*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “topic of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “topics” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
* *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
* *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the topic-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) topic-level outcomes for each topic.*
* *The topic-level template should be copied so that there is a copy of the template for EACH topic/week/section. Thus, if there are 15 topics/weeks/sections in a module, you will copy the template 14 times and complete each copy for one topic/week/section.*
* *In the topic-level template, there is a space for a detailed description of student and teacher engagement with the topic. Here we would expect to see a “blow-by-blow” account of how the topic “hangs together”. What happens first? And then? What resources would students need to access for each part of the topic’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the topic?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular topic, but you are* ***not*** *free to ignore any of the required information.*

MODULE LEVEL TEMPLATE

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| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | Kenyatta University |
| Name of institutional contact | Dr. George Onyango |
| Email address of institutional contact | [onyango.george@ku.ac.ke](mailto:onyango.george@ku.ac.ke) |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | C:\Users\Mutweleli\Desktop\SUPERVISIONS\Annotation 2020-05-19 114402.png  Attribution – ShareAlike  CC BY –SA |

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| **Details of the authors of/contributors to the course and their role** | |
| Original author (if applicable) | Dr. Tabitha Wangeri |
| Lead author (email address) | Dr. Syprine Oyoo (oyoo.syprine@ku.ac.ke)  Dr. Samuel Mutweleli (mutweleli.samuel@ku.ac.ke) |
| *Responsible for:* | Module Repurposing |
|  | Dr. Anthony Ireri |
| *Responsible for:* | Vetting |
|  | Dr. Elizabeth Mwaniki  Dr. Rhoda Gitonga  Dr. Eric Masika |
| *Responsible for:* | Quality Assurance |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | MS Word |
| Will a Moodle common cartridge be uploaded as well? | Yes |

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| **Course details** | | | |
| Module title: | Psychology of Learning | | |
| Academic level: | Year 2 | Number of credits: | 3 |
| Class contact time (hours): | 2 hours |
| Private/online study hours: | 5 hours | Number of weeks of study: | 15 |
| Total student learning hours: | 7 hours | Number of topics of study: | 8 |

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| Programme(s) which might include this Module: | Diploma in Teacher Education  Bachelor of Education  Post Graduate Diploma in education |
| Pre-requisite student abilities and knowledge: | Computer Literacy |
| Pre-requisite (or co-requisite) modules: | Introduction to Psychology & Developmental Psychology. |

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| Aim of the module: | To equip learners with relevant knowledge,skills and attitude for effective teaching. |
| Brief description of module: | This module is designed for teacher trainees who have already covered two prerequisite courses namely Introduction to Psychology and Developmental Psychology. It equips the learner with important insights regarding the learner, the content and the learning process. The main focus is the application of the principles and techniques of psychology in the teaching-learning process. Indicative contents include learning, motivation, attitudes, personality adjustment and maladjustment, classroom management, exceptional learners and the basic concepts in guidance and counselling in education.  The module has embedded some tools such as online collaborative discussion forums in the form of e-tivities designed for promotion of peer learning and personal mastery of the contents and e-moderator involvement. In addition you will be expected to complete the e-tivities and post them in the discussion forums that will be provided and in a portfolio that you will create and which will be accessible to your e-moderator when required. The module has also provided for face to face sessions, which will allow you to learn collaboratively in a classroom setting through group discussions and presentantions. The unit facilitator will be expected to decide on the discussion and presentantion topics which learners will engage in.  At the end of every topic, you will be required to do formative assessment tests aimed at providing feedback which is useful in gauging your learning progress. The formative assessment tests will include:  1.Objective tests (multiple choice, true false)  These tests will require you to either select the correct option out of the four given, incase of multiple choice items or select the correct option out of the two given in case of true/ false items.  2.Short answer questions  These are open ended questions that are designed to measure the different cognitive abilities as identified in the learning outcomes. You will be expected to provide a brief description of the task as per the question given.  3. Essay type questions.  The item format is similar to the short answer question but you will be expected to give exemplary and detailed answer as per the requirement of the question.  As a learner, your engagement in the learning process is of utmost importance. Consequently, your dedication and timely submission of the e-tivities and formative assessment tasks will determine your final grade. The passmark in the formative and summative assessment tests will be guided by the existing examination policy and procedures at your respective universities. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*  1.Demonstrate knowledge of principles and theories of learning  2.Apply principles of Psychology in the teaching - learning process  3. Practice inclusivity in the teaching - learning process  4. Apply the skills of guidance and counselling in the teaching - learning process. |
| Indicative content: | Nature and scope of psychology of learning, learning, motivation, attitude, personality adjustment and maladjustment, classroom management, learners with exceptional needs, guidance and counselling. |
| Form of final/summative assessment: | End of semester university examination |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Demonstrate knowledge of principles and theories of learning | Formative and summative assesments |
| 1. Apply principles of Psychology in the teaching- learning process | Formative and summative assesments |
| 1. Practice inclusivity in the teaching - learning process | Formative and summative assesments |
| 1. Apply the skills of guidance and counselling in the teaching - learning process | Formative and summative assesments |

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| **Significant features or elements of module** |
| Integration of multi-media, multi-modal and multi-sensory activities to promote learning. |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | Bachelor of Education students and other students pursuing teacher training programmes. |
| What **skills** should a *student* have **already** mastered before starting this Module? | Computer and blended learning skills |
| What **prior knowledge** of the subject matter should a *student* have? | Introduction to Psychology and Developmental Psychology |

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| **Non-expert support(Technical):** | |
| What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered before starting to teach this Module? | Computer literacy skills |
| What **skills** do *support staff* need in order to support the delivery of this module? | Technical and computer literacy skills |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | Piloting of the module upon completion  Student evaluation every semester | |
| How will student feedback be used to improve module? | By reviewing the module through incorporation of feedback on the learning outcomes, content, e-tivities and assessment. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **0** |
| Topic name: | Introduction and learner support | | |
| Aim of the week: | The aim of the week is to have the facilitators as well as you introduce yourselves and get to know the rules of online learning. | | |
| This topic covers: | 1. About us and learner support 2. Introductions and your learning environment 3. Netiquette 4. Online learning rules | | |
| Intended outcomes: | *At the end of this* ***week****, you will be able to:*   1. Identify available learner support systems 2. Introduce yourselves and your learning environment 3. Demonstrate an understanding of netiquette in learning 4. Identify online learning rules | | |

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| Overview of student activity: | 1. Acquainting yourself with available learner support systems 2. Introducing yourself to your colleagues in the discussion forum 3. Commenting on netiquette 4. Familiarising yourself with online learning rules |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Identify available learner support systems |  | E-tivity 0.1 | Welcome forum |
| 1. Introduce yourselves and your learning environment |  | E-tivity 0.2 | Interactions in the discussion forum |
| 1. Demonstrate an understanding of netiquette in learning |  | E-tivity 0.3 | Interactions in the discussion forum |
| 1. Identify online learning rules |  | E-tivity 0.4 | Interactions in the discussion forum |

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| Module-level outcomes addressed: | | | |
| Week 0 is an orientation week where by you will be required to quickly access the system and socialize online with your facilitators and colleagues. It is designed to prepare you for later engagements in the course. | | | |
| Purpose of the topic/week/section: | | | |
| This week is intended to help you familiarise yourself with learner support systems, get to know your colleagues, rules for online learning and netiquette. This is hoped to be an ice-breaker and make you feel at ease with your colleagues and facilitators. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In week 0, we are going to explore the learner support systems, familiarise ourselves with the ground rules and netiquette, get to know your colleagues and create a community of learners who can support you during the course. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| Familiarise yourself with the Learning Management System | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| You will meet your lecturers (also called e-moderators in online learning) to give you a general overview of the course and expectations of blended learning. | | | |
| Online activity: | | Number of hours | 30 minutes |
| What should students do? | E-tivity 0.1  After acquainting yourself with the LMS, identify three learner support services available for your use. Post your answer to discussion forum 0.1 | | |
| Where do they do it? | Discussion forum 0.1 | | |
| By when should they do it? | Within the first day of the week 0. | | |
| E-moderator/tutor role | | | |
| Going through the learners posts, welcoming them and giving a clarification on the usefulness of the services. | | | |
| How are the outcomes in this week assessed? | | Number of hours | 30 minutes |
| By the number postings in the discussion forum | | | |
| How does this section link to other sections of the module? | | | |
| This is an introductory part of the module which is meant to enable you to familiarise yourself with learner support systems. | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 0.2  1. Introduce yourself to your colleagues in the discussion forum and write a brief bio that;   * tells your fellow students something about your background * explains why you believe that psychology of learning will benefit you as a teacher * identifies what you believe to be your greatest strength academically   2. Post your bio in the discussion forum 0.2 by the second day 12h00.  3. Read what the other students have posted and comment on at least two of their bios, suggesting how you might work together to exploit your strengths for each others benefits.  4. Post these comments in discussionforum 0.2 by 21h00. | | |
| Where do they do it? | Discussion forum 0.2 | | |
| By when should they do it? | Within the second day of week 0. | | |
| E-moderator/tutor role | | | |
| Ensuring that the learners are focussed on the content of the e-tivity  Encouranging every learner to participate | | | |
| How are the outcomes in this week assessed? | | Number of hours | 30 minutes |
| The number of interactions in the discussion forum | | | |
| How does this section link to other sections of the module? | | | |
| This is an introductory part of the module which is meant to enable you to know one another, create a community of learners. | | | |
| Online activity: | | Number of hours | 30 minutes |
| What should students do? | E-tivity 0.3   1. Access the LMS and read on netiquette. 2. Demonstrate an understanding of online manners by commenting on some of the manners that you find appropriate and you were not aware of. 3. Post your answer in to discussion forum 0.3. 4. Go through what your friends have posted and comment in the discussion forum | | |
| Where do they do it? | Discussion forum 0.3 | | |
| By when should they do it? | By the end of the third day of week 0. | | |
| E-moderator/tutor role | | | |
| Encourage the learners to participate and summary the key points on netiquette | | | |
| How are the outcomes in this week assessed? | | Number of hours | 30 minutes |
| The number of interactions in the discussion forum | | | |
| How does this section link to other sections of the module? | | | |
| This is section is linked to the sections on creating a community of learners. | | | |
| Online activity: | | Number of hours | 30 minutes |
| What should students do? | E-tivity 0.4  Access the LMS and outline the online learning rules that will be applicable in the course during interactions with your colleagues and the e-moderator. Post your answer to discussion forum 0.4.  Read and comment on the posts from your colleagues. | | |
| Where do they do it? | Discussion forum 0.4 | | |
| By when should they do it? | By the end of the fourth day of the week 0. | | |
| E-moderator/tutor role | | | |
| 1. Encouraging learners to participate and summarising the key points. 2. closing the discussion. | | | |
| How are the outcomes in this week assessed? | | Number of hours | 30 minutes |
| The number of interactions in the discussion forum | | | |
| How does this section link to other sections of the module? | | | |
| This is an introductory part of the module which is meant to enable you to know online learning rules that will be applicable during interactions in the learning communities. | | | |

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| Total number of hours | 6 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The course outline and the module |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting lurkers |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students when setting assignment deadlines, choosing learning activities and resources taking into account the individual differences and context of the learners. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of week zero |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** |  |
| Topic name: | Meaning and relevance of psychology of learning. | | |
| Aim of the topic: | The aim of the topic is to introduce you to the nature and scope of psychology of learning | | |
| This topic covers: | 1. Meaning of psychology of learning 2. The focus areas of psychology of learning 3. The relevance of Psychology of Learning to a teacher trainee | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define Psychology of Learning. 2. Describe the focus areas of Psychology of Learning. 3. Explain the relevance of Psychology of Learning to teachers. | | |

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| Overview of student activity: | You will be provided with links for a video, a slide share and an e-book to help you engage with the learning tasks in e-tivities 1.1, 1.2 and 1.3, which are aimed at helping you achieve the intended learning outcomes for topic 1. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Define the term Psychology of Learning. | 1 | E-tivity 1.1 | Multiple choice question in the LMS |
| 1. Describe the five focus areas of Psychology of Learning. | 1 | E-tivity 1.2 | Short answer type of question in the LMS |
| 1. Explain the relevance of Psychology of Learning to a teacher trainee. | 1 | E-tivity 1.3 | Essay type of question in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 1 addresses module- level learning outcome 1 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to introduce you to the meaning of the term psychology of learning, the focus areas and the relevance of psychology of learning to a teacher trainee. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this topic, we will learn what psychology of learning is. Thereafter, you will create your own definition of psychology of learning and summarize the focus areas of psychology of learning by giving the relevance of each area to you as a teacher trainee. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| 1. Reflect on your past experience as a high school student and identify a teacher who inspired you due to his/her effective teaching. Write down some of the things that the teacher was doing in class, that made you to consider his/her teaching effective. Post your answer to discussion forum 1.0. 2. Go through what your colleagues have posted and compare what inspired them against what inspired you 3. Post the differences in discussion forum 1.0 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Before going online, the moderator is expected to introduce the unit by;   1. Giving an overview of psychology as a discipline 2. Discussing the relationship between other branches of psychology and psychology of learning | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 1.1  Use the learning materials on this [link](https://www.youtube.com/watch?v=fGPoKuth2Vgj2w) and;   1. Create your own definition of the term ‘Psychology of Learning and post your answers to the discussion forum 1.1. 2. Read at least two posts from your colleagues contribution and putting netiquete into consideration, comment on their definitions with a view to enhancing them. 3. Post your comments to the discussion forum. | | |
| Where do they do it? | Discussion forum for e-tivity 1.1. | | |
| By when should they do it? | By the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the content. 2. Summarizing the key points 3. Closing the discussion forum | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 20 minutes |
| The learning outcomes will be assessed through multiple choice questions. | | | |
| How does this section link to other sections of the module? | | | |
| This topic lays the foundation for the next topics in the module by providing an understanding of the concepts addressed. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | **E-tivity 1.2**  From the [slides](https://www.slideshare.net/Haziq123456/educational-psychology-presentation) on educational psychology by Haziq (2017) ;   1. Summarize the focus areas of psychology of learning 2. Post your ideas in discussion board 3. Examine your colleagues posts, comment on their work and identify new ideas that you had not considered in your own. Re-post your enhanced work to the discussion forum. | | |
| Where do they do it? | Discussion board for e-tivity 1.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the contents of the topic.  2. Provide feedback on the learning progress  3. Summarizing the key areas and closing the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 20 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content in this course | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | **E-tivity 1.3**  This [link](https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/06/Educational-Psychology.pdf) contains a book by Seifert (2009). Read Page 10-16 and;   1. Explain the relevance of Psychology of learning to the teaching- learning process and post your contribution to the discussion board provided. 2. Keping netiquette in mind, critique your colleagues work and provide feedback in the discussion forum 1.3. | | |
| Where do they do it? | Discussion board for e-tivity 1.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide feedback on the learning progress 3. Prompt the lurkers to participate in the discussion board 4. Close the discussion forum 1.3 | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 20 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content in this course | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-book provided on the link, video link and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion forum 1.1, 1.2 and 1.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary, refine the level of difficulty for the assessment items and to balance time allocation for various activities. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of week 1 |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** |  |
| Topic name: | Learning: Theories of Learning | | |
| Aim of the topic: | In this topic, you will learn two theoretical approaches to learning and their relevance to the teaching and learning process | | |
| This topic covers: | 1. Behaviourist theory of learning 2. Social -cognitive theory of learning | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to;*   1. Analyse the importance of behaviourist theories of learning in the teaching learning process. 2. Differentiate between self-efficacy and self-regulated learning as used in social cognitive theory of learning | | |

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| Overview of student activity: | You will be provided with links for videos and e-books to help you accomplish the learning tasks in e-tivities 2.1 and 2.2 aimed at helping you achieve topic 2 learning outcomes. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Analyse the importance of behaviourist theories of learning | 1 | E-tivity 2.1 | Essay question in the LMS |
| 1. Differentiate between self-efficacy and self-regulated learning as used in social cognitive theory of learning | 1 | E-tivity 2.2 | True / false items in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 2 addresses module-level learning outcome 1 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to introduce you to the behaviourist and social cognitive theories of learning to assist you to evaluate the relevance of these theories to teaching and learning | | | |
| Over to you: *(a description of the process of the section)* | | | |
| The behavioral view generally assumes that the outcome of learning is a change in behavior, and it emphasizes the effects of external events on the individual as demonstrated in Classical Conditioning and Operant Conditioning theories where reinforcement is emphasized. Meanwhile, the social cognitive theory postulates that human behavior is caused by personal, behavioral, and environmental influences. These theories look at personal and environmental factors that interact to affect learning. We will further look at the relevance of these theories to the learning process. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| Reflect on the above quote. In groups of five, give at least three interpretations of the above quote and post on the discussion board 2.0. Read through what your colleagues in other groups have posted and pick new ideas that you had not considered. Together with your group members, discuss different ways that one can learn in order to bring about changes in behaviour. Repost your work to discussion forum 2.0. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| This section comes before the online activities. The moderator is expected to:   1. Define the term theory of learning 2. Explain the functions of theories of learning 3. Discuss the Social-cognitive theory of learning | | | |
| Online activity: | | Number of hours | 1.30 hours |
| What should students do? | E-tivity 2.1  Read this [text](https://www.oercommons.org/courseware/module/15325/overview) and then watch [video 1](https://www.youtube.com/watch?v=qSqWiTG-o2Y), [video 2](https://www.khanacademy.org/test-prep/mcat/behavior/learning-slug/v/classical-conditioning-extinction-spontaneous-recovery-generalization-discrimination) and [video 3](https://www.youtube.com/watch?v=qpdbDKggZoY&t=33s).  Identify two of your colleagues with whom you can work together.  Use information from the given links to analyse the importance of behaviourist theories to classroom learning.   1. Post your answers to discussion forum provided. 2. Read through your colleagues posts and make positive comments that will enhance their work. 3. Pick any two new ideas from your colleagues answer to enhance your work. 4. Repost your enhanced work in discussion forum 2.1 | | |
| Where do they do it? | Discussion forum 2.1. | | |
| By when should they do it? | By the end of the end of the 3rd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Encourage lurkers to participate 2. Stimulate further learning 3. Summarize the key points and provide feedback on the learning progress 4. Close the discussion forum | | | |
| How are the learning outcomes in this sub-topic assessed? | | Number of hours | 1 hour |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The content learnt in this section will help learners in making comparison between principles of behaviourist theories of learning and the principles of other theories of learning given in e-tivity 2.2, 2.3 and 2.4 | | | |

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| Online activity: | | Number of hours | 1.30 hours |
| What should students do? | E-tivity 2.2  Read this [text](https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks) on pages 19-31 and these [slides](https://www.slideshare.net/cristinacost/self-efficacy-41140731). Then watch this [video](https://www.youtube.com/watch?v=3YIWd8Hx26A) on self-regulated learning strategies. Using the information from all the links;   1. Differentiate between self-efficacy and self-regulated learning as used in the social cognitive theory of learning 2. Explain five self-regulated learning strategies that learners can use to promote their learning. 3. Post your answers to discussion board 2.2 4. Provide positive and constructive feedback on self-regulated learning strategies from your colleagues posts. | | |
| Where do they do it? | Discussion board for e-tivity 2.2. | | |
| By when should they do it? | By the end of the end of the 5th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Summarize the threads 2. Provide feedback on the learning progress 3. Stimulate further learning and generation of new ideas 4. Close the discussion forum | | | |
| How are the learning outcomes in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through true/false questions. | | | |
| How does this section link to other sections of the module? | | | |
| It gives learners a background upon which they can build on for a better understanding of constructivist and insightful theories of learning in e-tivity 3.1 and 3.2 | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-book and other reading materials provided on the links, video links, and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 2.1 and 2.2 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 2nd week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** |  |
| Topic name: | Theories of Learning (Cont.) | | |
| Aim of the topic: | The aim of the topic is to expose you to theories of learning and their relevance to the teaching and learning process | | |
| This topic covers: | 1. Insightful theory of learning 2. Constructivist theory of learning | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to;*   1. Explain the educational implications of insightful learning. 2. Describe the characteristics of constructivism in learning. | | |

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| Overview of student activity: | The video and the slide share links given in this section, will assist you in participating in the learning activities 3.1 and 3.2 which will contribute to the attainment of topic 3 learning outcomes. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain the educational implications of insightful learning | 1 & 2 | E-tivity 3.1 | Essay type of question in the LMS |
| 1. Describe the characteristics of constructivism in learning | 1 & 2 | E-tivity 3.2 | Short answer type of question in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 3 addresses module-level learning outcomes 1 and 2 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to enhance your knowledge of learning from a theoretical perspective and to evaluate the relevance of these theories to teaching and learning | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This topic is a continuation of what we learnt in week two about theories of learning. In this week we will learn about two more theories namely constructivism and insightful. You will learn about these theories from the links provided. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| 1. Watch the [video](https://www.youtube.com/watch?v=TkkkXsg8RMk) and discuss with one of two of your colleagues what the elephant is trying to achieve 2. Write three determinant factors that may have helped the elephant to achieve its objective 3. Post your answer to discussion forum 3.0 4. Read what your colleagues have posted and seek clarifications on factors that you had not thought about. | | | |
| Face to face time: | | Number of hours | 1 hour |
| Before online activity the moderator is expected to:   1. Introduce the insightful learning theory 2. Describe Kohler’s experiment of insightful learning 3. Discuss factors that influence insightful learning | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | |  | | --- | | E-tivity 3.1  Watch the [video](https://www.youtube.com/watch?v=WyVQwVShcio) and Follow this [link](https://www.slideshare.net/THIRUMAGALKD/insight-learning-kohler) to read the slide share by Thirumagal (2017). Using the  information on the above links;   1. Invite a colleague and work together to discuss educational implications of insightful   theory of learning to the teaching and learning process.   1. Post your work/answers in the discussion forum 3.1 2. Comment on the posts from other colleagues with a view to enhancing them. | | | |
| Where do they do it? | Discussion forum 3.1. | | |
| By when should they do it? | By the end of the end of the 3rd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Encourage lurkers to participate 2. Stimulate further learning 3. Provide feedback on the learning progress 4. Close the discussion forum | | | |
| How are the learning outcomes in this sub-topic assessed? | | Number of hours | 1 hour |
| The learning outcomes will be assessed through short answer question. | | | |
| How does this section link to other sections of the module? | | | |
| It gives learners a background upon which they can compare other theories of learning in e-tivity 2.2, 2.3 and 2.4 | | | |

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| Face to face time: | Number of hours | 1 hour |
| Before the online activity, the e-moderator is expected to:   1. Introduce in details the constructivist theory of learning 2. Discuss the relevance of constructivism in learning | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 3.2  Watch the [video](https://www.youtube.com/watch?v=eo1vD97zE5k) and read [slide](https://www.slideshare.net/joybien04/module-14-constructivism?next_slideshow=2) share by Bien (2014) and;   1. Summarize the characteristics of constructivism and post your summary to discussion forum provided. 2. Read and compare what your colleagues have posted in relation to your work and add any new idea to enhace your work. 3. Repost your enhanced work to discussion forum 3.2 | | |
| Where do they do it? | Discussion board 3.2. | | |
| By when should they do it? | By the end of the end of the 5th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Provide feedback on the learning progress. 3. Close the discussion forum. | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 1 hour |
| The learning outcome will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content in this course. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 3.1 and 3.2 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 3rd week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **4** |
| Topic name: | Information Processing Model, | | |
| Aim of the topic: | The aim of the topic is to equip you with knowledge on how the human brain takes in information, stores, and retrieves it from memory. | | |
| This topic covers: | 1. Memory banks 2. Remembering 3. Forgetting | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the characteristics of different memory banks 2. Evaluate the strategies that enhance memory 3. Outline factors that cause forgetting | | |

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| Overview of student activity: | The online audio- visual and reading materials provided in this section, will help you engage with the learning tasks in e-tivities 4.1, 4.2 and 4.3, which are aimed at supporting you to achieve the intended learning outcomes for topic 4. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe the characteristics of different memory banks | 1, 2 & 3 | E-tivity 4.1 | Multiple choice items in the LMS |
| 1. Evaluate the strategies that enhance memory | 1, 2 & 3 | E-tivity 4.2 | Short answer question in the LMS |
| 1. Outline factors that cause forgetting | 1, 2 & 3 | E-tivity 4.3 | Short answer question in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 4 addresses module-level learning outcomes 1, 2 and 3 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to introduce you to the information processing model, causes of forgetting and strategies that you may use to enhance memory of learners | | | |
| Over to you: | | | |
| The information processing system deals with the ability of human brain to take in information (encode), store it in memory and retrieve the information from memory. The classroom experiences show that learners forget the information they learn. The explanation for this phenomenon is that between the time material is learned and the time its retrieval for use is needed, some information is lost through forgetting. In this topic we will learn why forgetting occurs as well as how memory can be improved. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| “The human brain works like a computer”. In reference to this statement, discuss with a colleague, some of the features of a computer that are comparable to the human brain.   1. Post your answer to discussion forum 4.0 2. Go through what your colleagues have posted and pick any new and meaningful idea that you had not considered and repost your enhanced work in discussion forum 4.0 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Before learners go online the moderators are expected to:   1. Introduce information processing system using Atikson and Shiffrin(1968) model, with special attention to the three different memory banks. 2. Help learners perform a demonstration through a skit on the flow of information | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 4.1  Read this [textbook](http://www.opentextbooks.org.hk/ditatopic/27122) and the module on this [link](https://www.oercommons.org/courseware/module/15336/overview). Using the information from the two texts as well as these [slides](https://www.slideshare.net/israeLiRis/information-processing-theory-43873512) ;   1. Describe the characteristics of different memory banks and generate a diagram showing the interrelationships among the different memory banks. Post your answers to discussion forum 4.1 2. Read through the work your colleagues have posted, give positive criticism about their work and post your contribution to the discussion forum 4.1. | | |
| Where do they do it? | Discussion forum 4.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Provide feedback on the learning progress 3. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through multiple choice items. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content in this course. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 4.2   1. Read the topic on memory from this [link](https://www.oercommons.org/courses/introduction-to-psychology-7/view) and the [video](https://www.youtube.com/watch?v=B3JVJvyi7NA). Using the information gained from the link and video, explain the factors that influence memory. 2. Read about [cues to improving memory](http://www.opentextbooks.org.hk/ditatopic/27125) and based on your experience as a student, evaluate the strategies given for enhancing memory. 3. Share these strategies with your collegues in discussion forum 4.2. Read through their work and give new ideas that they can use to improve their work. Post your ideas to the discussion forum 4.2. | | |
| Where do they do it? | Discussion board 4.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Provide feedback on the learning progress 3. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content in this course. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 4.3  The following [video](https://www.youtube.com/watch?v=r0bs39k9zp0) and e-book [topic](https://www.oercommons.org/courses/introduction-to-psychology-7/view) provide more details on why learners forget;   1. Using the information from the two resources above, outline five reasons that may cause forgetting among learners and post your contribution to discussion forum 4.3. 2. Keeping netiquette in mind, give constructive comments on others work and post your comments on discussion forum 4.3. 3. Use the comments from your colleagues to improve on your work and repost the improved work on discussion forum 4.3. | | |
| Where do they do it? | Discussion forum 4.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Provide feedback on the learning progress 3. Summarize the points and close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this topic will help you understand the succeeding content on transfer of learning. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 4.1, 4.2 and 4.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | Students will receive system generated feedback in the course of the 4th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **5** |
| Topic name: | Transfer of learning | | |
| Aim of the topic: | The aim of this topic is to equip you with strategies for teaching for transfer | | |
| This topic covers: | 1. Types of transfer of learning 2. Factors influencing transfer of Learning 3. Teaching for transfer | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe four types of transfer of learning 2. Analyze the factors that influence transfer of learning 3. Explain strategies for enhancing transfer of learning | | |

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| Overview of student activity: | You will be provided with links for three slides that will help you to engage with the learning activities 5.1, 5.2 and 5.3. Succesful completion of the activities will enable you achieve topic 5 learning outcomes. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe four types of transfer of learning | 1 & 2 | E-tivity 5.1 | Short answer questions in the LMS |
| 1. Analyze the factors that influence transfer of learning | 1 & 2 | E-tivity 5.2 | Essay questions in the LMS |
| 1. Explain strategies for enhancing teaching for transfer | 1 & 2 | E-tivity 5.3 | Short answer questions in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 5 addresses module-level learning outcomes 1 and 2 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to introduce you to the importance of teaching for transfer | | | |
| Over to you: | | | |
| The knowledge that we learn in school is intended to prepare you for life outside school. More specifically, the content learned in one context can be applied in another context within the same subject or in another subject. For example, learning how to do addition and subtraction in a mathematics lesson should help you to calculate the total cost of different goods you buy from the market and the expected balance in case you gave more money. This example is a demonstration of transfer of learning which refers to the ability to apply knowledge and skills in new situations. In this section, we are going to explore the factors affecting transfer of learning, types of transfer and how to teach for transfer of learning. | | | |
| Pre-topic activity: | | Number of hours | 1. inutes |
| Identify some of the skills you acquired during playtime in elementary school and are still useful to you in adapting to your present life experiences. In your view, explain some of the factors that have made it possible for you to apply those skills in your present life and share your answer with your colleagues in discussion forum 5.0. | | | |
| Face to face time: | | Number of hours | 1. hours |
| Before learners take the online activity, the moderator should discuss different transfer theories based on behaviourist and cognitivist perspectives. | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 5.1  Read the following [slide share](https://www.slideshare.net/babanaomie/transfer-of-learning-44202665) by Gracetyl Baba (2015);   1. Invite two of your colleagues with whom you can work together. Based on the information from the slides describe with appropriate classroom examples, four types of transfer of learning and post your answers to discussion forum 5.1. 2. Read through the work posted by other colleagues and identify any unique ideas and examples that you can use to improve on your answers. Post the ideas together with your improved answers in the group forum 5.1. | | |
| Where do they do it? | Discussion forum 5.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide feedback on the learning progress 3. Closing the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| The succeeding section will help you understand the factors which promote or hinder the different types of transfer of learning . | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 5.2  Read the [slides](https://www.slideshare.net/babanaomie/transfer-of-learning-44202665) by Gracetyl Baba (2015) and;   1. Explain factors influencing transfer of learning and share your answers with your colleagues in group discussion forum 5.2. 2. Stimulate further learning by giving new ideas on your colleagues work. 3. Use any new ideas from your colleagues to improve on your own answers. Repost the enhanced work to the discussion forum 5.2. | | |
| Where do they do it? | Discussion forum 5.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Summarize the discussion points 2. Provide feedback on the learning progress 3. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The factors influencing transfer of learning will determine the various strategies to be used in enhancing transfer of learning among learners. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 5.3  The following slide share by Gracetyl Baba (2015), gives several strategies for teaching for transfer. Using the knowledge gained from the [slides](https://www.slideshare.net/babanaomie/transfer-of-learning-44202665);   1. Summarize five strategies that teachers can use to enhance transfer of learning and post your answers to the discussion forum 5.3. 2. Read through the work your colleagues have posted and identify three strategies that stand out and explain why they are important. 3. Post the answers to discussion forum 5.3. | | |
| Where do they do it? | Discussion forum 5.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Summarize the discussion points 2. Provide feedback on the learning progress 3. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| The strategies of teaching for transfer links with the topic of learning in that it helps in the promotion of the application of the concepts learnt in class in real lfe situations. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, video link and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 5.1, 5.2 and 5.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator encouraging the lurkers to participate .  Student help desk for those who have challenges |
| How will feedback on topic be obtained from students? | Online posts in the discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 5th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **6.** |
| Topic name: | Motivation | | |
| Aim of the topic: | The purpose of this topic is to enable you understand theories of motivation and their implication to the teaching-learning process. | | |
| This topic covers: | 1. Theories of motivation 2. Implication of theories of motivation to teaching and learning | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Analyze the different theories of motivation. 2. Explain the implications of the theories of motivation to teaching and learning | | |

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| Overview of student activity: | In order to successfully complete e-tivities 6.1a, 6.1b and 6.2, you have been provided with links for a video and an e-book chapter to enable you engage with the learning tasks. Answer the questions that follow the e-tivities for self-evaluation and post the answers in the discussion board. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| Analyze the five different theories of motivation | 1, 2 & 3 | E-tivity 6.1a  Etivity 6.1b | Essay questions in the LMS |
| Explain the implications of the theories of motivation to teaching and learning | 1, 2 & 3 | E-tvity 6.2 | Essay questions in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 6 addresses module-level learning outcomes 1, 2 and 3 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to help you apply various ways of motivating learners in a teaching learning situation. | | | |
| Over to you: | | | |
| In this topic we will learn about motivation, which is the energizing factor behind our behaviour.Motivation gives direction towards our goals. The goal is always to satisfy a need, for example, hunger, thirst, pain avoidance, but at a higher level, motivation energizes behaviour towards achievement, competence, affiliation, esteem and so on. Motivation theories describe two broad forces that determine an individual’s behaviour. These forces include; internal force, which is the desire to engage in an activity as a means to an end and external force which is driven by external rewards such as money and need for good grades in school. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| ‘Mr. Ng’ombe took his cow to the river to drink water but the cow did not drink the water against the expectation of Mr. Ng’ombe’. In the context of this statement and your knowledge of psychology of learning, have a discussion with your colleague and explain the reasons that may have made the cow not to drink the water.   1. Post your answers to group discussion forum 6.0. 2. Read the posts from your colleagues and identify new ideas that you had not considered and repost your improved work in discussion forum 6.0 | | | |
| Face to face time: | | Number of hours | 2 hours |
| Before learners go online, the moderator is expected to:  a. Introduce learners to the cognitive theories of motivation under the following sub-headings;   1. Expectancy-value theory 2. Self-efficacy theory 3. Goal and goal orientantion theory 4. Attribution theory 5. Self-determination theory   b. Discuss the relevance of each theory to the learning process | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 6.1a  Read the provided chapter on [motivation.](https://lidtfoundations.pressbooks.com/chapter/motivation-in-lidt-by-seungwon-park/) Thereafter, watch the [first video](https://www.youtube.com/watch?v=h4pXlwMWKUs) and the [second video](https://www.youtube.com/watch?v=UCFmCU-nai0). Using the information from the e-book chapter and the two videos;   1. Analyze the five cognitive theories of motivation and explain one factor from each theory that affect your success of achieving your learning goals. 2. Share your answers on the discussion board 6.1a. | | |
| Where do they do it? | Discussion forum 6.1a. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Focus learners on the contents of the work 2. Provide feedback on the learning progress 3. Prompting lurkers 4. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| This theory helps in understanding the other theories of motivation given in e-tivity 6.1b | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 6.1b  Watch the [video](https://www.youtube.com/watch?v=O-4ithG_07Q) on Abraham Maslow’s Theory of needs and then;   1. Analyze the five stages of needs according to the theory and propose five strategies you can put in place to cater for these needs among learners. 2. Post your answers to the discussion forum 6.1b. 3. Taking netiquette into consideration, critique the proposals made by your colleagues and post your input in discussion forum 6.1b. 4. Use the ideas from your colleagues to improve on your work and re-post the improved answers in discussion forum 6.1b. | | |
| Where do they do it? | Discussion forum 6.1b. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Provide feedback on the learning progress 3. Closing the discussion forum | | | |
| How is the learning outcome in this sub-topic be assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The concepts learnt in this section links closely to learning and classroom management by highlighting on the importance of meeting the individual needs of learners. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 6.2  Read the topic [how to encourage academic motivation](https://www.oercommons.org/courses/encouraging-student-academic-motivation/view) and one on [motivation theories of learning](https://lidtfoundations.pressbooks.com/chapter/student-motivation/). This [video](https://www.youtube.com/watch?v=YaaL8VauLGM) contains information on the educational implications of the Abraham Maslow’s theory.  Using the information from the three sources;   1. Explain the implications of the theories of motivation to teaching and learning and share your answers with your colleagues in discussion forum 6.2. 2. Comment on the posts from your colleagues with a view to improving their work and post the comments in discussion forum 6.2. 3. Use the comments from your colleagues to improve on your work and repost the improved answers on discussion forum 6.2. | | |
| Where do they do it? | Discussion forum 6.2. | | |
| By when should they do it? | By the end of the 6th day of week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the contents of the discussion. 2. Summarize the threads 3. Provide feedback on the learning progress | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| It links to other topics in the module by providing the impetus to learning | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 6.1 and 6.2 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 6th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **7.** |
| Topic name: | Attitude | | |
| Aim of the topic: | The aim of this topic is to introduce you to the components of attitudes, functions of attitudes and development of attitudes. This is meant to equip you with knowledge on how to influence attitude change among your learners. | | |
| This topic covers: | 1. Components of attitudes 2. Development of attitudes 3. Functions of attitudes 4. Attitude change | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain the three components of attitudes 2. Describe how attitudes develop 3. Explain the functions of attitude in learning | | |

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| Overview of student activity: | The learners to do e-tivities 7.1, 7.2 and 7.3  You will be provided with links for a video, a slide share and an e-book chapter to captivate you to attend to the learning tasks 7.1, 7.2 and 7.3 which are aimed at helping you achieve the intended learning outcomes for topic 7. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain three components of attitudes | 1, 2 & 3 | E-tivity 7.1 | Essay questions in the LMS |
| 1. Describe how attitudes develop | 1, 2 & 3 | E-tivity 7.2 | Short answer questions in the LMS |
| 1. Explain the functions of attitudes | 1, 2 & 3 | E-tivity 7.3 | Essay questions in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 7 addresses module-level learning outcomes 1, 2 and 3 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to equip you with knowledge necessary for applying various strategies in changing learners’ negative attitudes towards school. | | | |
| Over to you: | | | |
| Attitudes can be defined as favorable or unfavorable evaluative reactions towards things in one’s environment. Attitudes are exhibited through ones beliefs, feelings or intended behaviour. Learning in the school and even learners academic adjustment is largely determined by the attitudes they hold. Learners interaction with the school and with peers is associated with the development of various attitudes. It is imperative that you understand how attitudes develop, and be equipped with knowledge on how to influence positive attitude development among learners. This topic therefore focuses on functions of attitudes, their formation and attitude change. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| 1. Think of a school subject that you did not perform well at the beginning of your high school years but later on improved towards the end of your high school. Assuming that the change in performance was attributed to your positive attitude towards the subject, reflect on the above quote and give the possible effects of positive attitudes on learning. Share your ideas on the discussion forum 7.0. 2. Read the posts from your colleagues and pick new ideas that may enhance your understanding on the effects of positive attitudes, add these ideas into your work and repost your enhanced work to discussion forum 7.0 | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 7.1  Watch this [video](https://www.khanacademy.org/test-prep/mcat/behavior/physiological-and-sociocultural-concepts-of-motivation-and-attitudes/v/components-of-attitude) from Khan Academy on components of attitudes.  With the information from the video;   1. Use relevant classroom examples to explain three components of attitudes and share your contribution to group discussion forum 7.1. 2. Have a look at what your colleagues have posted and write down the ideas that you might include in your work and also think of ideas that might improve others work. 3. Post your ideas together with your enhanced work in discussion forum 7.1. | | |
| Where do they do it? | Discussion forum 7.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Summarize the threads 3. Provide feedback on the learning progress 4. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| The knowledge of the components of attitudes links to e-tivity 7.2 and 7.3 by providing a sound background on attitude formation and change. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 7.2  Read the [slides](https://www.slideshare.net/zulfiquer732/attitude-formation-and-change) by Amin (2017) and;   1. Describe how attitudes develop and post your ideas to discussion forum 7.2. 2. Read any two items that your colleagues have posted and critically appraise two factors that you had not considered in your work and engage your colleagues who had posted them in giving reasons why these factors are important. | | |
| Where do they do it? | Discussion forum 7.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the context of discussion. 2. Summarize the threads. 3. Provide feedback on the learning progress. 4. Close the discussion forum | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| The success of attitude change depends on the understanding of the factors that contributed to its formation. | | | |

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| Online activity: | | Number of hours | 1 hour | |
| What should students do? | E-tivity 7.3  Read on [attitudes and behaviour](https://www.simplypsychology.org/attitudes.html) by McLeod (2018) as well as [attitude adoption and change](https://www.slideshare.net/zulfiquer732/attitude-formation-and-change) as given by Amin (2017).  Invite two of your colleagues and share experiences on how attitudes influenced your adjustments to school life. Together with the information from the two resources, explain the functions of attitudes to a learner’s school life and post your answers to group discussion forum 7.3. | | | |
| Where do they do it? | Discussion forum 7.3. | | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | | |
| E-moderator/tutor role | | | | |
| 1. Summarize the threads 2. Provide feedback on the learning progress 3. Close the discussion forum | | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 Minutes | |
| The learning outcome will be assessed through an essay question. | | | | |
| Face to face time: | | Number of hours | | 2 hours |
| After learners have engaged with the online activities, the moderator is expected to;   1. Give a summary of topic 7 2. Discuss with the learners the various strategies that can be used to change a student’s negative attitude towards school/ a given subject/ a friend | | | | |
| How does this section link to other sections of the module? | | | | |
| Knowledge on functions of attitude forms the basis for better understanding of factors influencing learning. | | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website. |
| Where in this topic are students expected to work collaboratively? | In the discussion board 7.1, 7.2 and 7.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 7th week. |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **8** |
| Topic name: | Personality | | |
| Aim of the topic: | The aim of this topic is to introduce you to the concept of personality. Biological and environmental factors that determine ones personality will be discussed as well as factors that contribute to personality adjustment and maladjustment. | | |
| This topic covers: | 1. Definition of personality from different theoretical perspectives. 2. Determinants of personality. 3. Factors contributing to personality adjustment and maladjustment. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Create a definition of personality from the different theoretical perspectives. 2. Analyze the determinants of personality. 3. Explain factors contributing to personality adjustment and maladjustment. | | |

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| Overview of student activity: | You will be expected to engage in e-tivities 8.1, 8.2 and 8.3 which are supported by video, e-book chapter and slide share links. This is aimed at helping you achieve the learning outcomes for topic 8. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Create a definition of personality from the different theoretical perspectives. | 2 & 3 | E-tivity 8.1 | Short answer question in the LMS |
| 1. Analyze four determinants of personality. | 2 & 3 | E-tivity 8.2 | Short answer question in the LMS |
| 1. Explain five factors that can contribute to personality adjustment and maladjustment. | 2 & 3 | E-tivity 8.3 | Essay question in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 8 addresses module-level learning outcomes 2 and 3 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to equip you with knowledge that will help you understand personality differences that exist among learners.This will give you insights on how to deal with your learners’ individual differences. | | | |
| Over to you: | | | |
| Among the many important concepts that we need to be conversant with and which will benefit us in the course of discharging our duty as teachers, is personality and its role in every student’s school life. The study of personality will help us understand individual differences that dominate at any one time in a classroom, determinants of personality and causes of personality adjustment and maladjustment. Such knowledge is beneficial in classroom management and behaviour modification processes. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| Think of a close friend that you have interacted with for a long time. Identify five behavioural characteristics of that friend, that would be counted as unique and identifiable to him/her.   1. Post your answer to group discussion forum 8.0 2. Read through your colleagues posts and take note of the identifiable characteristics | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 8.1  Read the module on [personality](https://www.oercommons.org/courseware/module/15351/overview) and watch this [video](https://www.youtube.com/watch?v=0hOV_TtHx8I) by Gaudio (2013) which gives more details on personality. Using information from these two resources;   1. Create a definition of personality and share your work with your colleagues in discussion forum 8.1. 2. Read what your colleaques have posted and identify one definition that stands out and post in the discussion forum the reason why you think that definion is the best. | | |
| Where do they do it? | Discussion forum 8.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week | | |
| E-moderator/tutor role | | | |
| 1. Keep learners focused on the topic of discussion. 2. Ensure netiquette is observed. 3. Provide feedback on the learning progress. 4. Close the discussion forum. | | | |
| How is the learning outcome in this sub-topic assessed? | | Number of hours | 30 minutes |
| The learning outcome will be assessed through short answer question. | | | |
| How does this section link to other sections of the module? | | | |
| The definition of personality forms the basis upon which the succeeding topics on personality will be understood. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 8.2  Read on [determinants of personality](https://www.oercommons.org/courseware/module/15356/overview) and then watch this [video](https://www.youtube.com/watch?v=vYNeDmxxV44). Using information from the two resources;   1. Work with two of your collagues to analyze the biological and environmental determinants of personality. Based on your analysis, determine which one of the two plays a major role in shaping learners’ personality. Post the Justification of your answer in discussion forum 8.2. 2. Read through the work your colleagues have posted and give your comments in the discussion forum 8.2. | | |
| Where do they do it? | Discussion forum 8.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on contents of the discussion. 2. Ensuring that they observe netiquette. 3. Prompting learners for more ideas and providing feedback. 4. Closing the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through Short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| Determinants of personality links to classroom management and learning by helping you to know the source of individual differences among learners and in learning. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 8.3  Read these [slides](https://www.slideshare.net/SreejnaMohanan/maladjustment-causes-symptoms-detection-of-maladjustment) by Sreejna Mohanan (2018) and these other [slide](https://www.slideshare.net/amolsweetpain/concept-and-of-adjustment-causes-of-maladjustment)s by Ubale Amol (2018) on personality adjustment and maladjustment. Using information from the slides;   1. Compare a well adjusted learner with a maladjusted learner. 2. Explain three factors contributing to personality adjustment and maladjustment among learners and post your answers to the discussion forum 8.3. 3. Have a look on what your colleagues have posted, work in collaboration with a colleague to rank the causes of maladjustment from the most to the least important factor. Post your answers in discussion forum 8.3 and comment on others work. | | |
| Where do they do it? | Discussion forum 8.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the contents and context of discussion. 2. Summarize the ideas generated. 3. Close the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| Face to face time: | | Number of hours | 2 hours |
| After online activity, the moderator is expected to discuss with the learners;   1. The implications of both genetic and environmental factors to learning 2. Why the study of personality is important to a teacher trainee 3. The effects of maladjusted behaviour in learning 4. How a teacher can promote adjustment among learners | | | |
| How does this section link to other sections of the module? | | | |
| This section links to the section on classroom management by helping you appreciate the uniqueness of individual learners in the classroom | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 8.1, 8.2 and 8.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners and e-moderator prompting the lurkers. |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 8th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **9.** |
| Topic name: | Classroom Management | | |
| Aim of the topic: | The aim of the topic is to introduce you to causes of behaviour problems in the classroom, possible ways of responding to them and how to create a conducive classroom environment for effective teaching and learning process. | | |
| This topic covers: | 1. Causes of behaviour problems in a classroom set up 2. Responses to learners’ behaviour problems. 3. Approaches to positive learning environment. 4. Behaviour modification techniques. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain possible causes of behaviour problems in a classroom set up. 2. Summarize ways of responding to learners’ behaviour problems. 3. Discuss various approaches used by teachers to create a positive learning environment. 4. Analyze the techniques applicable to behaviour modification in a classroom set up. | | |

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| Overview of student activity: | You will be provided with e-resources for supportive engagement with the learning tasks in e-tivities 9.1, 9,2, 9.3 and 9.4, that will help in answering the questions that have been provided so as to achieve the intended learning outcomes for topic 9. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain possible causes of problem behaviours in a classroom set up. | 2 & 3 | E-tivity 9.1 | Essay question in the LMS |
| 1. Summarize ways of responding to learners’ behaviour problems. | 2 & 3 | E-tivity 9.2 | Short answer question in the LMS |
| 1. Discuss various approaches used by teachers to create a positive learning environment. | 2 & 3 | E-tivity 9.3 | Essay question in the LMS |
| 1. Discuss the techniques applicable to behaviour modification in a classroom set up. | 2 & 3 | E-tivity 9.4 | Essay question in the LMS |

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| Module-level outcomes addressed: | | | |
| Topic 9 addresses module-level learning outcomes 2 and 3 | | | |
| Purpose of the topic/week/section: | | | |
| The purpose of this topic is to equip you with necessary classroom management skills for the promotion of effective teaching - learning process. | | | |
| Over to you: | | | |
| Teachers play various roles in a typical classroom; one of the roles is to deliver the learning content, but the most important is that of classroom management. According to Seifert and Sutton (2009), Classroom management is the coordination of lessons and activities to make learning as productive as possible. Effective teaching and learning can only take place in a well-managed classroom and it takes a good deal of effort to create a conduicive learning environment for all. In this section, we will explore some causes of problem behaviours in the classroom, how to respond to learner’s behaviour problems and discuss different approaches for managing learners’ behaviour in a classroom. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| Reflect on some of the behaviours which you may consider to be inappropriate but were exhibited by your classmates during your pre-university courses. Create a list of those behaviours and the corresponding strategies that your teacher used to control them.   1. Post your list to the discussion forum 9.0. 2. Read what your colleagues have posted and critique the strategies that were used | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| Before learners engage in online activities, the moderator is expected to:   1. Introduce the term classroom management 2. Discuss the characteristics of a classrooms 3. Principles of classroom management | | | |
| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 9.1  Read on [classroom management and supervision](https://oer.avu.org/bitstream/handle/123456789/757/EDU13_EN%20Classroom%20Management%20and%20Supervision.pdf?sequence=1&isAllowed=y) on pages 23-25 to gain some insight into some of the causes of behaviour problems in the classroom and then;   1. Using relevant classroom examples, explain five factors that may cause behaviour problems in the classroom.Use the discussion forum 9.1 to share your ideas with your colleagues. 2. Read through what your colleagues have posted and identify some factors that you had not considered but are important in enhancing your work. Include these factors and repost your improved work in the discussion forum 9.1. | | |
| Where do they do it? | Discussion forum 9.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide teaching points. 3. Closing the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to inclusivity in learning by developing strategies for behaviour modification | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 9.2  Read on the highlighted book pages on [how to respond to students misbehaviour](http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf) (pages 150-155). Using the knowledge gained from this text;   1. Work in collaboration with a colleague and summarize five ways of responding to students’ misbehaviour in a classroom set up. 2. Evaluate each method of responding to students mibehaviour and identify a demerit associated with each method.Post your answers to the discussion forum 9.2. 3. Using a positive tone, comment on two contributions from your colleagues work. | | |
| Where do they do it? | Discussion forum 9.2. | | |
| By when should they do it? | By the end of the end of the 3rd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Ensuring that learners focus on the content of discussion. 2. Encouraging everyone to be onboard. 3. Summarizing threads. 4. Closing the discussion. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to inclusivity in learning by developing strategies for behaviour modification. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 9.3  Read on how to create [positive learning environments.](https://oer.avu.org/bitstream/handle/123456789/757/EDU13_EN%20Classroom%20Management%20and%20Supervision.pdf?sequence=1&isAllowed=y) (pages76-78 ) and on pages 139-149 from this [e-book.](http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf) The [slides](https://www.slideshare.net/AliAaj1/classroom-management-an-overview) by Ali Aaj (2016) also provide more details on classroom management. Using the knowledge gained from the links;   1. Identify a colleague with whom you can work together and discuss various approaches you are likely to use to create a positive learning environment. 2. Post you answers on the discussion forum 9.3 and comment on the work from other groups with a view to improving it. | | |
| Where do they do it? | Discussion forum 9.3. | | |
| By when should they do it? | By the end of the end of the 5th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide teaching points. 3. Closing the e-tivity. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to inclusivity in learning by developing strategies for behaviour modification | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 9.4  Read the [slides](https://www.slideshare.net/sanikasathe94/behavioural-techniques) on behavioural techniques by Sanika Sathe (2014) and watch this [video](https://www.youtube.com/watch?v=LGCRF5RKmGE). Using the information from the two resources;   1. Analyze five techniques that can be used to modify the behaviours of learners and post your answers to discussion forum 9.4. 2. Read through the work your colleagues have posted identify two commonly used techniques in a classroom situation and give reasons why you think these techniques stand out. Use the group discussion forum to share your answers with colleagues as you comment on theirs | | |
| Where do they do it? | Discussion forum 9.4. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide teaching points. 3. Closing the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to behaviour modification by providing appropriate techniques | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 9.1, 9.2, 9.3 and 9.4 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 9th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **10** |
| Topic name: | Learners with exceptional needs | | |
| Aim of the topic: | The aim of this topic is to introduce you to exceptional learners in terms of their categories, the legal framework and the services available for them. | | |
| This topic covers: | 1. The gifted and talented learners 2. Learning disability 3. Physical and sensory impairments 4. Learners with psychosocial problems | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the strategies for adapting instruction for the gifted and talented learners 2. Propose strategies for adapting instruction for students with learning difficulties 3. Explain strategies for adapting instruction for the physical and sensory challenged learners 4. Summarize strategies for adapting instruction for learners with psychosocial challenges | | |

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| Overview of student activity: | You are expected to participate by responding to the tasks provided in e-tivities 10.1. 10.2, 10.3 and 10.4. You will make use of the links given for slides, videos, e-book and e-book chapters to enhance your achievement of the intended learning outcomes for topic 10. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe the strategies for adapting instruction for the gifted and talented learners | 2, 3 & 4 | E-tivity 10.1 | Short answer question in the LMS |
| 1. Propose strategies for adapting instruction for students with learning difficulties | 2, 3 & 4 | E-tivity 10.2 | Essay question in the LMS |
| 1. Explain strategies for adapting instruction for the physical and sensory challenged learners | 2, 3 & 4 | E-tivity 10.3 | Essay question in the LMS |
| 1. Summarize strategies for adapting instruction for learners with psychosocial challenges | 2, 3 & 4 | E-tivity 10.4 | Short answer questions |

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| Module-level outcomes addressed: | | |
| This topic addresses module-level learning outcomes 2, 3 and 4 | | |
| Purpose of the topic/week/section: | | |
| The purpose of this topic is to equip you with knowledge and skills to enable you understand various categories of learners with exceptional needs, be sensitive to their needs during the teaching learning process and apply appropriate strategies that may help them exploit their full potential. | | |
| Over to you: | | |
| We are likely to come across learners with exceptional needs in our regular classrooms. In the past, public schools did little to educate these children, but today, many governments have ensured that learners with exceptional needs have free and appropriate education, and are increasingly getting educated in regular classrooms. The term learner with exceptional needs refers to all those learners who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special education services in order to develop their maximum capacity (Henry, 1950). | | |
| Pre-topic activity: | Number of hours | 30 minutes |
| Drawing from your experience as a learner in both elementary and high school, reflect back on the learners you interacted with in school and that you may have considered as having unique needs that required special attention from the school.   1. Prepare a list of these needs and post your answer in the discussion forum 10.0 2. Compare your list with what your colleagues have posted in discussion forum 10.0 with a view to appreciating various special needs. 3. Post the new identified special needs you have picked from your colleagues posts | | |
| Face to face time: | Number of hours | 2 hours |
| Before learners engage in online activites, the medorator is expected to:   1. Definition of the term learners with exceptional needs 2. Introduce the various terms used to refer to learners with exceptional needs 3. The classification of learners with exceptional needs | | |
| Online activity: | Number of hours | 45 minutes |
| What should students do? | E-tivity 10.1  Read the [slides](https://www.slideshare.net/AnnKurian1/gifted-and-talented-children-76080193) on gifted and talented children and the [text](https://files.eric.ed.gov/fulltext/ED572003.pdf) on barriers to inclusion. Usig the knowledge gained from the links;   1. Work with a collegue to identify six characteristics that distinguish the gifted learners from other children. Further, describe five strategies that you can use to address the needs of the gifted and talented learners 2. Post your answers on the discussion forum 10.1 3. Read posts from other colleagues and give positive comments to help them improve on their work | |
| Where do they do it? | Discussion board 10.1. | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | |
| E-moderator/tutor role | | |
| 1. Provide teaching points 2. Provide feedback on the learning progress 3. Close the discussion forum | | |
| How are the learning outcomes in this topic assessed? | Number of hours | 15 minutes |
| The learning outcomes will be assessed through short anwer questions. | | |
| How does this section link to other sections of the module? | | |
| This section links to classroom management by providing insights about the characteristics of the gifted and talented learners | | |

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| Online activity: | | Number of hours | 45 minutes |
| What should students do? | E-tivity 10.2  Watch this [video](https://www.youtube.com/watch?v=BDyZEaDUWh4) and read this [text](http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf) (pages 85-98) for more insights on learners with exceptional needs.Based on the knowledge gained from the resources in the above links;   1. Classify various categories of disabilities based on the nature of the learning disability 2. Propose five strategies that can be used to address the needs of students with learning disabilities to help them benefit from classroom instructions and post your answers to the discussion forum 10.2 3. Read through what your colleagues have posted and identify the additional strategies that have been proposed. Use the new information gained to enhance your work and repost the enhanced to disuccion forum 10.2 | | |
| Where do they do it? | Discussion board 10.2. | | |
| By when should they do it? | By the end of the end of the 3rd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Provide teaching points 2. Provide feedback on the learning progress 3. Close the discussion forum | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay question. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to classroom management by providing insights about the characteristics of students with learning disabilities | | | |

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| Online activity: | | Number of hours | 45 minutes |
| What should students do? | E-tivity 10.3  Read more on physical and sensory impairments from this [e-book](http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf) (pages 101-102). Invite a colleague with whom you can work together and use the knowledge gained from the e-book to;   1. Describe the different categories of physical and sensory impairments. 2. Based on the categories described above, explain three ways of promoting the least restrictive environment for learners with such impairments and share your answers with your colleagues in the discussion forum 10.3 3. Taking netiquette into consideration, critique your colleagues answers and post the feedback to the discussion forum 10.3 | | |
| Where do they do it? | Discussion board 10.3. | | |
| By when should they do it? | By the end of the end of the 5th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate generation of new ideas. 2. Monitor learning progress. 3. Closing the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay question. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to classroom management by providing insights about the characteristics of learners with physical and sensory challenges | | | |

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| Online activity: | | Number of hours | 45 minutes |
| What should students do? | E-tivity 10.4  Read this [e-book](http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf) (page 102-104) and use the knowledge gained to;   1. Summarize the strategies for adapting instruction for learners with psychosocial problems and post your work to the discussion forum 10.4. 2. Comment on your colleagues’ posted work, at the same time, note down new ideas that you had not considered and use them to enhance your work. 3. Repost your enhanced work in discussion forum 10.4 | | |
| Where do they do it? | Discussion forum 10.4. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning and generation of new ideas. 2. Provide feedback on the learning progress 3. Summarizing the threads and closing the discussion forum | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 15 minutes |
| The learning outcomes will be assessed through short answer questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to classroom management by providing insights about the characteristics of learners with psychosocial problems. | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, video links and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 10.1, 10.2, 10.3 and 10.4 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 10th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **11** |
| Topic name: | Legal framework for learner with exceptional needs | | |
| Aim of the topic: | The aim of this topic is to enable you find out and understand the legal framework for learners with exceptional needs in your country and further investigate the educational services available for them. | | |
| This topic covers: | 1. The legal framework for learners with exceptional needs 2. Services available for learners with exceptional needs | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain the legal framework for learners with exceptional needs in your country 2. Describe the educational services available for learners with exceptional needs | | |

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| Overview of student activity: | Refer to your country’s constitution and read the relevant chapters and articles that govern special educational rights for learners with disabilities. This will help you to successfully respond to the tasks in e-tivities 11.1 and 11.2. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain the legal framework on exceptional learners in your country | 3 & 4 | E-tivity 11.1 | Essay question in the LMS |
| 1. Describe educational services available for exceptional learners | 3 & 4 | E-tivity 11.2 | Essay question in the LMS |

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| Module-level outcomes addressed: | | |
| Topic 11 addresses module-level learning outcomes 3 and 4 | | |
| Purpose of the topic/week/section: | | |
| The purpose of this topic is to equip you with knowledge of the enacted laws that your country has put in place to govern special educational rights for learners with exceptional needs. | | |
| Over to you: | | |
| Different countries of the world have enacted laws that govern special educational rights for learners with disabilities. Since you are likely to work with learners with exceptional needs in regular classrooms, its important for you to understand the initiatives taken by your government to demonstrate its commitment to provide education to children with special educational needs. | | |
| Pre-topic activity: | Number of hours | 30 minutes |
| In your opinion why do you think it is important for learning institutions to protect learners with special needs.   1. Write down your answers and post them in discussion forum 11.0. 2. Go through what your colleagues have written and give comments with a view to improving them | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 11.1  Refer to your country’s constitution and other laws that govern educational rights of children with special needs and;   1. Explain at least three laws that have been enacted in your country to protect the rights of learners with special needs. Post your answers on the discussion forum 11.1. 2. Read what others have posted and identify some commonalities regarding the rights of learners with special needs and post them in discussion forum 11.1 | | |
| Where do they do it? | Discussion forum 11.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Encourage all to participate. 2. Provide feedback on the learning progress. 3. Close the discussion forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay questions. | | | |
| How does this section link to other sections of the module? | | | |
| This section links to the section of various categories of learners with exceptional needs by providing an understanding of legal framework guiding their educational rights | | | |

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| Online activity: | | Number of hours | 2 ½ hours |
| What should students do? | E-tivity 11.2   1. Visit any nearby center for learners with special needs and find out the different educational services provided. 2. Develop a brief report of your findings focusing on the adequacy of these services to the learners and post your answers on the discussion board provided. 3. Read what others have posted and identify the services that are not available in your country and share your findings in discussion forum 11.2 | | |
| Where do they do it? | Discussion forum 11. | | |
| By when should they do it? | By the end of the end of the 5th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Encourage all to participate 2. Provide feedback on the learning progress 3. Close the discussion | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The learning outcomes will be assessed through essay question. | | | |

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| Face to face time: *(if applicable)* | Number of hours | 2 hours |
| The moderator to give;   1. An opportunity to learners to present their reports on the educational services available to learners with special needs as enchored in the constitution 2. A summary of the rights of children with exceptional needs and the importance of the services provided to them. | | |

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| How does this section link to other sections of the module? |
| This section links with the topic on classroom management by providing knowledge on the educational opporttopicies for special needs learners. |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 11.1 and 11.2 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 11th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **12.** |
| Topic name: | Guidance and Counseling | | |
| Aim of the topic: | The aim of the topic is to introduce you to the concepts of guidance and counselling and their principles as well as areas that require guidance and counselling in a school set up. | | |
| This topic covers: | 1. Principles of guidance and counseling. 2. Key areas of guidance and counseling in schools 3. Role of guidance and counselling in schools | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Differentiate between the principles of guidance and counseling. 2. Summarize the key areas of guidance and counseling in schools 3. Evaluate the role of guidance and counselling in schools | | |

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| Overview of student activity: | The learning tasks in e-tivities 12.1, 12.2 and 12.3 will require you to utilize the links provided for the slides and online module in order to successfully answer the questions given and also to help you achieve the topic learning outcomes. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Differentiate between the principles of guidance and counseling. | 3 & 4 | E-tivity 12.1 | Short answer question in the LMS |
| 1. Summarize the key areas of guidance and counseling in schools | 3 & 4 | E-tivity 12.2 | Short answer question in the LMS |
| 1. Evaluate the role of guidance and counselling in schools | 3 & 4 | E-tivity 12.3 | Essay question in the LMS |

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| Module-level outcomes addressed: | | |
| Topic 12 addresses module-level learning outcomes 3 & 4 | | |
| Purpose of the topic/week/section: | | |
| The purpose of this topic is to equip you with skills and competences as a facilitator of learning to be able to help learners acquire desirable behaviour patterns and handle problem situations more effectively through guidance and counselling. | | |
| Over to you: | | |
| Guidance and counseling are terms that have been used differently and sometimes interchangeably. Basically, guidance is used more in educational settings while counseling is used when dealing with problems at intrapersonal, interpersonal and group levels. The term guidance is used to imply; advising, directing, helping or steering the individual in the right direction. For this reason guidance refers to broad area of educational activities and services that are aimed at assisting learners to carry out adequate plans, achieve satisfactory adjustment in school and achieve desired academic goals. On the other hand, counseling which is a professional helping service implies providing a learning situation, helping an individual to know himself, his present and possible future situations so as to make use of his potentialities in a way that is satisfying to him and beneficial to society. | | |
| Pre-topic activity: | Number of hours | 30 minutes |
| In this pre-topic activity, you will work in pairs.Think of a behavioural problems that are faced by the youth in the modern society.   1. Prepare a list of these problems and post your answer to the discussion forum 12.0. 2. Compare your list with the answers posted by your colleagues, identify and write down the common problems listed and post the new list of common problems in discussion forum 12.0. | | |
| Face to face time: | Number of hours | 2 hours |
| Before going online, the moderator is expected to;   1. Introduce learners to the concept of guidance and counselling with special attention to its importance in the contemporary society. 2. Discuss with learners the differences between guidance and counselling | | |
| Online activity: | Number of hours | 1 hour |
| What should students do? | E-tivity 12.1  Read this [book chapter](http://ocw.utm.my/pluginfile.php/2083/mod_resource/content/0/CHAPTER_4_-_Principles.pdf) and the [slides](https://www.slideshare.net/ShivrajDandgi/guidance-counselling-38140399) then;   1. Differentiate between the principles of guidance and counseling and share your answer with your collegues in discussion forum 12.1 2. Comment on the posts from your colleagues with a view to improving them and post the comments in discussion forum 12.1 | |
| Where do they do it? | Discussion forum 12.1. | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | |
| E-moderator/tutor role | | |
| 1. Summarize the threads 2. Give feedback on the progress of the discussion 3. Close the discussion forum | | |

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| How are the learning outcomes in this topic assessed? | Number of hours | 30 minutes |
| The assessment will be done through short answer questions | | |
| How does this section link to other sections of the module? | | |
| It links to other sections in this topic by helping in understanding the concept in the succeeding sections. | | |

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| Online activity: | Number of hours | 1 hour |
| What should students do? | E-tivity 12.2   1. Identify two of your colleagues and read the [module](https://oer.avu.org/bitstream/handle/123456789/749/EDU05_EN%20Introduction%20to%20Guidance%20and%20Counseling.pdf?sequence=1&isAllowed=y) on guidance and counselling (pages 59-62; 97-98). 2. Based on your personal experiences and knowledge gained from the module, work together to summarize the key areas of guidance and counseling in schools and post your answers to group discussion forum 12.2 | |
| Where do they do it? | Discussion forum 12.2. | |
| By when should they do it? | By the end of the end of the 4th day of the week. | |
| E-moderator/tutor role | | |
| 1. Summarize the points 2. Give feedback on the learning progress 3. Close the discussion forum | | |

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| How are the learning outcomes in this topic assessed? | Number of hours | 30 minutes |
| The assessment will be done through short answer questions | | |
| How does this section link to other sections of the module? | | |
| It links to other sections in this topic by helping in understanding the concept in the succeeding sections. | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 12.3   1. Read the [module](https://oer.avu.org/bitstream/handle/123456789/749/EDU05_EN%20Introduction%20to%20Guidance%20and%20Counseling.pdf?sequence=1&isAllowed=y) on guidance and counselling (pages 59-62; 97-98). 2. With the colleagues identified in E-tivity 12.2, use the knowledge gained from the pages that you have read to evaluate the goals of guidance and counseling in schools.Post your answers on the discussion forum 12.3. | | |
| Where do they do it? | Discussion forum 12.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Summarize the points 2. Give feedback on the learning progress 3. Close the discussion forum | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The assessment will be done through essay test | | | |
| How does this section link to other sections of the module? | | | |
| It links to other sections in this topic by helping in understanding the theories of counseling | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 12.1, 12.2 and 12.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 12th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

TOPIC/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Topic/week/section** | **13.** |
| Topic name: | Theories of counselling | | |
| Aim of the topic: | The aim of the topic is to introduce you to the theories of counselling , stages of individual counselling and finally to summarize the characteristics of a good counsellor. | | |
| This topic covers: | 1. Theories of counseling. 2. Stages of individual counseling 3. Characteristics of a good counsellor | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Analyse the importance of theories of counseling in the counseling process. 2. Describe the stages of individual counseling 3. Summarize the characteristics of a good counselor | | |

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| Overview of student activity: | Your engagement with the e-tivities 13.1, 13.2 and 13.3 will help you achieve topic 13 intended learning outcomes. Therefore, you will be provided with various online links to enable you accomplish the given tasks. |

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| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Analyse the importance of theories of counseling in the counseling process. | 3 & 4 | E-tivity 13.1 | Essay question in the LMS |
| 1. Describe the stages of individual counseling | 3 & 4 | E-tivity 13.2 | Short answer question in the LMS |
| 1. Summarize the characteristics of a good counsellor | 3 & 4 | E-tivity 13.3 | Short answer question in the LMS |

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| Module-level outcomes addressed: | | |
| Topic 13 addresses module-level learning outcomes 3 and 4 | | |
| Purpose of the topic/week/section: | | |
| The purpose of this topic is to equip you with the knowledge of various theories of counselling.This is hoped to help you identify the appropriate method to use in counselling. | | |
| Over to you: | | |
| In this topic we are going to learn about theories of counselling. Counseling theories are important in trying to enhance our understanding of human behaviour and parameters of the helping relationship. These parameters may include models for viewing personality development, explaining behaviour feelings and thoughts, providing guidelines for predicting and evaluating results as well as identifying strategies and interventions for use during the counseling process. Theories help counselors understand the uniqueness of clients and for developing the most effective treatment plan. There are many theories of counseling but in this topic, we will discuss psychoanalytic theory, Humanistic theory, Rational Emotive, and Behavioural theory. | | |
| Pre-topic activity: | Number of hours | 30 minutes |
| Refer to the list of common problems generated and posted in discussion forum 12.0. Visit any older member of your family and find out how they were guided to cope with each problem.   1. Generate a table showing the problem and the coping mechanisms as responded to by the family member 2. Post your finding to discussion forum 13.0 | | |
| Face to face time: | Number of hours |  |
| Before enganging students online, the moderator is expected to explain in details the following theories of counselling;   1. Affective theories (Psycho-analytic and humanistic theories) 2. Cognitive theory (Rational-emotive theory) 3. Behavioural theories (Classical and operant conditioning theories) | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 13.1  Use the [slides](https://www.slideshare.net/DrSnipes/counseling-theories?next_slideshow=1) share by Dawn-Elise (2009) on counseling theories to help you answer the following questions:   1. Explain the key ideas in each theory 2. Assuming your classmate is struggling with drug abuse, explain how you would apply the counselling techniques based on one counselling theory to help your classmate control the behaviour problem then post your answers in the discussion forum 13.1 3. Read the posts from your colleagues and ask for clarifications where the techniques used deviated from yours | | |
| Where do they do it? | Discussion forum 13.1. | | |
| By when should they do it? | By the end of the end of the 2nd day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Summarize the threads 2. Give feedback 3. Close the discussion forum | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The assessment will be done through essay test | | | |
| How does this section link to other sections of the module? | | | |
| This section sets the foundation upon which counselling steps are built on. | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 13.2  Read the [slides](https://oer.avu.org/bitstream/handle/123456789/749/EDU05_EN%20Introduction%20to%20Guidance%20and%20Counseling.pdf?sequence=1&isAllowed=y) by Shivraj Dandgi (2014) on the counselling process and;   1. Together with a colleague use the knowledge gained from your reading to describe the three stages of individual counselling and evaluate the effectiveness of this process. 2. Share your answers with your colleagues on the discussion forum 13.2. 3. Read what your colleagues have posted and pick new ideas that may help you improve on your work. Incorporate these ideas in your work and rewrite the effectiveness of the counselling process. 4. Repost your work in discussion forum 13.2. | | |
| Where do they do it? | Discussion forum 13.2. | | |
| By when should they do it? | By the end of the end of the 4th day of the week. | | |
| E-moderator/tutor role | | | |
| 1. Stimulate further learning 2. Encourage the lurkers to participate 3. Summarize the points 4. Round up the discussion | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The assessment will be done through short answer question | | | |
| How does this section link to other sections of the module? | | | |
| This section deals with the application of the principles gained from the theories of counselling | | | |

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| Online activity: | | Number of hours | 1 hour |
| What should students do? | E-tivity 13.3  Read pages 98-100 of this [module](https://oer.avu.org/bitstream/handle/123456789/749/EDU05_EN%20Introduction%20to%20Guidance%20and%20Counseling.pdf?sequence=1&isAllowed=y) as well as these [slides](http://ocw.utm.my/pluginfile.php/2079/mod_resource/content/0/CHAPTER_1_-_Definition_and_Concept.pdf). Using the information from the two resources;   1. Summarize five qualities of an effective counsellor and post your answer to discussion forum 13.3 2. Read through what your colleagues have posted and provide positive criticism about their work. | | |
| Where do they do it? | Discussion forum 13.3. | | |
| By when should they do it? | By the end of the end of the 6th day of the week. | | |
| E-moderator/tutor role | | | |
| 1) Give feedback  2) Provide teaching points  3) Close the forum. | | | |
| How are the learning outcomes in this topic assessed? | | Number of hours | 30 minutes |
| The assessment will be done through short answer questions | | | |
| How does this section link to other sections of the module? | | | |
| This section links to behaviour modification and the theories of counselling by providing the qualities of a good counsellor | | | |

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| = Total number of hours | 7 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | The module, the e-books provided on the link, and slide share. |
| How are students enabled to access the resources? | Through the institutional LMS and OER Africa website |
| Where in this topic are students expected to work collaboratively? | In the discussion board 13.1, 13.2 and 13.3 |
| How has an inclusive approach been incorporated in this topic? | Varied activities for the learners |
| How will feedback on topic be obtained from students? | Online posts in discussion board. |
| How will student feedback be used to improve topic? | The e-moderator will consider the feedback from students to ascertain whether they have mastered the content for appropriate interventions where necessary. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of the 13th week |

END OF TOPIC/WEEK/SECTION-LEVEL TEMPLATE

**OVERVIEW OF THE ASSESSMENT TASKS**

The assessment tasks consist of different items which are geared towards helping you to determine if you have achieved the intended learning outcomes. The items will take the form of multiple choice, true/false, short answer and essay questions.

1. Multiple Choice and True \ False questions

Read each question and all the alternatives carefully. For each multiple choice or true / false items, choose the single best answer and provide a justification for your choice.

1. Short answer and Essay questions

Answer each question as clearly as possible taking into consideration the task given. The short answer questions will require you to provide a brief but concrete answers but, for essay questions, you will be expected to give an exemplary detailed answer.

**Guidelines for scoring tests**

Scoring criteria are provided for each item, at the end of the test. The criteria will help you to score the items consistently and reliably.

**QUESTIONS FOR ASSESSING MODULE TOPIC OUTCOMES**

**Topic 1: Meaning and relevance of psychology of learning.**

E-tivity 1.1 Define Psychology of Learning (Multiple choice questions).

1. Which of the following best illustrates learning:

a) Withdrawing your hand from a hot stove

b) Avoiding a dog who is sitting on the road

c) Blinking your eye when smoke is blown into it

d) Wanting to eat when you are hungry

2. Three of the following reflect components of learning common to both behaviourist’s and cognitive definitions of learning. Which one of the following is not common to the definition of both perspectives?

1. The fact that learning involves a change
2. The importance of thought processes in learning
3. The relative permanence of what is learnt
4. The role of experience in learning

3. Patrick has trouble tracing a complex shape with a pencil when he is in pre-school, but he can do it quite well by the time he is in second grade. Is this an instance of learning?

1. Yes, because his behaviour has changed
2. No, because the circumstances are too dissimilar
3. Maybe, although the change may be due to physiological maturation rather than experience
4. Maybe, but only if he is being reinforced for tracing accurately

**Answers for multiple choice questions**

**1b, 2b, 3c**

E-tivity 1.2. Describe the focus areas of Psychology of Learning (Short answer questions).

In this question, the learner is expected to give a brief description of the focus areas which should include:

* The learner
* The teacher,
* The subject matter
* The learning environment
* The learning process
* Assessment and evaluation.

E-tivity 1.3 Explain the relevance of Psychology of Learning to teachers (Essay Question).

The learners responses may vary considerably and the list may not be exhaustive. In responding to this question, the key ideas must stand out, for example, Psychology of learning helps to equip the teacher with the necessary skillsneeded in dealing with various classroom problems such as truancy, cheating, bullying etc.

**Topic 2: Learning: Theories of learning**

E-tivity 2.1 Analyze the importance of behaviourist theories of learning (Essay question)

In responding to this question, learners are expected to know that that there are two major theories under the behaviourist approach to learning, that is, classical conditioning and operant conditioning. Furthermore, learners are supposed to give clear explanations of the importance of each theory to learning. The key points include;

1. Regular and repeated Reinforcement
2. Consistent punishment in learning
3. Contiquity of stimulus in learning
4. Stimulus generalization in learning
5. Catering for individual differences in learning
6. Behaviour modification/ shaping in learning

E-tivity 2.2 Differentiate between self-efficacy and self-regulated learning as used in social cognitive theory of learning (True /false)

1. Self-efficacy is to self-monitoring and self-control as self-regulation is to belief in one’s ability to achieve a set goal------true/false
2. Student with low self-efficacy usually try harder at a task ----------true/false
3. A student who asks a classmate for help on an assignment is not necessarily demonstrating an example of self-regulation-------true/false

**Answers for true/false questions**

**1 False, 2 False, 3 True**

**Topic 3: Learning: Theories of learning (cont’)**

E-tivity 3.1 Explain the educational implications of insightful learning (Essay question)

In responding to the question, learners should bring out clearly a broad explanation of each implication giving relevant examples. Educational implications of insightful learning include but not limited to:

* A teacher being a facilitator of learning
* Learning to be student centered
* Training on problem solving skills.

E-tivity 3.2 Describe the characteristics of constructivism in learning (short answer questions)

In responding to this question, learners are expected to give clear description of each of the characteristics identified, for example a learner should be able to construct and interpret new knowledge

**Topic 4: Information Processing Model**

E-tivity 4.1 Describe the characteristics of different memory banks (Multiple choice questions)

1. Which one of the following statement best describes the sensory register?
2. It holds everything that it sensed in a relatively unencoded version
3. It encodes information largely in terms of underlying meanings
4. It holds only a small amount of information, selecting things that will probably be important to know
5. It holds only a small amount of information, selecting things more or less at random
6. Imagine that you are listening to your voice mail and a caller has left an important telephone number for you. As you search for a pen to write down thee number, -------------memory allows you to keep the number in mind and your-----------memory allows you to execute the mental operations to accomplish an efficient search
7. Working; short- term
8. Sensory; short- term
9. Short-term; working
10. Short -term; long—term

3. Your memory of how to brush your teeth is contained in your ----------memory

1. Declarative
2. Procedural
3. Structural
4. Episodic

**Answers for multiple choice questions**

**1a, 2c, 3b**

E-tivity 4.2. Evaluate the strategies that enhance memory (Short answer question)

The response should include a discussion on the effectiveness of each strategy such as:

* Capturing and maintaining attention
* Promoting meaningful learning
* Facilitating organization
* Encouraging learners to elaborate
* Facilitating visual imagery.

E-tivity 4.3 Outline factors that cause forgetting (Short answer question)

The learner is expected to list any four factors that cause forgetting, for example; Decay, lack of encoding information, multi-tasking and lack of rehearsal.

**Topic 5: Transfer of learning**

E-tivity 5.1 Describe four types of transfer of learning (short answer questions)

The response to this question should include the identification of the types and a concrete description of each type of transfer. The four types of transfer of learning are:

* Positive transfer
* Negative transfer
* Zero transfer
* Near transfer
* Far transfer of learning.

E-tivity 5.2 Analyze the factors that influence transfer of learning (Essay question)

In responding to this question, learners are expected to give at least three factors that influence transfer of learning and analyze how each relate to a classroom situation by supporting their answers with relevant examples. Such factors may include but not limited to:

* Similarity between two learning situations
* Length of instructional time
* Variety of learning experiences
* Context for learners’ experiences.

E-tivity 5.3 Explain strategies for enhancing teaching for transfer (Short answer)

Learners are expected to identify five strategies for enhancing teaching for transfer. Responses will be varied but learners are expected to explain in details with appropriate examples how each strategy mentioned enhances transfer of learning. Some of the strategies may include:

* Teaching of basic skills e.g. reading, writing
* Providing meaningful, organized, well-structured and well-illustrated material
* Use of discovery learning/discussion groups
* Problem- solving
* Independent library research
* Group experiments
* Allowing learners to over learn
* Having clear cut objectives
* Selecting instructional materials which are best suited to making relationships apparent
* Giving examples of the use of taught material in other subjects and in everyday life and rooting concepts in applications

**Topic 6: Motivation**

E-tivity 6.1a Analyze the four different theories of motivation

The question requires learners to analyze the five cognitive theories of motivation and explain one factor from each theory that affect the learners success of achieving learning goals. The five theories are;

1. Expectancy-value theory
2. Self-efficacy theory
3. Goal and goal orientantion theory
4. Attribution theory
5. Self-determination theory

Using self-determination theory as an example, the learner to describe the theory and identify the three main domains of the theory which includes intrinsic motivation, extrinsic motivation and amotivation. Picking on intrinsic motivation, the learner to show how this type of motivation leads to high level of engagement which is driven by an inner pleasure to know, to accomplish and to experience stimulation leading to satisfaction and consequently attaining the desired goal.

E-tivity 6.1b Analyze the five stages of needs according to the theory and propose five strategies you can put in place to cater for these needs among learners.

The learners are expected to analyse the five stages in a hierarchical manner as given by Maslow(1957). The stages are as follows; Physiological needs, Safety needs, Love and belonging needs, Esteem needs and Self-actualization. The learners to propose ways of meeting these needs in a learning environment. For example in meeting the love and belonging need, the learner should show how to take care of this need in a classroom setting by showing respect, care, emotional support to all the students.

E-tivity 6.2 Explain the implications of the theories of motivation to teaching and learning

The learners should explain the relevance of each theory to teaching and learning process for example Maslow needs theory is relevant in that it may help the teacher to understand that learners come to class with different needs which needs to be fulfilled for effective learning to take place.

**Topic 7: Attitudes**

E-tivity 7.1.Explain three components of attitudes (Essay question)

The students are expected to respond by explaining explicitly the three components of attitudes which include:

* Affective
* Cognitive
* Behavioural.

For example the affective domain consists of the kinds of feeling that an attitude object (person, activity, physical object) arouses. The feelings can be positive e.g. liking, loving or negative e.g. feelings of hate or dislike.

E-tivity 7.2. Describe how attitudes develop (Short answer questions)

Attitudes develop in various ways and students answers may vary considerably. The response should clearly describe each of the answers given. The learner may give five ways through which attitudes develop. Some of the key points expected in the learners’ responses may include:

* Observational learning
* Conditioning
* Direct experience
* Cognitive development
* Interaction with peers
* Mass media.

E-tivity 7. 3. Explain the functions of attitudes (Essay question)

In this question, the learners are expected to give a detailed explanation of the role of attitudes in an individual’s life. At least three functions may be identified and must be well explained to bring out how they affect an individual’s life. The following functions may be considered: cognitive function

* Social adjustment function
* Ego-defensive function
* Self-esteem
* Self-expression.

By way of example: the cognitive function- attitude assists an individual to quickly understand the social world by giving a frame of reference. Thus attitudes enable us to appraise people, objects, and situations and provide structure and consistency in the social world.

**Topic 8: Personality**

E-tivity 8.1.Create a definition of personality from the different theoretical perspectives (Short answer questions)

Learners are expected to come up with their own definition of personality based on the following theoretical perspectives: Psychoanalytic, Humanistic and trait theories. For example from Psychoanalytic theory, personality can be defined as a sum total of an individual’s behaviour as determined by the sub-conscious thoughts and shaped by one’s experiences.

E-tivity 8. 2. Analyze two main determinants of personality (Short answer questions)

Response to this question should be a detailed explanation to what determines one’s personality such as; nature and nurture. Each factor should be well illustrated.

For example; nature refers to certain traits individuals inherit from parents. Heredity produces the raw materials and sets the limit of development, the quality of the central nervous system, the quality of the brain and intellectual functioning, as well as the bio chemical balance of the body. What is inherited determines one’s physical traits, emotionality, sociable activity levels and intellectual functioning.

E-tivity 8. 3. Explain five factors that can contribute to personality adjustment and maladjustment (Essay question)

The learners are expected to start by defining the two terms personality adjustment and personality maladjustment, then give a detailed explanation with relevant examples about the factors that contribute to each one of them. The factors may include:

* Heredity
* Social environmental factors
* Family related factors
* School related factors
* Peer groups
* Mass media

**Topic 9: Classroom management**

E-tivity 9. 1. Explain possible causes of problem behaviours in a classroom set up. (Essay question)

In responding to this question, the students are expected to explain (giving examples) the possible causes of problem behaviours in a classroom set up. There are broad causes of problem behaviour such as: Social factors, school factors.

Learners should bring out the specific caused within each broad factor.

E-tivity 9. 2. Summarize ways of responding to learners’ behaviour problems (Short answer question)

In this question, the student is expected to come up with a summary of the different ways in which a teacher can respond to learner’s behaviuor problems. The responses may include but not limited to;

* Ignoring misbehaviour,
* Using nonverbal gestures,
* Use of punishment

E-tivity 9. 3. Discuss various approaches used by teachers to create a positive learning environment. (Essay question)

In responding to this question, the learner is expected to come up with the various approaches used by teachers to create a positive learning environment. The answers to this question will be varied and the discussion of each approach should include relevant examples in a school situation. Some of the possible approaches may include:

* A teacher identifying misbehaviour and firmly dealing with it,
* Specifying constructive behaviour, providing good teaching,
* Managing students work,
* Establishing clear rules, expectation, or code of conduct that establish a learning environment and arranging the classroom in ways that maximize learning.

E-tivity 9.4. Discuss the techniques applicable to behaviour modification in a classroom set up (Essay question)

The learners are supposed to provide a discussion of the different behaviour modification techniques applicable in a classroom set up. Examples of these are classical conditioning and operant conditioning. Learners should explain the principles of these techniques in changing behaviour.eg reinforcement, shaping, punishment, extinction among others

**Topic 10: Learners with exceptional needs**

E-tivity 10.1.Describe the strategies for adapting instruction for the gifted and talented learners (short answer question)

The learner should start by giving a brief description of the gifted and the talented and their characteristics. There are many strategies that can be used to adapt instruction to the gifted and the talented. The response should identify at least three strategies and a clear description of each in concrete terms. The strategies may include;

* Putting them in special classes
* Acceleration programs that entail moving them through the curriculum as quickly as they are able to progress
* Enrichment programs such as independent study
* Academic competitions and small group investigations
* Mentor and apprenticeship programs that motivate and challenge them.

E-tivity 10.2.Propose strategies for adapting instruction for students with learning difficulties (Essay question)

Learning difficulties encompasses many students with various difficulties including Dyslexia, Dysgraphia and. Dyscalculia. Responses to the question should include appropriate strategies for accommodating instruction for students in these sub categories as follows;

* Provide specific strategies e.g. mnemonics for learning and remembering things
* Analyze errors for clues as to why learners are having difficulty
* Use of concrete examples to illustrate abstract concepts
* Clear explanations of concepts
* Minimize distractions
* Provide study aids
* Give extra time on tests and examinations
* Tape recording their lessons to compensate for poor note taking

E-tivity 10.3. Explain strategies for adapting instruction for the physical and sensory challenged learners (Essay question)

The response should identify strategies, explain each strategy with a relevant example of what a teacher should do and specify which students are likely to benefit from the strategy.

General strategies for learners with physical and sensory challenges include;

* Provide access and the same educational opporttopicies that other students have
* Treat students as normally as possible
* Provide assistance only when students really need it
* Use technological innovations to assist them

E-tivity 10.4. Summarize strategies for adapting instruction for learners with psychosocial challenges (Short answer question)

Learners with psychosocial challenges usually have emotional and behavioural disorders involving relationships, aggression, depression as well as other inappropriate socio-emotional characteristics. Appropriate strategies are aimed at helping them fit in a classroom set up so as to benefit from educational instruction. These strategies may include;

* Replacement- teaching appropriate behaviours that substitute for inappropriate ones
* Giving positive reinforcement where necessary
* Individualized teaching to suit the learners needs
* Time-out-isolating the student for brief periods of time

**Topic 11: Learners with exceptional needs (cont’)**

E-tivity 11.1.Explain the legal framework on exceptional learners in your country (Essay question)

Different countries have enacted laws that govern special educational rights for learners with exceptional needs. Learners are expected to read their constitution and identify some of the rights guaranteed by their countries regarding learners with exceptional needs. Such rights include:

* A free and appropriate education
* A fair and nondiscriminatory evaluation
* Education in the least restrictive environment
* An individualized education programme

In responding to this question, the learner is expected to explain the implications of each right for educational practice

E-tivity 11. 2. Describe educational services available for exceptional learners (Essay question)

The educational services available for learners with exceptional needs may vary considerably from one country to the other. In responding to this question the learner should describe the services available and describe the effectiveness of these services to learners with exceptional needs. Depending on the country, the services may include availability of:

* + Special schools and topics
  + Adaptive equipments
  + Teachers and support staff
  + Special curriculum materials
  + Assessment and Therapy Services
  + Coordination services
  + Vocational Training
  + Public education and awareness campaign

**Topic 12: Guidance and counseling**

E-tivity 12.1. Differentiate between the principles of guidance and counseling (Short answer question).

Response to this question should clearly bring out the differences in principles of guidance and counseling and the learners should specify the answers accordingly

**Principles of guidance**

* The principle of continuity.
* The principle of responsibility.
* Principle of holistic development.
* The principle of cooperation not compulsion
* Principle of individual needs.
* The principle of human uniqueness.

**Principles of counseling**

* The principle of client-centeredness
* Principle of voluntary relationship.
* Principle of uniqueness of counseling techniques and skills

E-tivity 12.2. Summarize the key areas of guidance and counseling in schools (Short answer question).

The learner is expected to identify key areas where an educational institution provides guidance and counseling. The learner should clearly give reasons why these areas are key in an educational setting. These area include:

* Academic
* Career guidance
* Leisure/moral
* Personal/Social
* Health

E-tivity 12.3. Evaluate the role of guidance and counselling in schools (Essay question)

This is an open ended question and therefore the learner is expected identify at least four roles and give in details the effectiveness of each role to the learners. Response to this question may include:

* It prepares learners for life challenges related to academic, career and personal/social
* development
* It complements classroom activities and takes care of those needs that cannot be met in a classroom situation
* It facilitates career exploration and development
* It develops decision making and problem solving skills
* It assists in acquiring knowledge of self and others
* It enhances personal development
* It assists in developing effective interpersonal relationship skills

**Toipc 13: Theories of Counseling**

E-tivity 13.1. Analyze the importance of theories of counseling in the counseling process (Essay question)

In this question the learners should start by identifying the theories such as:

* Psychoanalytic theory
* Humanistic theory
* Rational Emotive
* Theory Behavioural theories

The learner should analyze the importance of each theory in relation to their goals, methods of counseling when using each theory and the counseling needs to be addressed through each theory

E-tivity 13.2. Describe the stages of individual counseling (Short answer)

In responding to this question, the learner should clearly give a description of what takes place in each and every stage of the counseling process. The stages are:

* Initiation stage
* Goal setting
* Action and closing (termination)
* Termination

E-tivity 13. 3. Summarize the characteristics of a good counsellor (Short answer)

The following are a sample of points which students are expected to give in this question

* Maturity of character, warm, understanding, dependable and cheerful
* Hardworking and has a genuine interest in his clients
* Good tempered
* Aware of his strengths and limitations
* Relates well with others
* Well informed and updated on developments in educational, psychological and social aspects of his work
* Good administrator , proper record keeping, capable of confidentiality and good analytical skill

**--End--**