute of Education (2009). *ODL foundation module 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2007). *Initial primary teacher education education foundation studies tutors book*. Domasi: Malawi Institute of Education.
- Ministry of Education (1998). *MIITEP student teachers' handbook 1*. Domasi: Malawi Institute of Education.

Further reading

- Farrant, JS (1991). *Principles and practice of education*. London: Longman.

TOPIC 9

Records of work

Time 1 hour

Introduction

In the last three topics you have learnt about syllabus, schemes of work and lesson plan. In this topic, you will learn about records of work. You will explore the importance of records of work. You will also describe components of records of work then you will write your own. This knowledge will help you evaluate your teaching.



Success criteria

By the end of this topic you must be able to prepare samples of records of work

Background information

Records of work are an important reflective tool for a teacher. Teachers need to reflect on their own performance in order to find areas of improvement. Records of work are accounts which show the actual work that learners are able to do and the successes and challenges which were encountered and the way forward. The records of work are filled every week after teaching the planned work in that particular week. Information for the

records of work is derived from the lesson evaluations of each lesson plan used in the week.

Importance of records of work

The following are importance of records of work:

- remind the teacher of what has been covered already
- help the teacher who takes over the class to know where to start from
- show successes and failures of lessons and a way forward
- show what should be done if the lesson was not successful
- help the primary education advisors (peas), head teachers and ministry of education officials to check what learners are learning
- help teachers to draw better schemes of work for the following term

Records of work have two components: outcomes and remarks. The following table shows the components of records of work:

Records of work

Outcomes	Remarks
Learners are able to:	

Tasks

Task Preparing samples of records of work

In this task you will describe components of records of work. You will also write a sample of records of work.

Activity 1 Describing components of records of work (30 min)

- 1 Identify components of records of work.
- 2 Describe the purpose of each component.
- 3 Explain how records of work is related to lesson evaluation.

Activity 2 Preparing records of work (30 min)

- 1 Prepare records of work using the schemes of work and lesson plan prepared in the previous topics.
- 2 Present your work.

Tips

- Make sure that you bring samples of records of work for different learning areas
- Schemes of work and lesson plans for the previous topics must be available
- Some of the work can be done outside learning time
- Emphasize that records of work should be a real reflection.

Summary

In this topic, you have learnt the purposes of records of work which include reminding the teacher what has been already covered and showing successes and challenges of the lessons. It also reflects on way forward if the lessons were not successfully done or if they were not taught. These help a teacher to assess his/her learners and himself. Therefore, the records of work help in modifying the way of

teaching, the use of resources and methodologies.

Reflection and assessment Self-assessment

Describe how the outcomes and remarks will appear if:

- some lesson were not taught
- the work was not taught at all
- the work was taught by your partner

Topic assessment

Explain how to use information in records of work to plan next steps in learning.

References

- Malawi Institute of Education (2009). *ODL Education education foundation studies module 1*. Domasi: Malawi Institute of Education.
- Ministry of Education (2007). *Initial Primary Teacher Education education foundation studies tutors book*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (1998). *MIITEP student teachers' handbook 1*. Domasi: Malawi Institute of Education.

Further reading

- Farrant, JS (1991). *Principles and practice of education*. London: Longman.
- McMillanm Hearn (2008): *Student self-assessment: the key to stronger motivation and higher achievement*. In: Educational Horizons. Vol.87, pp. 40-49. Available under: <http://files.eric.ed.gov/fulltext/EJ815370.pdf>

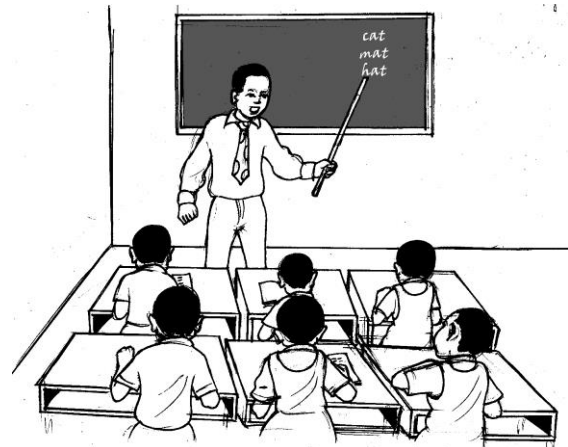
TOPIC 10 Teaching skills for lower primary

Time 8 hours

Introduction

As stated by Kyriacou (2007) “The essence of being an effective teacher lies in knowing what to do to foster pupils’ learning and being able to do it.” Therefore you need both, the knowledge about teaching skills as well as the experience of using the teaching skills to be an effective teacher. To acquire teaching skills you will learn about elements of each of them, observe qualified teachers and more importantly practice the skills.

In this topic you will familiarise yourself with teaching skills. The knowledge and skills you acquire will help you as a student teacher to deliver lessons effectively in order to achieve the intended outcomes. There are different teaching skills a teacher uses during presentation of a lesson to meet the diverse needs of learners. Do you remember what you learnt in the previous topics about schemes of work and a lesson plan? We are going to use parts of a lesson to practise teaching skills.



Success criteria

By the end of this topic you must be able to:

- analyse teaching skills
- apply teaching skills in micro-teaching lesson

Background information

In your village there are people who you admire because they are good in making baskets, sewing, weaving, farming or knitting. This is because they have special skills they apply in order to produce a good material such as baskets. Teachers also require teaching skills to make learners perform well in and outside of the classroom. New teachers should be exposed to learner centred skills to help them build a bridge between theory and practice and create an inclusive learning environment for all learners. Teaching skills are strategies that teachers use to facilitate learning and teaching. For a teacher to be able to influence learning he/she must use several skills. The development of effective classroom teaching skills is a

continuous process which results from observation and constant practice.

The skills which you will be using during the process of teaching and learning are skill of planning, introduction, explanation, illustration, questioning, reinforcement, variation, closure, classroom management and chalkboard use. You have to practice a lot to acquire those skills. Each teaching skill is described below.



Teaching skills

The skill of planning

Planning starts with the writing of schemes of work and lesson plans. This will help you as a teacher to identify important activities, teaching and learning methods and resources as well as references to be used in lessons. Remember when we practised how to develop schemes of work and lesson plans? There were points to consider in order to accommodate all learners' needs. Therefore, the skill of planning will help you as a teacher to teach effectively. When planning you should have the following in mind

- arrange success criteria in order to facilitate learning and teaching

- success criteria should be specific, measurable, attainable, realistic and time bound.
- preparation of teaching of learning resources appropriate for the success criteria, the topic and the ability of learners
- logical flow of ideas
- proper use of time
- prior knowledge of learners should be considered when planning for a lesson.

The skill of introduction

Good introduction of a lesson plays an important role to the success of the teaching and learning process. No lesson should begin without an introduction.

The introduction could be done orally through questions and answer, story-telling, drama or explanation. The introduction should be done within 5 minutes. A good lesson introduction should:

- stimulate learners interest in order to keep them alert
- arouse and motivate learners' curiosity
- display an overview of the content to be learnt
- enable the teacher to create a linkage between the previous lesson and the new one (from known to unknown)

It is very important to vary the way you introduce a lesson. You have to be creative in order to arouse learners' curiosity. Elements of the skill of introduction are the following:

Gaining attention

The teacher gains the attention of the learners from the beginning of the lesson. This can be done through:

- eye contact
- use of visual resources
- variation of voice patterns and
- use of various gestures
- use of an activity

Motivating learners

The introduction should motivate learners. This can be achieved by:

- telling an interesting story
- use of a song

- introducing an element of surprise
- showing warmth and enthusiasm
- raising questions

Providing structure

This can be achieved by

- teaching from known to unknown
- showing the link between introduction and new work in the lessons

An appraisal guide for the skill of introduction is given in the table below:

<i>Appraisal guide skill of introduction</i>				<i>Comments</i>
Skill component		Observed		
		Yes	No	
1 Gaining learners' attention				
a.	Does the teacher use gestures?			
b.	Does s/he vary his/her voice pattern?			
c.	Does s/he look at the learners?			
d.	Does s/he use teaching and learning resources?			
e.	Does s/he raise questions?			
2 Arousing learners' motivation				
a.	Does s/he show enthusiasm			
b.	Does s/he show warmth?			
c.	Does s/he excite curiosity in learners?			
d.	Does s/he use an element of surprise?			
e.	Does s/he tell an interesting story?			
3 Structuring				
a.	Does s/he state the limits of the task?			
b.	Does s/he state the purpose of the lesson?			
c.	Does s/he give an overview of the lesson?			
d.	Does s/he suggest learning procedure?			
e.	Is the introduction relevant to the topic?			
f.	Is the introduction brief (3-5 min)?			
g.	Is the introduction clear?			

<i>Appraisal guide skill of introduction</i>				<i>Comments</i>
Skill component		Observed		
		Yes	No	
4 Making links				
a.	Does the teacher link prior knowledge with new material? (from known to unknown)			
b.	Does s/he start the lesson from near to far?			
c.	Does s/he start the lesson from concrete to abstract?			
d.	Does s/he start the lesson from simple to complex?			

The skill of explanation

Explanation can refer to the process of giving meaning and clarity of a concept in order to increase learner's understanding. As a teacher you have a big role to play when explaining a concept to learners. To do this you need the skill of explanation. To be able to explain well you have to be sure that you have enough knowledge and you also have to plan for the explanation you are going to give to your learners. The following are the points to be considered:

- explain in a simple and clear language
- consider the age and level of learners
- use learning, teaching and assessment resources to simplify concepts

- present ideas in logical sequence
- explanation speed should be of the learners level
- the voice should be audible to attract learners attention
- repeat important points
- use different examples which are relevant to the topic you are teaching and words to clarify the points
- vary the tone to draw the attention of learners
- present explanations in a logical order

An appraisal guide for the skill of explanation

<i>Appraisal guide for skill of explanation</i>			
Skill component	Observed		Comments
	Yes	No	
Does the teacher use a clear language?			
Does the teacher use a language according to the age and level of learners?			
Does the teacher use explanations in relation to attention span of learners? (eg short explanation for young learners)			
Does the speed of explanation suits age and level of learners?			
Does the teacher use examples that are appropriate in type and quality?			
Does the teacher explain the content in a logical manner for easy following by learners?			
Does s/he repeat important points and use verbal stress to emphasize such important points?			
Does s/he use link words and phrases to clarify difficult points?			
Does s/he use teaching, learning and assessment resources to clarify concepts?			
Does s/he offer learner a chance to ask questions?			
Are the explanations relevant to the success criteria of the lesson?			
Does the explanation arouse interest?			
Are the ideas brief and to the point?			
Does the teacher write the main ideas on a chalkboard?			
Is the teachers' voice audible?			

The skill of illustration

The skill of illustration involves the use of visual resources such as drawings, diagrams on chart paper or chalkboard. The use of illustration enhances learning and teaching of abstract concepts such as mathematics formulae, processes, procedures and the understanding of concrete concepts. Concrete examples are human body, plants, animals and physical features.. Illustration helps

the teacher to clarify concepts, promote learner's observation skills, and reinforce memory of learners.

Research shows that learners only remember 20% of what you teach them. However, when using illustrations when explaining, they remember 50%. (MIE, 2014). The following are the guidelines:

- use the illustration when you want to explain the activity in relation to success criterion

- the illustration should draw learners' attention
- learners should be given enough time to study the illustration
- the illustration should be simple for the learners to understand
- illustrations should be of a good quality. The qualities include:
 - accurate and relevant
 - attractive to attract attention of learners
 - clear and simple
 - legible
 - well labelled in case of maps and drawings

<i>Appraisal guide skill of illustration</i>			
Skill component	Yes	No	Comments
Does the illustration show a concept or process?			
Are the illustrations used relevant to the topic and success criteria of the lesson?			
Are the illustrations appropriate for age and ability of the learners?			
Does the teacher use resources which can arouse the learner's curiosity and interest? (eg legible, coloring, etc)			
Does the teacher use the illustrations at the right time?			
Does the illustration promote learners involvement?			
Is the illustration visible			
Is the illustration well labelled?			
Was the illustration prepared in advance?			
Does the illustration reflect the actual object/process/concept?			
Is the illustration provided with a relevant title and captions?			
Does the illustration encourage the development of skills in learners?			

The skill of questioning

Questions are part of learning and teaching process. They help in checking learners' prerequisite knowledge, stimulate thinking, clarify any misconceptions that might arise as the lesson progresses, give feedback, evaluate the learning and teaching

process and improve learners' participation.

Importance of asking open ended questions

It is an important skill to ask the right question the right way. When preparing questions make sure that you use mainly open-ended questions.

When you ask open-ended questions in a lesson, there is no single right answer. Learners have to think harder so you have to give them more time. QPN (Question, Pause and Name) is a good basic questioning technique. It is especially important when asking open-ended questions. The 'pause' can be used in different ways, for example: When you ask an open-ended question, count silently and slowly to ten. It might seem like a long time to wait for an answer, but you are giving learners time to think about how they will say the answer. Encourage learners to share their answer with a

partner before sharing it with the class. Give a minute or two for pair discussion before taking answers from the whole group. When there is no "right answer", learners might be afraid to try. It's important for learners to feel free to take a risk and try, even if the answer is wrong. Learners will feel free if you have created an effective learning environment where everyone feels safe and valued.

The following table gives an overview of characteristics of closed and open questions.

Closed questions	Open questions
They ask for facts that are either correct or incorrect	They ask for ideas, opinions, evidence, examples, thoughts and feelings
They ask the learner to give specific information	The learner has to decide what information to give in the answer
They test knowledge and memory/recall	They test knowledge, understanding and critical thinking skills (eg ordering, sorting, comparing, contrasting, analysing, summarising, explaining, describing, concluding, guessing, imagining, etc)
They are usually easy and quick to answer (a single word or short phrase, or a yes/no or true/false answer)	They are often difficult and take longer to answer (require whole sentences)
They require basic language skills: simple vocabulary and short sentences	They require better language skills: a big vocabulary and longer sentences with conjunctions (then, so, but, because, although, however)
They are quick and easy to assess as either right or wrong	Sometimes there is no right answer (eg if you have asked for an opinion). Sometimes further discussion and questioning is needed to reach a good answer.
Examples: <ul style="list-style-type: none"> • What is 10% of 360? • What are the children in the picture doing? 	Examples: <ul style="list-style-type: none"> • How did you work out that 36 is 10% of 360? • Why do you think the children in the picture are laughing?

Source: MIE (2014)

The following points are important when you use the skill of questioning:

- Advance preparation of key questions for each stage of the lesson (introduction, developmental steps and closure).
- Relating questions to success criteria
- Phrasing; making questions brief, clear with the use of simple language/use of language according to the ability of learners
- Pause: after asking a question, pause for some seconds and name a learner to answer. This will give learners the chance to think about the answer.
- Directing: asking the question to the whole class, then select a learner to answer
- Prompting: this involves rephrasing the question in a simple language
- Both, volunteers and non-volunteers, boys and girls should be involved.
- Probing - this means asking additional questions to make the learners think deeply and give specific responses eg, how, why.
- Asking questions which are appropriate to level and ability of learners.
- Focusing - this means asking a broad question and then narrow it down to specific questions.

<i>Appraisal guide skill of questioning</i>			
Skill component	Yes	No	Comments
Does the teacher phrase questions in simple and clear words?			
Does s/he re-phrase questions if learners have not understood them (prompting)?			
Does s/he ask questions, pause, and then name the learner?			
Does s/he redirect questions?			
Does s/he distribute the questions to the whole class? (eg volunteers/non-volunteers: girls and boys; those sitting in the back and in the front)?			
Is s/he asking additional questions to make learners think deeply and come up with more precise response? (Probing)			
Are the questions appropriate to level and ability of the learners?			
Are the questions relevant to the topic and the success criteria?			
Is the teacher responding to learners' responses in a positive manner?			
Does the teacher vary the level of cognitive demand?			
Does the teacher ask focussed questions?			
Is the teacher able to handle responses warmly/enthusiastically?			
Is the teacher giving clear feedback to learners			

Distributing questions so that everyone gets a chance to answer

Most teachers find it easiest to use the traditional way of asking questions. The traditional way is to ask the whole class and to take the answers from the learners who put their hands up. It's okay to use this method sometimes, but it encourages some learners to "switch off" because they know you won't ask them any questions. It also means that you can only evaluate the understanding of those learners who articulate. If you want to be sure that

all your learners are listening and taking part in the lesson, use different methods of distributing questions. If learners know that you may ask anyone to answer questions at any time, they will listen more carefully. The following task introduces you to two new question-distribution methods that you can try in your classroom. Below you can find two techniques of distributing the questions, discussion pairs and bag of names.

Discussion pairs

Preparation

At the beginning of the lesson, put learners into pairs and ask each learner in the pair to number themselves 1 or 2. They will keep this number throughout the lesson.

How the method can be used

The teacher or learner asks a question.

1 Time is given for learners to discuss their answers in pairs.

2 Responses could be requested in the following ways:

- from number 1 learners only
- from number 2 learners only
- from one or several pairs
- 1s could answer and 2s could be asked to respond to the answer or give more information both learners could explain how they reached their answer through discussion

Possible benefits

- Learners do not know who will be asked to respond, so they all need to discuss the question and be ready to answer.
- It can encourage less able and less confident learners, because they can share their thoughts with a partner before answering.
- All learners get a chance to express their views to another person, even if they are not chosen by you to answer.
- It gives the teacher an opportunity to listen to the discussions between learners. This can be very helpful in assessing the understanding of your learners, so you can identify and correct misconceptions

Bag of names

Preparation

- Write the name of each learner on small pieces of paper, card or material and place them in a bag, box or hat. (Older learners can write their own names).
- You could have 2 bags, one for girls and one for boys. This would enable you to carry out an equal or weighted distribution, rather than a random one. For example, you may want to ask more girls

for their responses to the question: 'What do you want to be when you finish your secondary school education?'

- You might do this to reinforce that secondary education for girls is as important as secondary education for boys.

How the method can be used

- The teacher or a learner asks a question. Learners are given time to discuss their answers in pairs or groups. The teacher or a learner pulls a name out of the bag and that learner is invited to respond.
Or:
- The teacher pulls a name out of the bag and asks a question aimed at the level of the individual learner.
- A second name can be picked out of the bag. This learner can be asked if they agree, disagree or have something to add to the answer already given.
- Ask learners to explain how they got their answer.

Possible benefits

- It can be fun to have a name picked out of a bag/box, especially if learners are allowed to do the picking.
- Anyone's name can be drawn out of the bag, so all learners need to be ready to offer an answer. You could have 2 bags, one for girls and one for boys. This would enable you to ensure that you are responding fairly and equally to boys and girls.

The skill of reinforcement

Reinforcement is the process of strengthening the knowledge and skills the learners acquires through rewarding for responses given. It also increases the learner's attention and participation in the lesson. It helps learners to build confidence in what they are doing as well as promoting discipline in the classroom.

Reinforcement can be positive or negative. Positive reinforcement involves giving rewards in order to motivate learners to increase the behaviour acquired, while negative reinforcement is meant to decrease undesirable behaviours. In Topic 2 you learned about the behaviouristic theories of learning. The skill of reinforcement is directly linked to this theory. It is important to vary the reinforcement techniques.

The following are elements of the skill of reinforcement:

- verbal reinforcement: a teacher uses comments such as good, excellent
- gestural reinforcement: a teacher uses body language(gestures) such as nodding or shaking, the commonly used reinforcements are mainly belonging to gestural reinforcement.
- proximity reinforcement: a teacher moves or stands near a learner to encourage a learner
- contact reinforcement: a teacher uses body contact as a means of approval of correct answer. this can be done through patting or shaking hands
- activity reinforcement: a teacher may give a special task to learners

as a way of expressing satisfaction with what the learner has done.

- token reinforcement: a token is a symbolic reward that a teacher gives to a learner when he/she has done exceptionally. This can include pencils, exercise books.

only one group of reinforcement like for example gestural. Give equal reinforcement without discrimination.

The following is an appraisal guide for the skill of reinforcement:

It is important to vary the reinforcement techniques, not to have

<i>Appraisal guide skill of reinforcement</i>			
Skill component	Observed		Comments
	Yes	No	
1 Verbal			
a. Does the teacher make comments of praise and encouragement?			
b. Does the teacher vary the way of praising the learners?			
2 Gestural			
a. Does the teacher use any gestures?			
b. Does the teacher vary gestures?			
c. Does the teacher use the gestures in an appropriately? (eg not too often)			
3 Proximity			
a. Does the teacher move closer/ nearer to the learners to assist them?			
b. Was the movement necessary?			
4 Contact			
Does the teacher make contact with learners			
5 Activity			
Does the teacher give extra work to the learners? (eg those who finished fast)			
6 Token			
a. Does the teacher give any written comments or remarks?			
b. Does the teacher give any physical thing (eg money, pencil, etc) to learners?			
Others			
Does the teacher vary the types of reinforcement?			
Does the teacher give equal reinforcement without discrimination?			

The skill of variation

Variation refers to different activities which a teacher makes to develop and maintain learner's attention. Teachers should not do the same over and over again because it develops boredom to learners. The following are elements of the skill of variation:

Movement

It refers to free teachers' movement in front to the back of a class. Carefully and meaningful movements are likely to secure and maintain learners attention. Meaningful movements are moving to the chalkboard to write, moving towards the learners to assist them in their assignments and listening to the learner.

- use of gestures: this is the use of body movements in order to emphasise a point. Gestures enhance effectiveness of verbal and non-verbal communication. These consist of head and eye movements and facial expressions.
- use of variety of learning, teaching and assessment resources
- in learning, teaching and assessment activities which involve senses like seeing, touching, tasting, smelling and hearing
- variation in classroom interaction teacher-learner, learner-learner, teacher-class and teacher-group interaction.
- change of voice to emphasise points

<i>Appraisal guide for skill of variation</i>			
Skill component	Yes	No	Comments
1 Teacher movement			
Does the teacher move with the purpose to: <ul style="list-style-type: none"> • Write on the chalkboard? • Help learner's on the lesson? • Supervise group work? • Mark learner's work? 			
2 Change in sensory focus <ul style="list-style-type: none"> • Does the teacher encourage learners to use different senses? 			
3 Change of teacher – learner interaction <ul style="list-style-type: none"> • Does the teacher encourage learners to answer questions? • Does the teacher engage learner's in other activities? (use variety of appropriate teaching and learning methods) 			
4 Variation of voice Does the teacher vary the tone of the voice?			
5 Preparation and use of a range of appropriate teaching, learning and assessment resources			
6 Use of different categories of reinforcement Does the teacher use different categories of reinforcement (eg verbal, gestural, proximity)?			

The skill of closure

Closure refers to actions or statements made in order to make the lesson end meaningfully, considering its success criteria.

A conclusion should reflect on main ideas covered during lesson presentation. Therefore, it is important for teachers to plan how to conclude their lesson effectively. The following are important points to consider when using the skill of closure:

- draw attention of learners to realise the achievement of success criteria
- bring different pieces of information learnt in a meaningful summary

- review the sequence used in learning and teaching process
- relate the lesson and its main points to the success criteria
- provide summary of the main points from learners activities
- link the presented lesson points
- relate knowledge, skills, values and attitudes learnt to real life situation for their practice
- link the present lesson with previously learnt to the future

The teacher can assess if their learners achieved the success criteria and plan accordingly. It is very important to vary the ways of concluding a lesson.

<i>Appraisal guide for the skill of closure</i>			
Skill component	Observed		comments
	Yes	No	
1 Were the important points summarised?			
2 Was the oral summary clear?			
3 Was the conclusion relevant to lesson`s success criteria?			
4 Did the learners participate in the summary? (eg task)			
5 Did the learners apply the knowledge gained in the summary?			
6 Were learner`s problems or mistake pointed out and clearly corrected?			

The skill of classroom management

Class management refers to activities and strategies used in class in order to establish classroom conditions which facilitate learning and teaching process. This includes control of negative behaviour through creating a conducive learning environment.

Classroom management is very important as it helps learners to learn effectively and achieve the intended outcomes. The way the teacher organise class activities has a major influence on the learners. Seating plan, displays, duty roster, teacher-learner and learner-learner good relationships

can lead to effective learning and teaching process. Gender issues and diverse needs of learners should also be taken into account when managing the class to avoid discrimination amongst the learners.

The following practices can enforce classroom management:

Classroom rules

Rules are formalised guidelines that describe acceptable and unacceptable behaviour. The rules should be realistic, reasonable and well defined for example:

- Movement in the classroom
 - walk quietly
 - avoid running in the classroom
 - get permission to go outside
 - knock before you enter the class
- Resources
 - equipment to be taken care of
 - keep books tidy by covering them
 - do not write in the books
- Social behaviour
 - respect others

- cooperate and share things

It is advisable to create classroom rules together with your learners.

Elements of classroom management

Ability to control class involves:

- drawing attention of learners
- enforcing rules
- motivating learners
- granting permission
- controlling of noise

Ability to organise learners’ activities

- be gender sensitive
- monitor class activities
- use class monitors

Ability to maintain good relationship

- approachable
- flexible
- friendly

Ability to manage learning, teaching and assessment resources

- ability to arrange resources
- ability to properly store resources

<i>Appraisal guide skill of class management</i>			
Skill component	Observed		Comments
	Yes	No	
Does the teacher show exemplary professional behaviour? (Appropriate dressing, punctuality, suitable/gender sensitive language)			
Does he/she encourage learners to express themselves freely?			
Is s/he organising activities effectively?			
Did s/he control the class effectively?			
Did s/he give responsibilities to both boys and girls?			

Did s/he involve learners in the distribution and collection of teaching, learning and assessment resources?			
Is there a seating arrangement for learners?			
Does the sitting plan promote involvement of all learners.			
Does the sitting plan help learners to hear and see properly			
Did the lesson begin and end at the right time?			
Are class rules in place and reinforced?			
Is the teacher-learner relationship cordial?			
Is the environment conducive for learning? (quality of class room displays, use of classroom space)			

The skill of chalkboard use

The chalkboard is the most commonly and widely used teaching, learning and assessment resource. It is a mode of communication through which you communicate to learners of main points.

The following are guidelines of using the chalkboard skill:

- divide the chalkboard into equal columns

- indicate class, date and enrolment of the class
- use chalkboard ruler to divide the lines
- write legibly
- underline headlines and keywords
- make chalkboard work simple
- avoid talking to the chalkboard
- clean the chalkboard after use

<i>Appraisal guide of chalkboard use</i>			
Skill component	Observed		Comments
	Yes	No	
Is the hand writing legible?			
Is it properly demarcated?			
Is important information displayed (class attendance by sex)			
Are important points written on the chalkboard?			
Is the chalkboard clean?			
Is it written from the left to the right?			

Tasks

Task 1 Analysing teaching skills and applying them in micro-teaching

In this section you will analyse teaching skills and apply them in microteaching.

Activity 1 Practising the skill of introduction (1 hour)

- 1 Observe different ways of introducing a lesson.
- 2 Discuss the effects of different introductions.
- 3 Chose any topic from the teachers' guides Standards 1-4 and plan for different ways of introducing the topic.
- 4 Present the developed introductions.
- 5 Give feedback to the presented introductions and suggest way forward.

Activity 2 The skill of explanation (1 hour)

- 1 Discuss elements of the skill of explanation.
- 2 Develop a 15 minutes lesson plan focusing on lower primary to practice the skill of explanation.
- 3 Present a lesson through micro-teaching.
- 4 Evaluate the lesson presented in class discussion using the appraisal guide above
- 5 How best could the lesson been presented/the concept to be explained?

Activity 3 The skill of illustration (development and use of teaching and learning resources) (30 min)

- 1 Analyse illustrations given by the lecturer by stating the strengths and weaknesses.
- 2 Develop an illustration for learning area from Standards 1-4
- 3 Evaluate the developed illustrations by using the appraisal guide

Activity 4 The skill of questioning (1 hour)

- 1 Chose a topic and develop open ended questions for the topic.
- 2 Assess the developed questions.
- 3 What were the challenges in forming the questions?
- 4 How would you rephrase the developed questions? Practice rephrasing questions.
- 5 Discuss ways of distributing the questions.
- 6 Develop a lesson plan to practice the skill of questioning.
- 7 Practicse the skill of questioning including the distribution of questions.
- 8 Give feedback to the micro lessons.

Activity 5 The skill of reinforcement and the skill of variation (30 min)

- 1 Familiarise yourself with the elements of the skills of reinforcement and variation.
- 2 Observe a lecturer focusing on skills of reinforcement and variation
- 3 Share in plenary

Activity 6 The skill of closure (1 hour)

- 1 Observe a lesson demonstrated by a lecturer.
- 2 Evaluate the lesson.
- 3 From the lesson observed survey similarities and differences between the skill introduction and the skill of closure.
- 4 Practice different ways of concluding a lesson for a chosen topic.

Activity 7 The skill of classroom management (1 hour)

- 1 Observe demonstration of class management by lecturer.
- 2 Practice the skill of classroom management.
- 3 Give feedback on use of skill of class management.

Activity 8 The skill of chalkboard use (30 min)

- 1 Observe a demonstration lesson focusing on the skill of chalkboard use by a lecture.
- 2 Critique the lesson by identifying the strengths and weaknesses.
- 3 Practicing the skill of chalkboard use.

Task 2 Applying teaching skills in micro-teaching lessons

Activity 1 Micro-teaching using the teaching skills (2 hours)

- 1 Choose a topic, plan and micro-teach using all teaching skills learnt.
- 2 Observe micro-teaching lessons of fellow students using appraisal guide.

Activity 2 Analysing the teaching skills by using the appraisal guide (2 hours)

- 1 Analyse the teaching skills by using the appraisal guide.
- 2 Share in plenary.

Tips

- Instead of observing a lesson, the lecturer could demonstrate ways of presenting different teaching skills or if available, video-taped parts of lessons could be analysed.
- Visit nearby school in advance to arrange with the class teacher on what students would observe.
- Remind students
 - that it is important to relate the explanation to the real life situation
 - when they use illustrations to consider learners of diverse needs
 - when using contact reinforcement student should observe social distance
- Students can prepare the lesson plans in their own time

Summary

In this topic you have learnt about teaching skills and their importance in a lesson. Teaching in lower classes needs patience as you deal with children. Teachers should take into consideration the age of learners and their ability. The use of the skills should also consider the individual differences and diverse needs of learners. The teaching skills relate to one another as they are used together in one lesson but in different sections. Therefore, thorough preparation is

required in order to achieve the success criteria by using the teaching skills learnt. Make sure you use participatory methods to enhance learning. Ensure that you practice as much as possible while in college. It will help you during teaching practice. There is need for a lot of practice to perfect the teaching skills.

Reflection and assessment

Self-assessment

- 1 How are the teaching skills related to each other? Can you draw a mind-map to show the relationship between the teaching skills?
- 2 Which teaching skills do you think are easy for you, which teaching skills do you have challenges with? Do you have an idea how to overcome the challenges?

Topic assessment

Develop a lesson plan and teach. Write your successes and challenges faced. Your friends should assess your lesson.

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TOPIC 11

Teaching and learning methods for lower primary

Time 8 hours

Introduction

In this topic you will learn about different teaching and learning methods for lower primary. You will learn how different teaching and learning methods can be used effectively and their implications for learning. You will also learn how to match teaching and learning methods to learners in lower primary in relation to their developmental process and learning needs. Further, you will look at guidelines for using each method as well as strengths and limitations of each method. This knowledge will help you to become an effective teacher who will be able to choose appropriate teaching and learning methods for lower primary learners.



Success criteria

By the end of this topic, you must be able to:

- reflect on a range of teaching methods your teachers used and implications on learning

- apply teaching and learning methods in mini-lessons
- analyse teaching and learning methods and their appropriateness for teaching lower primary
- apply methods on how to teach large classes

Background information

Teaching can be defined as a process of showing someone how to do something so that he/she will be able to do it independently (MIE, 2008). Its intention is to facilitate learning. On the other hand, learning is defined as a change in behaviour which is a result of experience or practice and that is relatively permanent. In learning, what are seen are performance and its results (MIE, 2008). Teaching and learning requires teachers to use methods. According to constructivists, teachers should involve the learners actively in the process of knowledge construction (Oliveira, 2003). The teachers' role will only be to facilitate or guide through the learning activities for learners to acquire knowledge. This calls for the use of a variety of teaching and learning methods as ways of communication between the teacher and the learner. The choice of methods depends on the needs of learners and the topic to be covered. Effective teaching methods will engage all learners of diverse needs, that is, fast learners, slow learners as well as those with learning difficulties. This is where differentiated instruction and a

balanced mixture of teaching methods will help to reach out to all learners in a classroom.



Factors to consider when using teaching and learning methods

Several factors should be considered when planning methods for a lesson. Some of the factors to be considered are as follows:

Intended learning outcome

All the methods you choose should enhance achievement of the learning outcomes stipulated in the syllabus. Besides, such methods must help the students to become well cultivated critical thinkers who will be able to raise vital questions, gather and assess relevant information, use abstract ideas, come to well-reasoned conclusion, think openly within alternative systems of thought and communicate effectively with others in finding solutions to complex problems (Duron, R, Limbach, B, Waugh, W, 2006).

Characteristics of learners

Learners differ in terms of background, knowledge, age level or developmental stages and preference

of learning styles. Some might be fast learners than others and therefore the methods used must always be challenging their minds, otherwise they will find the lessons boring. Some learners prefer working independently while others prefer working in a group. A balance of independent and group work methods will help all groups of learners to benefit from the lesson.

School and community settings

Different schools and different communities have their own traditions. If a teacher uses methods that are contrary to the expectations of the school and its surrounding communities, the methods may be resisted. This can lead to in-effective teaching and learning.

Availability of resources

These resources include time, financial, human and material resources. If not available, the lessons are likely to have challenges.

Class size and environment

The nature of some methods requires more space than others. For example, large classes may pose a challenge in using some methods. In this case methods should be adapted or take the class outside.

The dynamics of knowledge

The methods used should be flexible enough to provide opportunities for learners to come up with new ideas and solve problems from various points of view.

In the annex you can find some of the learning and teaching methods for learning and teaching in lower primary level. These methods are not solely meant for lower primary but can also be applied in upper primary and any other level of education depending on the factors to consider when using the methods as discussed above.

It is important to vary the teaching methods in order to make the learning and teaching interesting and achieve the success criteria.

Tasks

Task 1 Reflecting on a range of teaching methods your teacher used their implications for learning

In this section you will reflect on the teaching and learning methods your teachers used.

Activity 1 Analysing methods your teachers used and their implications for learning (15 mins)

Reflect on when you were in primary and secondary school. Can you remember which methods your teachers were using? Write them down.

- 1 Which methods did you like? Why?
- 2 Which ones did you dislike? Why?
- 3 What were the implications of the methods for your learning?
- 4 Share with other students

Activity 2 Observing a lesson in lower primary and identifying methods used (45 mins)

- 1 Observe a lesson in any class of between Standards 1-4.
- 2 Using table 1 below, take note of the methods and activities of the teacher and learners. If you do not know the name of the method, please just describe the method which was used.
- 3 Evaluate the lessons observed focussing on the methods used.

Table 1 Guide for observing teaching and learning methods

Focus areas of observation	Methods used	Teachers' activity	Learners' activity
Introduction of the lesson			
Development of the lesson in steps			
Conclusion			

Activity 3 Modeling (lecturer) some teaching and learning methods for lower primary (30 mins)

You are now going to observe your lecturer teaching a mini-lesson using some of the participatory methods.

- 1 Observe your lecturer teaching a lesson using some of the participatory methods.
- 2 Using the table below, take note of the methods and activities of the lecturer and the learners.
- 3 Discuss the lesson focussing on the following:
 - a. In which learning areas can the methods be used?
 - b. What are the benefit of using the methods?
 - c. Are there challenges for using the methods?

- 4 Describe the procedure for each method.

Stage of the lesson	Teacher's activities	Learners activities	Method used
Introduction			
Development			
Summary/ conclusion			

Activity 4 Discussing different teaching methods and their implications for learning
(30 mins)

- 1 Choose any two teaching methods given by the lecturer, and individually, study the methods to understand them. Discuss the methods.
- 2 Prepare a lesson. Use one of the methods for presentation to the whole class using any of the learning areas from standards 1-4.
- 3 Hold class discussions on your findings and demonstrations.
- 4 Discuss the implication of the methods used to the teaching and learning process.

Activity 5 Identifying teaching and learning methods (including critical thinking) in selected lessons from learners' books and teachers' guides
(1hr)

- 1 Study the contents of teachers' guides and learners' books for lower primary school section (Standards 1-4) carefully pick out the methods and critical thinking strategies. Use different learning areas.

- 2 Discuss which other methods could be used for the same topic/lesson
- 3 Compare your findings with the methods that you have already covered in the previous sessions.
- 4 Share your findings with the whole class.
- 5 Consolidate the activity by highlighting the main points.

Task 2 Applying teaching and learning methods during micro-teaching

You are now going to do micro-teaching to demonstrate application of the methods discussed.

Activity 1 Micro-teaching focusing on application of teaching and learning methods (45 mins)

- 1 Prepare a short lesson of between 10-15 minutes from any learning area and choose any three of the following methods to be incorporated in the lessons: think-pair-share, think-ink-pair-share, mix-freeze-pair, and jigsaw, making a stand, authors' chair, brainstorming, group discussion, demonstration story-telling, card collection and clustering, walk around-talk around.
- 2 Each member in the group will take part in the lesson preparation and presentation.
- 3 With your lecture, use the checklist shown in the following table for observations.

Stage of the lesson	Methods used	Clear instructions		Procedure followed		Degree of learner involvement					Comment	Other methods that could be used
		Yes	No	Yes	No	EX	G	S	NI	F		
Introduction												
Developmental steps												
Conclusion												

Note: EX = Excellent, G = Good, S = Satisfactory, NI = Needs Improvement, F = Failed

Activity 2 Conducting feedback sessions (15 mins)

- 1 Conduct feedback sessions on the lessons presented.
- 2 Consolidate using the appendix.

Task 3 Analysing teaching and learning methods and their appropriateness for lower primary

Most of the learners in lower primary are between ages 6-10 years. In this task you will analyse teaching and learning methods in relation to developmental stages.

Activity 1 Relating appropriateness of teaching and learning methods for lower primary to knowledge about child development and learning needs of children (1hr)

- 1 Using the knowledge gained about child development and learning needs, justify the methods of teaching and learning most appropriate for this level?
- 2 Share your points with the whole class.

Activity 2 Analysing the strengths and limitations of each teaching and learning methods

- 1 Analyse the strengths and limitations of each teaching and learning methods.
- 2 Share in plenary.

Task 4 Applying methods on how to teach large classes

Many primary schools in Malawi have a lot of learners, especially in the lower primary. This results into very large classes being formed. In this task you will observe a lesson in a large class, conduct an interview with a teacher and apply methods used for teaching large classes

Activity 1 Observing a lesson in a large class (1hr)

- 1 Observe a lesson in a large class in lower primary.
- 2 Analyse the teaching and learning methods that the teacher used to handle the class.
- 3 Use the tool below to record your observations:

Stage of the lesson	Methods used	Clear instructions		Procedure followed		Degree of learner involvement					Comment	Other methods that could be used
		Yes	No	Yes	No	EX	G	S	NI	F		
Introduction												
Developmental steps												
Conclusion												

Use the following questions to discuss the observed lesson

- 1 Discuss the methods the teacher used during the lesson.
- 2 Which of the strategies worked well and why?
- 3 What challenges concerning the methods did the teacher face?
- 4 Were the learners involved in the learning process through that method?
- 5 Did the learners understand the concept taught?
- 6 How did the teacher manage the learners?
- 7 What improvements could you make to the methods used in that lesson?
- 8 Share your idea with the whole class.

Activity 2 Interviewing an experienced teacher on methods they use when teaching large classes (1 hour)

- 1 Design an interview guide that you will use to collect information from experienced teachers on methods they use when teaching large classes. Use the knowledge and skills that you have gained through

observations and discussions you have had in the previous sessions on teaching large classes.

- 2 Conduct interviews on the date and time agreed.
- 3 Prepare a presentation of your findings to the whole class.
- 4 Present your findings to the whole class.
- 5 Discuss the presentations made by comparing the findings

Activity 3 Practising teaching large classes (1hr)

- 1 Develop a lesson plan in a learning area of your choice that you will use for teaching a large class at the nearest primary school. Consider including the methods used for teaching and managing a large class.
- 2 Teach the developed lesson at the nearest primary school
- 3 Discuss the lesson by looking at the methods used by the presenter with the whole class

Tips

- You may use observation, group discussion methods
- If you don't have a video-taped lesson, you could go to the nearest primary school for a live lesson.
- The methods should be demonstrated by using primary school content
- You could use phones to video record the demonstration for reference later.
- You could use smartphones to record the lesson under observation and play the video later during the discussion.
- Be careful not to disturb the students by turning their attention away from their teacher to your smartphone during recording.
- Make sure students understand that these methods also promote critical thinking.
- Decide with the department of foundation studies on how best to do teaching practice at the demonstration (eg using different schools, doing microteaching or choosing how many students to teach).
- Resources should be readily available for students for this topic.

Summary

In this topic, you have learnt about teaching and learning methods that can be used for teaching in lower primary. You have looked at procedures that could be followed when using the different methods discussed. Strengths and challenges for using the methods have also been

discussed in this topic. You learned to choose appropriate methods for a topic and practiced them in a classroom situation. With this knowledge and skills you are getting prepared for teaching practice.

Reflection

- 1 Why should you use the following methods of teaching?
 - brainstorming
 - walk around talk around
 - think pair share
 - mix freeze share
- 2 What is the procedure for using role play method of teaching and learning?
- 3 How can you make a story interesting?

Topic assessment

- 1 Why is it important for a teacher to understand the environment of a learner?
- 2 Randomly choose a topic from any Teachers guide for Standard 1- 4. Identify the methods and suggest other methods which could be used
- 3 Discuss methods that a teacher can use when teaching to promote critical thinking among learners.

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Appendix 3

Teaching and learning methods for lower primary Pair work

Pair work is an activity in which two learners are asked to pair up to do a given task. Pair work can either be open or closed. Open pair work is also known *as* demonstration pair work. Open pair work involves two learners talking to each other while others are watching. Closed pair work, on the other hand, involves all learners talking to each other in twos at the same time.

What stage of a lesson? Any

How long? 2-3 minutes

Resources: books, chalkboard

Procedure

There are many ways of forming pairs in a class situation. The following are possible ways of forming pairs:

- 1 Pair by counting numbers, one to two. Let one be paired to two.
- 2 Make learners sitting at the front of the class turn towards each other and tell the rest of the class to do the same.
- 3 Pair based on sex.
- 4 Tell learners to hold hands, with each other. Then pair those who are not holding hands.

Strengths

- all learners participate in the lesson
- it is a more natural way of interaction for learners
- shy learners participate more because talking in a small group is easier than to the whole class

Challenges

- it leads to noise making
- it is difficult to organise pair work in a large class
- it is not easy for the teacher to follow learners' discussions

How to make pair work successful

Some of the ways you can follow to make pair work successful are telling learners: what to do, who to work with, when to begin an activity and when to stop

Games

A game is a kind of play governed by rules. Games provide an interesting context for learning, especially in practising use of language. They play an important role in the teaching and learning process especially for young learners. Several subjects can be taught through the use of games. For games to be effective there is need to follow appropriate guidelines.

What stage of the lesson: introduction, development as well as conclusion.

How long: Depends on the type of activity

Resources: depends on subject/learning area using it

Procedure

For games to be effective there is need to follow appropriate guidelines.

- 1 Choose games that are relevant to the topic and appropriate for the age group.
- 2 Practice the game before the lesson.
- 3 Discuss the game with learners.
- 4 Let learners play the game.

5 Consolidate points reinforced in the game.

Strengths

- learners enjoy learning through games
- easy to understand concepts

Challenges

- the teacher may not be familiar with some games
- lack of resources for some games

Songs

Young learners enjoy singing. In most cases learners enjoy singing and they are motivated to learn. Songs are powerful means of communicating with young learners.

How long: Up to 5-20 minutes.

Resources: drum, whistle, percussions, badza etc.

Procedure

- 1 Identify songs that are familiar to the learners such as traditional songs.
- 2 Use songs that are educative and relevant.
- 3 Select songs that are culturally acceptable.
- 4 Select songs that are gender balanced.

Strengths

- motivate learners through singing
- helps to improve fluency among learners
- adds variety to teaching and learning

Challenges of using songs

- a teacher may not be familiar with some songs

Role play

Role play is a method in which learners act out a situation. Learners use their own experiences and creativity to imitate real life situations. Learners can role play parents in the home or any situation they want. For example: shopkeeper, hospital customer, weddings.

Role play can be either structured or unstructured. In a controlled or structured role play learners use ideas and language provided by the teacher while in free or unstructured role play learners use their own language and ideas.

What stage of the lesson?

Development, conclusion

How long? 10-30 minutes

Resources: learners' experiences

Procedure

- 1 Organise situations and roles to be played in advance.
- 2 Assign roles to learners by asking for volunteers or appointing learners to act out the roles.
- 3 Give learners enough time for preparation.
- 4 Make sure you have a safe atmosphere.
- 5 Let learners exchange roles.
- 6 Make a summary of what has been covered.
- 7 'de-role' the learners after the role play. This helps to avoid learners

getting stuck with the names and roles they assumed in the play.

Strengths

- It gives learners a chance to see how others feel, think and act.
- It motivates learners and encourages them to express their own feelings and attitudes.
- It helps learners to learn what happens in real life like that of shopkeepers and customers.
- Learners with special educational needs get actively involved in the lesson since they can use verbal and non-verbal communications in the role play.
- It helps learners to develop socially as they know how to interact and work with other people and fit into situations they are learning about.
- Role play also helps learners to develop confidence, assertiveness and self-esteem.

Challenges

- If not well organised learners may be carried away.
- It may not be helpful if not related to learners and the topic.
- Shy learners and those with speech difficulties may find role play difficult and not participate fully.

Brainstorming

A method for generating many ideas about a topic.

Group size: Brainstorming can be done individually, in pairs, in small groups, or the whole class.

Resources: Brainstorming requires only pencil and paper or chalkboard and chalk for recording ideas.

Procedure

- 1 Introduce brainstorming to the whole class first.
- 2 Introduce the topic or problem very clearly.
- 3 Give learners a time limit to solve the problem.
- 4 Encourage them to share any idea, no matter how odd, that is related to the problem.
Remind them not to criticise each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.
- 5 Write down their ideas as they offer them
- 6 Later, have learners discuss the results weighting the idea in pairs or as a whole group. Ideas may also be categorised.

Strengths

- gives learners the opportunity to think through issues
- promotes respect for other learners' ideas
- encourages learners to express their views freely since responses are not judged
- ideas generated are owned collectively by learners

Challenges

- very difficult to ensure that every learner speaks if the class is large
- re-organising ideas or points may be difficult

Group work

- Group work is an activity in which more than two learners work together. Learners are arranged in small working groups in order to do an activity.
- It provides learners with more chances to talk than whole class activities

What stage of the lesson: development

How long: 15 minutes or more

Resources: flip chart, chalkboard

Ways of forming groups

- mix up groups members according to gender and ability or diverse needs
- use different criteria for group formation e.g. the month of birth of learners, first letters of their names, family position i.e. first or second born, class rows, or count 1-2-3-4-5,
- make sure leadership roles are changed from time to time
- vary organisation of group tasks and presentation

Learner oriented group work

A key element to learner oriented group work is to assign the groups an appropriate task:

- a good group work task is both motivational and challenging
- teacher organises adequate information input for learners what they are supposed to do
- instead of simply demanding the group to *discuss, brainstorm and discuss*, a task tells learners exactly what they are supposed to do

- teacher clarifies tasks to learners before they go into groups
- good group tasks require learners to apply acquired skills on a topic, practice skills, discuss opinions, explore and hypothesise.
- teacher supervises and gives assistance where necessary

Examples of varying organizations of group work (group tasks)

Use of Jigsaw technique (method)

Give different groups different aspects of a topic to work on: topic: Malaria

Group 1: Causes of malaria- describing the cause of malaria

Group 2: Symptoms of malaria: describing symptoms of malaria

Group 3: How to avoid (prevent) malaria

Ask group to present their work

Strengths

- learners are actively involved
- learners learn from each other
- learners practice their verbal skills

Challenges

- not easy to assess individual performance
- fast learners may dominate
- discussion may lose direction if leadership is weak

Question and answer

It is a method based on the use of questions to be answered by learners during the process of teaching and learning.

Stage of the lesson: used throughout the lesson

How long: throughout the lesson

Resources: chalkboard, flip chart

Procedure

- plan the questions before the lesson
- decide the purpose of the questions
- ask the question, pause a little and name the learner
- give feedback to all learners
distribute the question across the class
- rephrase the question if the learner shows no sign of understanding
- involve both volunteers and non-volunteers
- do not move to the next question if the learner has given an incomplete answer
- do not get too close to the learners when asking questions
- probe the learners through the use of "why", "what" and "how"
- direct more oral questions to a visually impaired learner to maximise his/her attention
- prepare written questions for learners with hearing impairment
- sign language interpreter should preside over the lesson for learners with hearing impairment

Strengths

- stimulating interest in learners
- monitoring progress in a lesson
- monitoring learners
- identifying what learners already know about the learning area
- identifying special educational needs
- classifying and expanding certain points in the lesson
- evaluating learners' progress

- providing direction to learners' thinking
- providing feedback to the teachers
- disciplining learners
- emphasizing the main points of the lesson
- helping learners to organise and interpret material
- assisting learners in evaluating their own abilities

Challenges

- questions may slow the teaching process
- sometimes teachers find difficulties in formulating good questions
- low order questions encourage learners to memorise materials which they do not understand
- poorly constructed questions make learners lose confidence in the teacher. Good questions should:
 - be short
 - be relevant to the topic
 - be clear and to the point
 - suit the level of learners
 - not call for double answers at the same time
 - appeal to the learners' reasoning

Discussion

This is a method where teachers and learners are involved in a discussion.

Stage of the lesson: development

How long: 10-30 minutes

Resources: chalkboard

Procedure

Some guidelines for discussion include the following:

- 1 The topic for discussion should catch the interest and imagination of most learners.

- 2 The topic must be simple.
- 3 Make sure that all learners are participating in the discussion.
- 4 Ensure that fast learners do not dominate the discussion.
- 5 Give leadership roles to learners with special educational needs to ensure maximum participation and to motivate them.
- 6 Sign language interpreter to preside over proceedings of the discussion to the hearing impaired learners
- 7 Guide the learners into discussing relevant issues only to avoid digression
- 8 Create a discussion free atmosphere by being friendly
- 9 Encourage learners to record a summary of the discussion

Strengths

- makes learners active
- makes learners practise their verbal skills
- encourages learners to learn from each other
- provides opportunities to learners for critical thinking
- provides opportunities to learners to practice listening actively
- gives good practice in problem solving
- provides training in democratic processes

Challenges

- time consuming
- difficult to achieve maximum interaction when the group is large
- not easy to assess individual performance
- fast learners may dominate the discussions

- discussion may lose direction if leadership is weak

Demonstration

Demonstration method is an instructional activity in which the teacher performs an activity to show how a thing is done or to prove the truth by means of an experiment. It is an audio-visual explanation, emphasising the important points of a product, a process or idea. It is basically an activity which combines telling, showing and doing for the benefit of an audience, be it a person or group of persons.

Stage of the lesson: development

How long: 5-10 minutes

Resources: as required

Procedure

The guidelines for demonstration method include:

- 1 Plan the work adequately
- 2 Analyse the objectives of the demonstration
- 3 Prepare explanatory materials
- 4 Practice the demonstration if necessary
- 5 Prepare the outline of the demonstration
- 6 Prepare the environment
- 7 Choose the type of demonstration to use
- 8 Demonstrate by *touch* for visually impaired learners
- 9 Let the sign language interpreter preside over the demonstration for the hearing impaired learners
- 10 Keep the demonstration simple

- 11 Pace the demonstration for dramatic effect
- 12 Check learners understanding at all times
- 13 Summarise the demonstration

Strengths

- trains learners to be keen observers
- reduces accidents if the activities are demonstrated first
- stimulates thinking
- arouses interest in learners
- it is cost effective
- it is most appropriate when teaching the use of machine or pieces of equipment
- effective in skill learning

Challenges

- difficult to demonstrate to visually impaired learners
- time consuming
- requires thorough planning
- not effective for large classes

Walk around talk around

Walk around talk around is a cooperative learning activity for sharing ideas during the anticipatory phase of a lesson.

Group size: A large group; 20-30 or more.

Resources: A large space.

Procedure

- 1 The teacher asks each learner to think briefly about a problem related to the lesson.
- 2 The learners then stand up and walk to a clear space in the classroom.

- 3 The learners walk around randomly in the space until the teacher claps one time.
- 4 The learners stop and talk to the nearest person about the question that the teacher asked.
- 5 After about one minute, the teacher claps two times. Everyone should walk around again.
- 6 The teacher claps once again. The learners stop again and talk to the nearest person.
- 7 Repeat this process a third time.
- 8 After they talk with other learners three times, the teacher asks them to sit down again.
- 9 The teacher asks a few of them to share their ideas with the large group. The teacher asks them if any questions came up. The teacher writes their ideas and questions on a chart.
- 10 The teacher then tells the learners: *"Let's talk about these ideas and then identify two important issues."*

Strengths

- it motivates learners to think independently
- gives chance to learners to share ideas

Challenges

- It requires enough space

Think-pair-share

Think-pair-share is a method designed to provide learners opportunity to think and reflect on a given topic so that they can develop or formulate individual ideas and share such ideas with other learners. The method promotes participation by all learners

in the class and encourages each learner to think through their own answers to the question(s) before the questions are discussed and answered by the class. In addition, learners have the opportunity to think aloud with fellow learners about their responses before being asked to share their ideas with the whole class.

What stage of lesson? Any stage of the lesson:

How long? 5-10 minutes

Resources: Chalkboard and any locally available resources

Procedure

- 1 Announce a discussion topic or problem to solve. Write the question or statement on the chalkboard. For example "how would you divide K400 to two people in the ratio 3:5?" or "if you were to write a composition about the importance of trees in your village, what points would you make?"
- 2 Make sure everyone understands the task.
- 3 Give learners at least a minute of think time to THINK of their own response.
- 4 Ask learners to PAIR with another learner to discuss their responses.
- 5 Select a few learners to SHARE their ideas with the whole class.
- 6 Summarise and emphasize what should be learnt from the discussion

Strengths

- it motivates learners to think independently
- gives chance to learners to share ideas

- shy learners participate easily

Challenges

- it is not easy to detect errors

Think-ink-pair-share

Think-ink-pair-share is a variation of the method think-pair-share.

What stage of lesson: Any stage of the lesson:

How long: 5-10 minutes

Resources: chalkboard and any locally available resources

Procedure

- 1 Teacher poses a question related to the lesson
- 2 Give learner sufficient time to think
- 3 Ask each learner to write or draw depending on the course of content
- 4 Learners pair to discuss their responses
- 5 Learners share their responses with the whole class.

Mix freeze pair

Mix/Freeze/Pair (Kagan, 1994) is a lively means of having learners work with new partners to complete a closely defined task.

Group size

Six to sixty

Time required: 2-5 mins

Mix/Freeze/Pair should be done quickly, in two to five minutes.

Procedure

- 1 Think of a question or a series of questions ahead of time.

- 2 Give the directions ahead of time, to avoid chaos! Tell learners that when you give the signal, they are to get up and move around the room. When you say “freeze” they should stop and pair up with the person closest to them.
- 3 Give the signal. Allow one minute for them to move. Then say, “Freeze!” and tell them their task.
- 4 Give the learners a fixed amount of time to accomplish their task. Then ask them to go back to their seats.

Strength

- helps to build social skills among learners
- gives chance to learners to share ideas

Challenges

- Not easy to detect errors made by learners
- Requires adequate space

Flashlight

The flashlight method shows a group’s ideas and opinions at a certain moment.

What stage of lesson: Any stage of the lesson:

How long: 10-15 minutes

Resources: Chalkboard

Procedure

- 1 Write a question on the blackboard.
Examples: *Should boys and girls learn together?* Give one minute to learners for thinking about their opinion on the question.

- 2 Ask them to prepare a very short answer (10-15 seconds). There is no need to prepare them in written.
- 3 Tell learners that during the Flashlight procedure no idea is to be questioned, criticized, or commented on by other learners or by the teacher/lecturer.
- 4 Let each learner present her/his idea or answer, following the seating arrangement.

Strength

- helps learners to develop fast thinking
- every learner participates in the lesson

Challenges

- it is biased towards fast learners/thinkers

Story telling

Story telling is the sharing of stories and events through words, sounds and visual images. Telling stories is the nature of human beings. Stories are used as a tool to express their ideas, persuade others and to understand the world. Most learners enjoy listening to stories and an effective storyteller captures the attention of listeners.

What stage of lesson: Any stage of the lesson

How long: No more than 15 minutes

Resources: Chalkboard, locally made puppets, and music instruments, etc.

Procedure

Before telling the story

- 1 Choose your story carefully ensuring it is suitable for all your learners
- 2 Find a story or make one up to fit in with your lesson
- 3 Choose stories that engage learners' various emotions such as laughing, worrying, express amazement, etc.
- 4 Get to know the story very well before using it with the learners
- 5 Decide at what stage(s) of the lesson to use the story

During storytelling

- 6 Involve the learners in the story by asking questions occasionally e.g. involve one or two of the learners as characters if the story is suitable
- 7 Use props (small object used by actors in a play or film). Puppets can be helpful especially if the teacher is telling a story rather than reading it. Finger or hand puppets can be made from waste materials such as old socks, with buttons sewn on for eyes

- 8 Use a simple musical instrument like a drum to signal a special part of the story
- 9 Use voice as an instrument: vary the tone and use different voices for each character. Make background noises like the wind blowing
- 10 The teacher pauses before the climax of the story, and try to draw the learners along with him/her by for example asking critical questions such as what they think will happen next.
- 11 Be aware of learners that are beginning to lose focus on the story partly because the story is long or too difficult to understand

Other ways of going about it

- get learners to tell simple stories with similar themes before class.
- get learners to provide a possible ending to a story told by the teacher
- assist learners to do a mime (play without words) and dance as part of telling a story

TOPIC 12

Teaching and learning resources in lower primary

Time 5 hours

Introduction

In the previous topic, you learnt about teaching and learning methods which teachers use to facilitate learning for learners of different abilities. Since good teaching begins with good planning, it is important that teachers consider how they would teach the lessons and what they would use for learners to learn effectively. In this topic, you will learn about teaching and learning resources for the lower primary. You will be expected to identify the types of resources which can be used in lower primary. You will also be asked to develop these resources and practice using them in micro lessons. This knowledge will help you in developing appropriate resources for learners in lower primary.



Success criteria

By the end of this topic, you must be able to:

- develop teaching and learning resources for all learning areas for

standards 1-4 using local environment - TALULAR

- use the teaching and learning resources in micro teaching and evaluate yourself.

Background information

The nature and quality of teaching and learning is related to what methods and resources teachers use in the lessons. MIE (2008) defines teaching and learning resources as:

- i. Tangible and intangible materials used during the process of teaching and learning. Tangible resources are concrete and can be seen or touched. On the other hand, intangible resources can neither be seen nor touched. These are abstract resources.
- ii. Materials that a teacher uses during the teaching and learning to facilitate learning.

Teaching and learning resources and learning styles

People have different learning styles. This means that each individual is inclined to a particular learning style that they acquire knowledge through. Teachers need to understand these learning styles if their teaching is to support all learners in their class appropriately. With that notion in mind, using different teaching and learning resources can aid the learning despite the different learning styles individuals may have.

Children just like adults to learn in different ways. Some learn better by taking notes, others by listening to information and discussing it, others prefer to move about and do practical activities. Many people learn in all the three ways. It often depends on what one is learning. Teachers should prepare for different learning styles by identifying which teaching and learning methods and resources would work well for diversity of learners. There are three learning styles:

1 **Visual learning style**

Some people learn best by reading, looking at illustrations and writing notes. This is the visual learning style.

2 **Auditory learning style**

This is where by some individuals learn well through listening and talking.

3 **Kinaesthetic learning style**

In this learning style, individuals learn best through moving around and doing practical activities. Many people learn through all the three ways. This relates to what Confucius 2000 years ago stated that:

"I hear and I forget, I see and I remember, I do and I understand."

Categories of teaching and learning resources

While teaching and learning resources can be either tangible or untangible, they can further be classified into different categories. The categories depend on how the resources can be

used to facilitate learning. The categories include:

Visual aids

These are resources which aid learning by seeing. There are many resources in this category, for example, an illustration on a chart or a video recording of teacher presenting a lesson in a classroom.



Figure 1 Displays in expressive arts

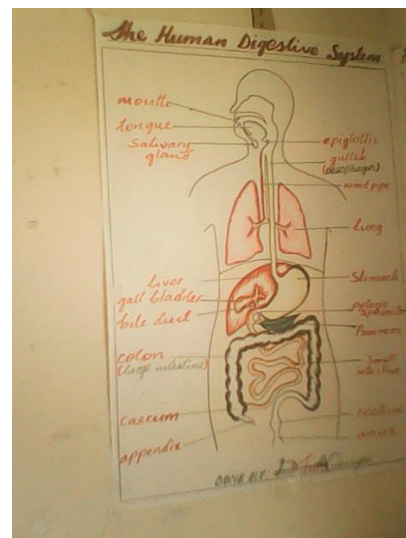


Figure 2 An illustration on a chart

Illustrations, models, realia and specimens make possible for things to be more easily remembered and clarify ideas and concepts. Teachers should

make it a practice to present information using a variety of resources. Learners in lower classes become interested and attracted to images that are well drawn with beautiful colours that catch the eye. They also become interested in graphic and diagrammatic representations of concepts.

Audio aids

These resources facilitate learning through hearing. Using a radio or cellphone can be concrete examples of audio aids. Learners in the lower classes enjoy listening to radio or when they are given chance to use phones. The interactive radio instruction (IRI) broadcast as Tikwere radio programme is an example of how audio aids are used.

Audio-visual aids

In this category, learning is facilitated by using both, sense of sight and hearing. The advantage of this category is that learning through sight and hearing complement each other. A television set is an example of an audio-visual aid. However, when an individual sees images only without sounds from a TV set then that would be visual aid and also when there are no images but sounds only from the TV set then it becomes audio.

Note: Not all resources are materials but all materials can be resources.

Importance of teaching and learning resources for lower primary

Teaching and learning resources are valuable as they make lessons more realistic and interesting. Teachers need

to understand the age characteristics of their learners before they prepare resources to use. This is important because the teacher presents content at learners' level and can make the lessons more meaningful and live. Teaching and learning resources are important because they:

- Facilitate teaching of concepts in a lesson.
- Provide variety of experiences to the learners such as observation, touching and evaluating.
- Make teaching and learning interesting.
- Help teachers clarify abstract concepts.
- Help learners understand subject content easily.
- Aid retention in learners.
- Assist learners to interact and appreciate their immediate environment.
- Aid learning through development of useful learning skills such as listening, observation and manipulating objects.

Conditions for suitability of resources for young children

a. Age appropriateness

The concepts taught and their method of presentation should reflect realistic expectations for young children. The resources should consider the age of learners in design, presentation and purpose. For example, the teacher would use objects with different colours or sizes and lengths for learners to sort.

b. Child control

Children should be understood as active participants. They initiate and decide how activities should be done rather than being mere recipients of predetermined activities. The teaching and learning resources should therefore, facilitate active more than passive involvement; learners should therefor set the pace in learning. For example, learners can be given resources that are self-directing. Activities that may use dices or those that fit objects together like jigsaw pieces initiate proper learner control.

c. Clear instructions

Most learners in the lower primary may not have started reading complex statements. They will most of the times require verbal explanations. When they read on their own, a clarification is needed in simple and precise manner.

d. Expanding complexity

Most resources used in lower primary require being at a lower entry level so that children can learn to manipulate and understand them. Resources should simplify concepts in the lesson. However, some resources can be made to be complex and children may be in a position to understand with time.

e. Independent exploration

After being exposed to some teaching and learning resources at a particular time, children should be given chance to manipulate them

without much supervision. This will promote independent learning.

f. Process orientation

When children are exposed to different uses of resources, the knowledge can lead to development of more skills. The outcome of being exposed to the resource becomes paramount. The learners can continue discovering on their own than being drilled into specific abilities. Motivation becomes more intrinsic as the learners develop curiosity and interest to learn on their own. For example, learners can identify words from cards, sorting objects according to colours, numbers or doing a shopping scene would develop curiosity and interest to learn the processes involved in doing particular tasks.

g. Real world representation

Teaching and learning resources need to represent real world by exposing learners to concrete representation of their environment and their functions. Such resources become reliable models of examples of real life situations. For instance, a teacher can use the shopping scene to explain the concept of buying and selling at the market.

h. Trial and error

Due to learners' curiosity, resources should provide them with chances of testing and finding alternative responses. Learners can then solve own problems through building good structures and knowledge.

An example would be to ask learners to construct a tower from cubes of different sizes. When the tower fails to stand, they can change positions of the different cubes until they manage to erect one.

The concept of teaching and learning using locally available resources (TALULAR)

Teaching, learning and assessment are important processes in education system. Adequate resources are required if teaching and learning is to be effective. Teachers need to use varied resources that meet the needs of all learners. Learning is better achieved when learners are able to relate what they learn in class to what they interact with in everyday life.

However, many teachers think commercially produced instructional materials are the most important resources in teaching and learning process.

This may not be true because the best resources are those that initiate good learning and teaching. Such resources can be commercially or locally identified.

Many times teachers complain that they are unable to teach because of lack of such materials. In this case, teachers resort to teaching without aids. However teaching without any resource is not a solution at all. It should be understood that teaching and learning is more effective when

teachers utilise many locally available resources. Some of the reasons are that:

- they are usually cheap such that they can be got at no cost at all
- learners can bring them to class from their homes.
- most of these resources are familiar to learners
- locally available resources can be interesting when properly used. This then would reinforce their learning

Learning becomes meaningful when many relevant approaches and resources are used in the lessons. The quality of teaching and learning resources is dependent on:

- its relevance to teaching and learning
- the concept being taught and
- the objectives or the success criteria of the lesson.

What is TALULAR?

TALULAR stands for Teaching and Learning Using Locally Available Resources. It stresses on effectiveness and sustainability of the teaching and learning process. Locally available resources therefore can lead to the attainment of this goal whereby the teaching and learning bring out intended results that can be maintained over time or enhanced when TALULAR is fully utilised.

According to InWent (2008), TALULAR is now commonly used amongst education institutions and organisations and has been accepted as an English word without

capitalization. It has been approved in spelling as correct.

The TALULAR concept has recently been emphasized in schools and other academic circles in an effort to reduce dependence on manufactured resources only. This allows learners and teachers to identify resources from their local environment. There are many sources of such materials within the reach of teachers and learners. These aids may include materials from livingthings such as plants or animals. In addition to these, non livingthings can also provide many other resources. Learners can assist in bringing and identifying resources from stones, bottles, plastic materials and many others.

Using TALULAR concept from known things makes learning realistic. Teachers are encouraged to continue collecting, producing and storing resources appropriately. This will ensure sustainability of resources for future use. Teachers can also share these resources with workmates as need arises. It should be understood that same resources can be used differently in quest to explain certain concepts.

Types of TALULAR

There are different types of TALULAR which depend on where they come from and how they are utilised.

1 Human resources

These refer to people who facilitate learning apart from the class teacher such as resource persons.

2 Animal resources

These are animals and their products which are referred to during teaching and learning for example, domestic animals, wild animals and animal products such as meat, hides, milk, eggs and bones.

3 Plant resources

These include whole plants or parts of them which can be used in the teaching and learning and assessment. For example, fruit trees, vegetables, tubes, grass and trees.

4 Material resources

These are objects which are used either directly or can be recycled for a particular purpose in the teaching and learning process. For example, charts, cardboards, water, tins, bottle tops, stones etc.

5 Non material resources

These are resources without properties for instance time, personal knowledge, skills, talents, stories, poems, proverbs etc.

Other types of TALULAR *Realia and specimens*

These are real things used as teaching and learning resources. For example stones, a car, a leaf or a goat during language teaching when these form a part of the topic for discussion. Sometimes realia may be difficult to use. For instance, some of them may be dangerous to handle such as live snakes, bees or crocodiles. Other realia may be too large to be brought into the

classroom or too small to be seen with our eyes. Below are examples of realia.



Figure 3 Traditional chicken kraal



Figure 4 Deep litter house

Specimens

Specimens are real objects which you can use to teach that are from natural organisms for example, beans, tomatoes, rats, stones etc. Specimens are real in nature therefore are realia. The figure below shows an example of specimen.



Figure 5 A snail shell

Types of specimens

1 Live specimens

These are living organisms such as birds, grasshoppers, frogs, snakes, trees, flowers, butterflies and others.

2 Dead or preserved specimens

These specimens are that were at one time living organisms. Examples of these include seeds, leaves, dead snakes or frogs, dried fruits and many other things. Figure 7 above is an example of dead or preserved specimen.

3 Inanimate objects

Are specimens that include all non-living organisms such as bottles, tins, books, chairs, tables, clay, sand, stones and many others. When some realia are too big or cannot be brought to class because they are dangerous, models can be used instead.

Models

Are recognisable representations of real thing in every respect except size. The size is either reduced or enlarged. When size is reduced the model shows essential parts and when enlarged, it shows details. There are working and non-working models. Working models function like real objects for example, toy cars running on batteries. Non-working models are non-operational, for example, a doll. The pictures below depict examples of models.



Figure 6 A model of pigeon kraal



Figure 7 A model of an ox-cart

Guidelines in making models

- Ensure the model is large enough so that it is seen easily by all learners.
- Know how to use it before the lesson, if the model needs to be taken apart and re-assembled.
- Allow learners to touch the model so that they feel and understand it.
- Use coloured models to stress important features in an object.
- Models should be realistic.

Importance of TALULAR

TALULAR is important in the teaching and learning process. Teachers and learners need to employ TALULAR because:

- it is user friendly
- it brings reality into the classroom
- it is easy to store

- it develops the skill of resourcefulness, creativity and innovation on the part of the learners and teachers.
- learners can appreciate resources from the environment hence develop an understanding of how systems work and how they can be sustained.
- it assists learners in developing confidence
- it promotes meaningful communication
- ensures better retention of knowledge
- provides first hand or direct experiences with realities of the social and physical environment
- stimulates and motivate students to learn
- encourages active participation, especially if students are allowed to manipulate the materials
- helps simplify complicated topics
- reduce the need for a teacher's verbal expression
- consolidates knowledge, skills and attitudes that students have already learned
- helps summarise main points
- encourages creativity
- encourages the reduction, recycling and reuse of litter hence they are environmentally friendly

TALULAR and improvisation

Teachers should understand that not all teaching and learning resources can be readily available. Learners and teachers can then coordinate their efforts in making some learning materials from locally available resources.

Improvisation is the art or practice of making something using materials from the immediate environment. In cases where ready-made teaching and learning materials are inadequate, inappropriate or unavailable, teachers are encouraged to improvise.

Improvisation also assists when some ready-made resources could be expensive to get. Through improvisation the teacher can remove things that may not be necessary to the objectives of the lessons. There are many resources which can be improvised. For example, toothbrushes from the branches and paint made from leaves and charcoal.

Qualities of teaching and learning resources

Teaching and learning resources should stimulate an inquisitive attitude. Teachers should use concrete resources to assist in clarification of abstract concepts.

Quality teaching and learning resources depend on the relevance to concepts under discussion. Teachers need to have an understanding and develop skills of making appropriate, age specific and user friendly teaching and learning resources.

In teaching and learning, teachers should develop resources that meet the basic qualities of good resources by using the ABCs of teaching and learning resources. There are in this case many words which qualify the quality of resources which start with the letters in the ABC. This assists

teachers to produce suitable and relevant resources which respond accordingly to the age, ability and diverse learner needs in lower primary school. It is therefore important for teachers to maintain the ABCs of teaching and learning that they should be:

- appropriate for the eye and subject
- accurate in information
- attractive to draw learners' attention
- brief and with essential information
- bold for learners to see and read
- bright-with appropriate colours
- clear for learners to get the message
- clean and tidy. Untidy resources spoil lessons.
- carefully made-safe for learners to use

If teachers observe the stated qualities of teaching and learning resources, they can make materials that would be safe and user friendly for all types of learners. Supervision on how learners use the resources is very important because some learners may not use the resources appropriately. At the same time, teachers need to spend time on selection of resources for different lessons especially those that are to be used by learners in the lower primary classes.

Further to the choices of resources, teachers should consider durability and accuracy of the resources. It is vital that teachers bring to learners resources that are strong and those that carry right information.

In the same way, the resources used in teaching and learning should represent

the real objects. It is also advisable that teaching and learning resources should be portable for usage and storage. In this case, resources are expected to be classified according to their purpose or objectives. The teacher should relate the teaching and learning resource to the diversity of learners. Learners have varied learning styles that need the teacher to identify suitable resources for effective learning.

Tasks

Task 1 Developing teaching and learning resources for all learning areas for Standard 1-4 using local environment - TALULAR

Activity 1 Discovering your preferred learning style and teaching and learning resources (15 mins)

- 1 Complete the task individually.
 - 2 Do not discuss any question or answer.
 - 3 Do not think for long about your answer; it is best to choose the first one that comes into your mind.
 - 4 After answering all the 15 questions, record how many a) b) and c) answers you chose.
 - 5 Discuss how different learning styles are linked to the categories of teaching and learning resources mentioned above.
- 1 When you study for an exam, would you rather
 - a. Read notes, read headings in a book and look at diagrams and illustrations
 - b. Have someone ask you questions, or repeat facts to yourself
 - c. Write things out on paper or make models or diagrams
 - 2 Which of these do you do when you listen to music?
 - a. Day dream (see things in your mind that go with the music)
 - b. Hum or sing along to the music
 - c. Move with the music
 - 3 When you are solving a problem do you
 - a. Make a list, organise the steps and check them off as they are done
 - b. Make a few phone calls and talk to friends or experts
 - c. Make a diagram/ chart of the problem or walk through all the steps in your mind
 - 4 If you were travelling to another part of Malawi that you did not know, would you
 - a. Look at a map?
 - b. Ask a friend to tell you about the place?
 - c. Get there and find out as you go?
 - 5 To learn how a sewing machine works, would you rather:
 - a. read an explanation, with diagrams
 - b. have someone sit with you and explain
 - c. get some cloth and try it out
 - 6 You have just entered a library, what will you do first?
 - a. Look around and find a diagram showing the locations of the various sections
 - b. Talk to the librarian and ask about the various sections

- c. Go into the first shelf that looks interesting and ask about the other books later
- 7 What kind of room would you rather not go to?
- a. One with the lights too bright
 - b. One with the music too loud
 - c. One with uncomfortable chairs
- 8 Would you rather be:
- a. looking at art?
 - b. listening to music?
 - c. playing music or playing sport?
- 9 Which are you most likely to do when you are very happy?
- a. Smile
 - b. Shout with joy
 - c. Move/dance for joy
- 10 If you were at a party, what would you be most likely to remember the next day?
- a. The faces of the people there but not their names
 - b. Their names but not their faces
 - c. The things you did and said while you were there.
- 11 When you see the word "FOOTBALL", what do you do first?
- a. Think of a picture of a football game
 - b. Say the word 'football' to yourself silently
 - c. Sense the feeling of playing football or running after the ball
- 12 If you are going to present a story, would you rather
- a. Write it out first and then read it aloud
 - b. Tell it aloud just from your memory
 - c. Act it out with gestures
- 13 What is most distracting for you when you are trying to concentrate?

- a. Visual distractions
 - b. Noises
 - c. Physical or mental (distractions such as hunger, tight shoes)
- 14 What are you most likely to do when you are angry?
- a. Frown
 - b. Talk loudly
 - c. Walk away angrily
- 15 Which are you most likely to do when waiting for transport?
- a. Look at things around you
 - b. Talk to the person next to you
 - c. Move and look around

Adapted from MIE, (2013), Year 2
IPTE School Experience Journal

Reflection on discovering your learning styles

What do you notice in the responses you gave? If you responded more As, Bs or Cs what would you explain in relation to the learning styles i.e. visual, auditory and kinaesthetic? If you responded more **As** you could be a visual learner. Can you explain what it means if you responded more to **Bs** and **Cs**?

Research shows that the normal distribution in most groups is about one third preferring each learning style. This means in a class, about a third of your learners will learn best through visual representation. The other third will prefer auditory stimulus and the other third will learn mostly by doing things. What does the concept of different learning styles mean for teaching and learning in classroom situation? What does it mean for the use of teaching and learning resources?

Tip

There are many methods you can employ in this task. The methods should be learner centred that provide optimum learning experiences. For example, you can use individual work, discussion and flashlight methods in the above task.

Activity 2 Reflecting on teaching and learning resources in lower primary (15 mins)

Teaching and learning resources can support learning by making children develop an understanding and willingness in being creative and innovative. In this task you will reflect on a lessons you attended in lower primary in which your teacher used some teaching and learning resources.

- 1 Reflect on your own learning in primary school, what were the characteristics of the resources that were used for lower primary?
- 2 Classify each resource that was used according to the categories
- 3 What could be the advantages and challenges the teacher experienced using the teaching and learning resource in the lower primary.

Tips

- Refer to the background information to do this task.
- Use your knowledge about child development and learning.
- You can use *mind mapping* and *silent participant* methods for activity 2.

Task 2 Using teaching and learning resources in micro-teaching and evaluate themselves

In this task, you will observe a lesson and analyse how teachers use resources in lessons. You will also practice teaching in lower primary using appropriate resources.

Activity 1 Observing a lesson with a focus on the use of teaching and learning resources

- 1 Observe a lesson in lower primary.
 - 2 Identify the types of teaching and learning resources used during the lesson
 - 3 Observe and record how teaching and learning resources are used.
- Use the table below.

T/L resources used	Effectiveness on the use of T/L resources	Interaction of T/L during the use of T/L resource	Other T/L resources which could be used	How the T/L resources could be used

Tips

You may use feedback and ball bearing in this task. Try as much as possible to:

- be descriptive that the evaluation becomes effective.
- be constructive; students should not only state the challenges they perceived but should also try to suggest possible ways for improvement.

Activity 2 Identifying teaching and learning resources for lower primary (1 hour)

- 1 Identify any topic from any learning area in standards 1-4 (Lower primary school).
- 2 State the resources suggested in that topic and how they are to be used.
- 3 Choose teaching and learning resource you would use to teach that topic.

Activity 3 Developing teaching and learning resources for lower primary (1 hour)

- 1 Using the qualities of teaching and learning resources in the background information, develop a resource you would use to teach the topic you identified in activity 1.
- 2 Plan a micro lesson where the resource will be used.

Tips

Please liaise in advance with the nearby or demonstration school. Students will be required to observe a lesson being delivered by a teacher in a real life situation on use of teaching and learning resources.

Activity 4 Analysing the use of teaching and learning resources (2 hours 30 mins)

- 1 Micro teach the lesson.
- 2 Analyse the lesson in plenary focussing on use of developed resources.
- 3 Provide feedback to the micro lessons and the developed resources.

Tips

- For completing this task group work and pair work could be used.
- State clearly the learning area from which you got the activity.
- Your classmates will be the learners as you demonstrate your lesson activities.
- Consider the quality and relevance of the resource to the activity being demonstrated.

Summary

In this topic, you learnt about the concept of teaching and learning resources in the lower primary. You explained the meaning of teaching and learning resources, the reasons for teachers' use of resources in lessons in lower classes. You discussed categories of teaching and learning resources that included, visual aids, audio and those that are audio-visual in nature. This same topic further explained the concept of ABCs on qualities of teaching and learning aids especially as you consider the age and characteristics of learners in lower primary.

Learners in the lower primary would require more elegant and attractive resources that catch the eye. They also like resources that would make them use their manipulative skills.

The importance of TALULAR concept in teaching and learning answers the call for different resources from immediate environment. This is with an understanding that not all resources would be available during teaching and learning. In such cases, resources

have to be improvised. In the same context, proper storage of resources is emphasized if sustainability and effectiveness of resources would be maintained. It is important to note that concepts discussed under this topic could also apply to upper primary.

Reflection

- Identify the qualities of teaching and learning resources that would be difficult to maintain in a class with diverse learners' needs.
- Explain why use of Information and Communication Technology (ICT) would be a valuable tool to learning in the lower primary.

Topic assessment

- 1 How can use of teaching and learning resources in lessons in lower primary be rewarding and challenging to the teacher at the same time?
- 2 Why do learners in lower primary need a variety of resources?

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Glossary

accuracy:	provision of correct, clear and exact information
attention-deficit:	hyperactivity disorder (ADHD): Current term for disruptive behaviour disorders marked by over activity, excessive difficulty sustaining attention, or impulsiveness
core elements:	broad thematic areas of focus in a particular subject or learning area
core-element outcomes:	knowledge, skills, attitude and values the a learner is able to show
facilitation:	assisting in building new knowledge by guiding and drawing from what is already known
genetic factor:	inherited characteristics; 50% from the mother and 50% from the father
improvise:	the act of using something from environment in place of another object
inert:	inactive
intelligent quotient (IQ):	score comparing mental and chronological ages.
manipulate:	ability to use different strategies or techniques in dealing with something
nature:	those inherited by the individual from conception to birth
nurture:	factors experienced after birth with reference to the environment
objective:	goal, aim
prolific:	produce successful results
role play:	taking the position of another person to see what it would be like to be that person
sustainable:	maintained for future use
talular:	teaching and learning using locally available resources. A concept that emphasises on using resources from within the environment in which learning and teaching is taking place
accuracy:	provision of correct, clear and exact information
facilitation:	assisting in building new knowledge by guiding and drawing from what is already known.
improvise:	the act of using something from environment in place of another object
manipulate:	ability to use different strategies or techniques in dealing with something (????)
sustainable:	maintained for future use
TALULAR:	teaching and learning using locally available resources. a concept that emphasises on using resources from within the environment in which learning and teaching is taking place