CHAPTER 1

UNDERSTANDING THE NATIONAL CURRICULUM STATEMENT

Background and overview

- The South African national curriculum was changed in 1997.
- The reforms changed the education system from one that was Content-based to one that was Outcomes based
- From the start of democracy the curriculum is built on the values that inspired the SA Constitution
- The National Curriculum Statement for grades R to 12 incorporates the principles of the Constitution.

★ There are 3 possible approaches to structuring a curriculum framework:

A content based approach

- Curriculum design starts with identifying the content that students have to learn about
- The approach tends to emphasize the importance of individual subjects

An experience –based approach

- Curriculum design starts with identifying the learning experiences in which students will participate

An outcomes-based approach

- Curriculum design starts with the question "what do we want learners to be able to do by the end of their learning
- This approach places strong emphasis on the total result of the educational process, rather than just on what learners might achieve in each subject.

South Africa's National Statement grades R-12 Curriculum

- In 1994 a democratic approach to education was initiated
- In 1997 the Statement of the national curriculum for grades R - 9 was approved for Foundation phase, Intermediate phase and Senior Phase.
- This initiative became known as Curriculum 2005
- Curriculum 2005 was a form of outcomes-based education
- Curriculum 2005 was reviewed in 2000 and a new curriculum framework was released.
- The new one was called the Draft Revised National Curriculum Statement grades R-9, and was released in July 2001, and approved in 2002.
- The South African curriculum was revised again in 2009 and resulted in the National Curriculum Statement grades R-12 being developed for implementation from 2012.
- This statement comprises:
  - a policy document called the National Policy Pertaining to the program and promotion requirements of the National Curriculum Statement grades R-12. This describes which subjects to be offered in each grade and the promotion requirements.
  - Curriculum and Assessment Policy Statements (CAPS) for each approved subject listed in the policy document
  - A policy document called the National Protocol for Assessment grades R-12, which describes the recording and reporting process to be used in grades R-12.

The four essential principles of outcomes – based education

- Clarity of focus
- Designing down from long-term outcomes
- High expectations for all learners
- Expanded learning opportunities

Teachers are expected to use the principles of outcomes-based education to guide their planning and teaching activities.

CHAPTER 2

Constructivism:

Constructivist approaches to teaching and learning

- The basic premise of constructivism is that knowledge is obtained and understanding is explained through active construction and reconstruction of mental frameworks.
- Learning is not a passive process of simply receiving information, rather it involves deliberate, progressive construction and deepening of meaning.
- Understanding involves the development of valid connections between new and existing knowledge and experiences
- Constructivism is an approach to learning in which learners are provided the opportunity to construct their own sense of what is being learned by building internal connections among the ideas and facts being taught
- Cognitive constructivism focuses on the cognitive processes that learners actively construct knowledge for themselves by forming their own representations of the material to be learned.
- Social constructivism approach treats learning as a social process whereby students acquire knowledge through interaction with their environment.
- In order for teachers to help learners build their understanding, they must do the following:

➢ Scaffolding
→ Providing learners with enough help to complete a task and then gradually decreasing the help as the learner becomes able to work independently
➢ Using realistic learning contexts
➢ Using multiple perspectives

- In a constructivist classroom the primary goal of teachers is to foster critical thinking skills. Teachers seek and value their students' point of view.

EFFECTIVE LEARNERS

Characteristics of effective learners

Learners should be ready and matured in the following aspects:

- Cognitive Development
- Language and Literacy development
- Physical development
- Emotional Stability
- Self-efficacy and self confidence
- Motivation
- Prior knowledge
- Attitudes towards school and learning

EFFECTIVE LEARNING ENVIRONMENTS

Effective learning environments

- Creating a supportive learning environment involves:
- encouraging learners to engage with relevant learning experiences
- supporting their efforts to understand
- allowing them to take academic risks
- rewarding achievements
- Creating a supportive environment should be a co-operative effort between the teacher and the learners
- Creating a supportive learning environment also includes taking care of the physical environment (class size, buildings, basic support equipment, etc)
- Consider also the learner's family situation and the community

EFFECTIVE TEACHERS

CHARACTERISTICS OF EFFECTIVE TEACHERS

- Knowledgeable
- Enthusiastic
- Confident
- Optimistic
- Effective Communicator
- Committed
- Compassionate
- Curious
- Patient and persistent
- Willing to share
- Resourceful
- Well organized
- Ethical
- Reflective

FOUNDATIONS FOR EFFECTIVE TEACHING AND LEARNING

The evolving concept of 'good' teaching

A brief historical background

- Ideas about good teaching have changed over the years
- Many reviews conclude that no single teaching strategy is effective all the time for all learners
- In the early 1900s the notion of good teaching was inseparable from the notion of the goodness of the teacher
- By the 1960s, conceptions of effective teaching were based very strongly on what teachers did in the classroom
- In 1986 Brophy and Good linked teacher behavior to student achievement and emphasized that learning is easier for students when their teachers carefully structure new information.

- contemporary view of effective learning are much more learner centred than they were in the past
- Hattie (2009) concluded that the most effective way of improving learning is for teachers to encourage their learners to self-report on their learning and to ask questions about things they do not understand
- It is now more widely accepted that a teacher's main role is to facilitate learner understanding rather than simply to pass information
- Good teaching is about helping learners to make sense of the new information
- According to the National Curriculum Statement, all teachers are now explicitly required to teach learners how to think critically.

Quality learning

Three points about learning

- Learning results in changes in understanding
- Changes in understanding are a direct result of learners' experiences and their thinking about those experiences
- These changes in understanding enable learners to change their behaviour

Quality learning is the idea that certain approaches to learning produce better learning outcomes

Nightingale and O'Neil (1994) suggested that high quality learning has seven characteristics:

- Learners are able to perceive relationships between their existing knowledge and the new things they are learning
- Learners are able to apply knowledge to solve problems
- Learners are able to communicate their knowledge to others
- Learners retain newly acquired knowledge for a long time
- Learners are able to discover or create new knowledge for themselves
- Learners want to learn more and are questioning and critical
- Learners adopt a critical stance

Ahlberg (2003) suggests that high quality learning is *meaningful, deep, transformative and metacognitive*

Teaching is more than just presenting content

- A critical starting point for effective teaching is to acknowledge that significant learning is based on understanding

For learners to understand the teacher should:

- Transform the curriculum content into something that is easy to learn
- Create a physical and emotional environment that is conducive to learning
- Motivate learners to engage with the learning tasks
- Monitor students' learning and respond appropriately to their changing needs

A knowledge base for teaching

To teach effectively you need deep understanding of four types of knowledge:

- *Knowledge of your subject (content)*
  - You must understand the fundamental concepts, principles and relationships that define your subject
  - Teachers need a deep understanding of content
- *Knowledge about how people learn (learning)*
  - This will enable you to teach in ways that are consistent with principles of developmental/educational psychology and neuroscience
  - Teachers need a deep understanding of learning theories to understand how students can learn particular types of content
- *General pedagogical knowledge (teaching)*
  - This knowledge will enable you to understand how to guide learning in appropriate ways
  - Teachers need to understand the pedagogical implications of learning theories
- *Pedagogical content knowledge*
  - Knowledge about how to teach effectively in particular disciplines
  - This knowledge is the interaction of understanding content, learning theories and general pedagogy

Teaching for understanding

- Learners understand something when it has meaning for them or when it makes sense to them
- It is possible to have different levels of understanding of the same thing, hence the notions of Deep understanding and Surface understanding
- Three levels of understanding (Davis, 1986):
- Learners need to know the basic meaning of what they are doing
- Learners should conceive the tasks in which they are engaged
- Learners can apply tactics and strategies for learning and exploring their support
- Understanding is the ability to think and act flexibly with what one knows
- Flexible thinking includes the ability to take knowledge learned in a situation and apply it in a different situation
- Understanding is a matter of being able to do a variety of thought-demanding things with a topic, for example, explaining, finding evidence, generalizing, applying, analogizing, and representing the topic in a new way

How can you teach so that learners understand?

- Describe the fundamental things you want learners to understand
- Translate these fundamental understandings into specific learning outcomes
- Create an environment that will support and encourage learning
- Give learners opportunities to publicly demonstrate their developing understanding

Combining constructivism with teaching and understanding

- We can combine the principles of constructivism and teaching for understanding by engaging learners in a series of processes, according to Dykstra(2005) these processes are:
- **Elicitation** – the act of drawing out information from another person, the teacher engages learners in some activity that requires them to reveal their initial knowledge about something the teacher plans to use as a vehicle for facilitating further learning
- **Comparison –** the teacher uses some form of demonstration that will contradict the learner's existing understanding
- **Resolution –** the learners modify their previous understanding to accommodate new ideas
- **Application** – learners use their new understanding to further explore the phenomenon under investigation

Using technology to enhance teaching and learning

- **Information and Communication Technology (ICT)** could be used for educational purposes
- The teacher should be knowledgeable and competent about the technology to be used to meet specific educational goals
- ICT can be a useful motivational tool (Psychological perspective) and
- ICT can be a useful way to reinforce the learning of factual information
- ICT can be useful for enabling learners to manipulate information, explore ideas and construct personal meaning (Constructivist perspective)
- Technologies can be used to support the teaching strategies in many ways.

CHAPTER 3:

A FRAMEWORK FOR QUALITY TEACHING AND LEARNING

Introduction

- The **Productive Pedagogy Model** was developed in Queensland, Australia.
- The Productive Pedagogy Model was later refined and became known as Quality Teaching Model (QTM)
- The QTM groups quality teaching practices into 3 dimensions, these are:
- Focusing on intellectual quality
- Creating a quality learning environment
- Making learning significant for students
- Each dimension has its own elements

Elements of intellectual quality

Significant knowledge

- The QTM refers to the important ideas as *deep knowledge*
- Another term used for deep knowledge is *significant knowledge*
- Significant knowledge is similar to *fundamental understanding* and *generative topic*
- In order for learners to achieve understanding of important ideas, they should be informed about the central ideas, their relationships and their importance in the field of study.

Deep understanding

- Learners who have deep understanding are able to think flexibly, can consider ideas from multiple perspectives, solve complex problems, and arrive at reasoned conclusions

Conditional knowledge

- Knowledge that is true only under certain circumstances rather than being true in some absolute sense
- The teaching strategies that are useful in helping learners to explore the conditional nature of knowledge are: *co-operative learning, problem solving* and *inquiry*

Higher-order thinking

- This is the type of cognitive processing that stretches learners' minds
- It requires learners to engage in complex thinking to manipulate both information and abstract ideas
- Teaching strategies that help learners develop higher – order thinking are: *problem –solving and inquiry*

In-depth communication

- The QTM refers to in-depth communication as *substantive communication*
- This is a dialogue which is most often verbal but it can be written or symbolic
- Teaching strategies that encourage student collaboration and debate also fostering in-depth communication are: *discussion, small group-work* and *co-operative learning*

Language awareness

- Language mastery involves awareness of how language operates to influence thinking, emotions and understanding
- In QTM the deliberate attempts to define and describe how language shapes and manipulates the ways people think about a subject are referred to as *metalanguage*
- *Metalanguage* is awareness of and control over language
- Teachers should deliberately help learners to develop language awareness and control
- Language shapes our perceptions, understanding and emotional reactions to information.

Focusing on intellectual quality

- The QTM is based on the premise that teachers should use pedagogical practices that are deliberately designed to help learners develop deep understanding of important, substantive concepts, skills and ideas. Such teaching and learning is said to have intellectual quality.
- Intellectual quality can be achieved if **:**
- Learners are engaged in higher-order thinking,
- Learning focuses on producing deep knowledge of the subject,
- Pedagogy focuses on deep understanding, and
- Learners are engaged in substantive communication about things they are learning.

MAKING LEARNING SIGNIFICANT FOR OTHERS:

Elements of the QTM

Background knowledge

- The teacher should know what background knowledge learners have and should deliberately build on that knowledge
- Learners should be able to use the existing knowledge as a foundation for new learning.

Knowledge integration

- Teachers should help learners to make meaningful connections between different pieces of knowledge within and between subjects
- This deliberate linking is referred to as knowledge integration.

Connectedness

- If learners can see direct and useful connections between what they are learning and their real world, the learning will be valued and will have meaning beyond instructional setting

Cultural knowledge

- Teachers should communicate with learners in ways demonstrating sensitivity to cultural differences and making use of culturally relevant examples to enhance learning

Inclusivity

- Inclusive teaching practices should explicitly recognize and value learners' diversity and encourage the participation of learners from all the social and cultural backgrounds represented in the class.

Narrative

- Narrative refers broadly to the use of stories to bring alive the substance of a lesson
- Narratives can be effective educational tools if they have the three characteristics of any good story: they need to be *believable, entertaining and rememberable.*

Beyond the quality teaching framework

- The QTM emphasizes that the teacher's prime role is to maximize learning for all students through the consistent application of an explicit set of research-based principles
- Teachers should engage learners in higher-order thinking and help them integrate knowledge across traditional subject boundaries
- The Quality Outcomes Teaching and Learning (QOLT) Model emphasizes the relationship between the different aspects of teaching that lead to learners demonstrating outcomes in three contexts: – the class, the school and the world beyond school
- Placing Quality teaching in action: interaction between the teacher, learner, and content.

Creating a quality learning environment

- To create a positive learning environment, teachers need to create a safe and comfortable environment
- Allow them to participate in establishing classroom norms
- Motivate learners to be responsible for their behavior and their learning
- Create an environment where error is welcomed as a learning opportunity. Learners can feel safe to learn, relearn and explore knowledge and understanding (Hattie, 2009).

CHAPTER 4

Planning effectively and efficiently

Planning steps:

- *Consider the purpose of your lesson*

Clarify why you are teaching this particular lesson

- *Decide on the learning outcomes*

Be more specific about exactly what it is that you want students to learn in that lesson

- *Decide how to assess learning*

Think about how you will determine how well they have achieved those outcomes

- *Consider the real constraints on your teaching*

The common constraints are Time and Resources. The forms of your restrictions or limitations are 2, viz, those created by the system; and those you create for yourself.

- *Select lesson content*

Ask yourself what content learners must understand to achieve lesson outcomes.

- *Check your own understanding of the content*

Be able to provide accurate and detailed explanations that suite the cognitive level of your learners.

- *Select an appropriate teaching strategy*

Choose different ways of helping students to achieve the learning outcomes that you have decided are important

Learning should be at the centre of all teaching.

Two approaches to teaching:

- *Teacher – centred approaches*

Sometimes referred to as Direct instruction / Deductive teaching / Expository teaching

For example, a Lecture

The teacher has direct control over what is taught and how learners are presented with the information.

- *Learner – centred approaches*

Sometimes referred to as Discovery learning / Inductive learning / Inquiry learning

The approach places a strong emphasis on the learner's role in the learning process

For example, Co-operative learning

The teacher still sets the agenda but has less direct control over what and how learners learn.

- It is important to note the differences in learning styles or thinking styles of learners.

The learning styles (different ways of learning) are not the same as learning abilities

Learning ability is how well someone can do something.

QUALITY TEACHING:

Basic lesson plans

A good lesson plan format emphasizes the following elements:

- Lesson outcomes
- Lesson content
- Lesson introduction
- Teaching and Learning Phase
- Lesson closure
- Assessment of learning
- Lesson evaluation

For details refer to the prescribed book on page 110, Figure 4.2

A quality teaching checklist

Following are the elements of quality teaching. These can help to reflect on the extent to which your planning has taken into account all the important elements:

1. Outcomes

- Ask yourself questions to ensure that the outcomes, teaching strategies and assessment are aligned.
- Ask yourself questions regarding lesson outcomes if they are directly linked to the broad curriculum goals.

2. Intellectual quality

- Ask yourself questions regarding the intellectual quality of the lesson content you have prepared and the ways in which you plan to engage learners with this content.

3. Significance

- Ask yourself questions about the ways in which you are attempting to make learning significant for all learners.
- What specific teaching strategies will I use to encourage all learners to participate and learn?

4. Quality learning environment

- Ask yourself questions regarding the quality of the learning environment that your learners are experiencing.

TAXONOMIES OF LEARNING:

Using taxonomies of learning to guide planning

Three domains of learning outcomes according to Benjamin Bloom (1956)

Cognitive domain

- This domain is concerned with mental processes

Psychomotor domain

- The domain is concerned with the control of body movements and physical actions

Affective domain

- It is concerned with feelings, attitudes and values.

Taxonomies of learning

Taxonomies of learning are hierarchical ways of classifying possible learning outcomes:

1. **Bloom's taxonomy**

- Outcomes in the Cognitive domain could be classified into a hierarchy of six levels.

2. **Harrow's taxonomy**

- Six levels of classification in the Psychomotor domain

3. **Krathwohl, Bloom and Masia's taxonomy**

- Five level classification of outcomes in the Affective domain

1. **Taxonomy for Learning, Teaching and Assessing (Anderson & Krathwohl)**

- - Expanded Bloom's original taxonomy to reflect new ways of thinking about cognition and learning

Types of knowledge:

- Factual
- Conceptual
- Procedural and
- Metacognitive

Look at the subdivision of these types in the prescribed book on page 104

Types of Cognitive processes:

- Remember
- Understand
- Apply
- Analyse
- Evaluate
- Create

Why planning is important?

- Planning gives time to think carefully about what you want to teach
- and how you will teach
- and why you will teach that way
- Planning ensures the success of your lessons
- Thoughtful planning helps to make student learning purposeful, effective and efficient
- Planning helps you to manage your time effectively
- Planning helps you to consider multiple ways of helping learners achieve the goals

CHAPTER 5:

Some barriers to reflection

- Time may be limited
- Beginning teachers may focus more on subject matter and not consider how well the lesson is going
- Beginning teachers may lack knowledge of diverse teaching strategies
- Beginning teachers may feel that they have no control over social issues that impinge on their classroom.
- It is easy to confuse knowledge acquisition with reflection

Characteristics of reflective teachers

Reflective teachers tend to display the following characteristics:

- They accept that their actions are the prime determinant of their students' learning
- They have a high level of awareness of how they teach and how learners perceive their teaching
- They are enthusiastic about improving their teaching practices
- They take time to think about their teaching
- They use a variety of strategies for gathering evidence from their classrooms
- They are open-minded and willing to change their teaching practices

(More characteristics are tabulated on page 122 of the prescribed book)

REFLECTING ON QUALITY TEACHING AND LEARNING

Defining reflective teaching

- Reflection is looking back at something and thinking about what happened and why it happened. Reflection can encourage teachers to think critically about all their teaching practices and accept what happens in their classrooms.
- Reflection is a form of inquiry through which teachers can question their actions and contexts.

Three different levels of reflection (Van Manen :1977, 1991)

- Technical reflection
- Practical reflection
- Critical reflection

Two reflection processes (Schon, 1987):

- Reflection –on-action

The typical self-evaluative thinking that teachers engage in after most lessons

- Reflection-in-action

Occurs on the run; teachers simultaneously teach and analyze what they are teaching

Some strategies for reflection

Reflective journal writing

- Writing about your teaching and learning experiences
- A document of your personal learning journey
- It focuses on incidents, problems, issues that arise in your teaching

Feedback from learners

- Gather evaluative data about your teaching from your learners

Recording lessons

- Make an audio recording of your teaching and judge your attempts and results
- Ask permission to make audio recordings of students

Reflective partnerships

- Share ideas with a colleague
- Allow your colleague to observe your teaching and together decide on the lesson plan

Lesson study

- This involves groups of teachers teaching same subjects to similar groups of learners
- One teacher teaches and the group observes
- The group reflects on the teaching and revises the lesson to be presented by another member.

The benefits of being reflective

- Reflective teachers have better interpersonal relationships with learners than non-reflective teachers
- Reflective teachers experience a higher level of job satisfaction
- They have strong feelings of security and self-efficacy
- They are more likely to allow their students to learn by investigating and structuring things for themselves
- They are likely to devote more time and effort to critical review and analysis of their teaching
- Reflective teachers are likely to have higher self-esteem
- The more teachers reflect the easier it is for them to help students to reflect and develop their learning.

CHAPTER 6:

Planning lessons and implementing the Direct instruction strategy with adolescent learners in your subject area

Consider the following planning steps:

Writing lesson outcomes

- State clearly what you want your learners to achieve

Selecting lesson content

- The content of each lesson must be directly related to outcomes, use relevant examples for easy understanding.

Organizing lesson content

- Plan content in a structured, organized and systematic logical sequence for learners to see the links, also organize the materials so as to make sense to learners and challenge them to think.

Preparing lesson notes

- Avoid presenting verbatim notes (word for word), do not read from your notes word for word, it could be boring to learners.
- Prepare summary notes (outline notes) where you write only important points and not in full sentences, then elaborate when presenting on each point, discuss interrelatedness of your points.

Helping learners to master the language of your subject

- Explain new words, terms and concepts to your learners, do not assume that they know.

Helping learners to take notes

- Give learners time to record important points, indicate which points are indeed worth recording.

Checking learner understanding

- Be able to judge learners' understanding from facial expression, kind of questions asked, answers they give to your questions and correct their misunderstanding. give them tasks not to test them but to help them learn

Reasons for using the strategy in the context of working with adolescents

Direct instruction:

- can be an efficient way to introduce learners to a new area of study and used to develop the foundational knowledge.
- can stimulate the enthusiasm , curiosity and interest of learners
- allows the teacher to highlight important points for learners
- allows the teacher to create a non-threatening and stress free learning environment
- simplifies the process of gathering data allowing the teacher to reflect on own activities with what learners achieve.

Demonstrations:

- allow learners to concentrate on the results rather than technicalities of achieving results
- are useful when there is insufficient equipment or resources to enable learners to work individually or in small groups

Issues to consider before using Direct instruction

- Involve learner participation every 10-15 minutes to avoid loss of interest
- Frequent use of direct instruction may lead learners to depend on the teacher to tell them everything and not take responsibility for their own learning
- Learners who are not good at listening, observation and note taking will find it difficult to learn from direct instruction
- In large classes it is difficult to cater for individual differences
- Opportunities to gain feedback about learner understanding are limited as direct instruction is a one-way communication
- The success of this strategy depends solely on the skills, ability and knowledge of the teacher, so learners may be distracted if the teacher is failing to deliver effectively

Using Direct instruction, your lesson will have the following basic structure

An introduction

- get learner attention, prepare them for current lesson, introduce what will be learnt and why, tell how they will be assessed.

A presentation or a learning phase

- explain content, allow learners to think, give guided tasks, monitor their progress, encourage them to ask questions, provide feedback and encouragement.

A structured conclusion

- evaluate formally what learners learnt, explain the next stage of learning, give learners some tasks to complete before next lesson.

CHAPTER 6

Using Direct Instruction as a teaching strategy

Introduction

- Direct instruction refers to whole class expository teaching techniques
- Direct instruction is sometimes referred to as **Explicit instruction**
- It includes lectures and demonstrations
- The techniques are teacher - centred approaches in which the teacher delivers academic content in a highly structured format
- The teacher directs the activities of learners.

Important features of Direct instruction teaching strategy

- The required learning outcomes are made clear to learners before instruction starts
- The teacher organizes and controls the sequencing of all lesson activities
- There is a strong emphasis on academic achievement
- The teacher carefully monitors learners' activities and gains frequent feedback on their understanding
- The teacher provides frequent, clear feedback to learners

CHAPTER 7

Implementing a whole-class discussion

Following are some of the important aspects to be considered when implementing a whole class discussion:

Help learners understand the discussion purpose and process

- Speak clearly; listen attentively; remain objective; make concise and relevant contributions; be reflective (consider important points and where the discussion is leading)

Opening the discussion

- Provide structure and direction to the discussion; set the scene for the discussion; ask probing questions and encourage learners to participate.

Alternative ways to start a discussion

- There are alternatives to questions at the start of the discussion: ask them to make a list of the main points from materials read; ask them to briefly describe an event from their own experience that is related to the discussion topic.

Engaging learners in discussion

- Ask earners to define terms and concepts; provide them with additional information; prompt them to integrate material discussed with other knowledge they have; ask learners to apply their knowledge – engage them in a discussion that has some practical application; ask them to judge, appraise or evaluate materials – they are encouraged to question and challenge ideas including those that come from a teacher (they should not accept everything at face value).

Encouraging learners to think during a discussion

- Insist on thinking time after each learner's input; encourage them to ask themselves questions checking their stand on the idea under discussion; help them develop their listening, thinking and speaking skills.

Keeping a discussion moving and on the right track

- Direct the learners' attention to important issues; be conscious of how you respond to learners; engage a reluctant learner; encourage learners to consider different perspectives; give praise; paraphrase; invite learners to elaborate; ask for examples; call for consensus (break a deadlock); admit confusion (when a learner says the opposite of what has just been said)

Helping students to learn through discussion

- Motivate learners to participate effectively; convince them that the discussion is beneficial to their own learning; encourage them to do self-evaluation (of their contributions) after the discussion

Recording the progress and outcomes of a discussion

- Make notes on the blackboard/ whiteboard/transparency; designate a learner to make notes that will later be shared with all; each learner can make own notes; avoid dominating the

discussion – do not turn it into a direct instruction; some learners might raise irrelevant issues – restate the purpose and handle that learner with care not to discourage him; give points of disagreements further time to be investigated and resolved.

Closing a discussion

- Summarize – use your notes to highlight key points discussed, agreements and insights achieved.
- Foreshadow - bring the discussion to a close, link it to a subsequent activity and clarify the expected role of learners
- Reflect and evaluate – learners think about their experiences during a discussion; allow them to evaluate the outcomes.

Conclusion

- Please note that discussions can be used **in conjunction with other teaching strategies** such as Direct instruction, Group work, Co-operative learning, Problem solving, Learning enquiry, Case study and Role play.
- E-discussions can be organized when students interact with one another via a computer or mobile device. There are advantages in using e-discussions.

Issues to consider before using the whole-class discussion strategy

- Students should be well prepared (do prior reading, research or thinking about the topic) for them to benefit from discussions.
- The teacher should not allow talkative students to dominate the discussion.
- The teacher should establish clear rules before the discussion starts.
- The teacher should encourage learners to value everyone's contribution and evaluate all ideas.
- Keep learners focused on the purpose of the discussion.
- Encourage learners to actively participate in the discussion and learn from it.
- Try to anticipate all possible directions that the discussion might take- more preparation time is needed.

Preparing for a whole class discussion

The preparation steps are as follows:

- Step 1*: Decide on the purpose of the discussion*
- Step 2: *Research the background information* (research about the topic thoroughly also
- Step 3: *Help the learners to prepare for the discussion* (provide learners with preparatory reading material; help them to understand their own thinking – Objective thinkers, Informed thinkers and Reflective thinkers)
- Step 4: *Prepare the discussion plan* (indicate approximately how much time you think learners will need to explore each of the main aspects of the discussion)
- Step5: *Prepare the discussion environment*
  Establish an effective discussion climate – encourage respect for all. The seating arrangement could be in a circle to allow face-to-face communication. Arrange the classroom before learners come.

Reasons for using the strategy in the context of working with adolescents

The most common reasons for using whole – class discussion are:

- To help learners solve a problem
- To encourage them to explore an open-ended issue

Discussions:

- Can provide learners with opportunity to handle new ideas and try to understand them
- Can help learners discover that different approaches to a problem can be equally legitimate, theoretically sound and practical
- Encourage learners to draw on their prior knowledge and experience
- Encourage learners to think critically about the subject
- Encourage learners to develop their skills of analysis, synthesis and evaluation
- Can help boost learners' self – esteem by showing them that their ideas are valuable and worth sharing
- Enable learners to work together, share their ideas and reach group consensus on an issue
- Encourages learners to think and act democratically by allowing freedom of expression
- Encourages learners to gain respect for minority opinions
- Encourages learners to tolerate diversity and participate openly
- Can help develop learner's communication skills
- Can develop awareness of acceptable social interaction such as, listening, speaking politely, stating their ideas clearly, respecting the views of others and responding appropriately to others
- Can give the teacher insight into the learners' ways of thinking

CHAPTER 8

Implementing group work

After planning, a lesson may proceed as follows:

- At the start of the lesson, inform the learners of the outcomes they are to achieve
- Revise briefly any critical information that learners will need for their group work
- Guide learners to collect the necessary material and start working
- Firstly, groups must elect their group leaders and recorders
- The learners then get on with their discussion, following any guidelines given by the teacher
- Move around groups to maintain appropriate degree of order
- Help the groups to keep track and Monitor group work
- Gather evaluative data about how learners are thinking and acting
- At the end of the lesson bring activities to a definite conclusion

What should you expect of learners during group work?

- Learners should prepare for the group work
- Each learner should take an active role in the group work
- All students should respect the rights of other group members
- interactions should be limited to things relevant to the group's task
- Learners should cooperate with their group leader and actively try to learn

What might go wrong during group work?

- Some learners may be more interested in talking about other things than becoming involved in the group
- One learner may assume a dominant role in a group
- Group members may spend too much time discussing one point and not consider others
- Consensus may be difficult to reach

Plan lessons implementing group work with adolescent learners in your subject area

Preparing to use group work

STEP 1: **Plan work ahead**

Group work will be most effective when it is planned well ahead

STEP 2: **Prepare your learners for group work**

Learners must work in pairs first, keep group activities short until they can do more

STEP 3: **Prepare resource materials**

Decide what resources the learners will need and gather those yourself

Step 4: **Develop detailed guidelines for learners**

Learners need to know why, what, how and outcomes to be achieved in group work

STEP 5: **Introduce the issue or problem**

Prior the group work, introduce the issue that learners will be investigating. Remind learners of any prior reading they need to do.

Reasons for using small-group work strategy in the context of working with adolescents

Following are the advantages of small group work and reasons for using it

- Shifting the focus from learners being passive recipients of information to them being active seekers of understanding, can enhance learners' achievement and retention
- Students learn to be less reliant on the teacher and more reliant on their own ability to seek information
- It is a useful way of activating learners' prior knowledge and reconstructing their understanding of the subject matter
- Group work can improve learners' oral communication skills
- It can also improve their problem solving skills
- It can encourage cooperation among learners
- It helps the learners to learn respect for one another
- Group work allows the teacher to temporarily concentrate on a small group of learners while other learners remain active in their groups
- It gives the teacher a chance to circulate and check individual learner's understanding without placing them in a testing situation.

Teacher responsibilities when using group work

Control several factors that influence group dynamics:

- Form groups of an appropriate size (not too large)
- Determine an effective group composition (same learners work in the same group each time)
- Encourage all learners to participate
- Foster group cohesion (learners must feel they belong and willingly work together)
- Offer encouragement (Praise learners, agree with some of their conclusions)
- Meditate disputes and help learners reach compromises
- Encourage active listening (learners should spend time listening and thinking)
- Help group leaders to be effective (establish clear guidelines for leaders)

Keeping the groups on task

- Make the task clear and specific
- Help the group focus on the task (where are we in the discussion and where do we need to go?)
- Prompt learners to consider a new line of thought (if the group is stuck for ideas, present them with new challenges)
- Give learners information directly (if a group seems struggling, provide that information to them)
- Ask a learner to provide specific information (direct the group to some critical point)
- Give your opinion (state your opinion on the issue being discussed)
- Help learners to record the results of their learning

Supervising group work

Once group activities have started, the teacher may be required to adopt any ONE of the following roles to help a particular group:

- Tutor
- Discussion leader
- Consultant
- Counselor

Bringing group work to a conclusion

- Plan an effective way of bringing the learning episode to a logical conclusion
- The goal will be that learners have reached consensus, solved the problem or completed the task
- You may ask groups to share the results of their learning
- Summarize the main outcomes of the group

Some physical arrangements for small-group work

Suggestions of appropriate arrangement for group work:

- Group work in a classroom that is not overcrowded
- Group work in a room with fixed seating
- Group work outside the classroom

- **Online group work** (learners engage through online collaboration using computers)
- **Reflecting on the success of group work**

Using small group work as a teaching strategy

Some important features of the strategy

1. Control of learning is passed from the teacher to the learners
2. Two or more learners work together without direct intervention by the teacher
3. Two approaches to small groups are: a. A discussion may take place in small groups discussing different points of view and the lesson is concluded with whole class sharing. b. Alternatively, a discussion may allow students to share the learning tasks, observe the outcomes of one another's actions and jointly arrive at conclusions.
4. Following are the factors that make small group work successful:
5. a clear focus on learning
6. preparation of learners
7. preparation by learners
8. a clear set of guidelines for learners
9. direction, but not intrusion by the teacher
10. willing participation by all learners
11. monitoring and feedback by the teacher
12. careful time management by the teacher and learners
13. a teacher-directed conclusion to the lesson

CHAPTER 9:

Implementing co-operative learning

Forming groups (preferably mixed in abilities, background, race, gender, etc.)

- allow learners to form their own groups or
- form groups by random selection or
- place individual learners in groups for some special reason

Group size

- Groups may vary in size from 2 to 10 but it is advantageous to limit to 4 or 5 learners per group

Guidelines for learners

- give learners a well-defined task with clear outcomes
- give learners some suggestions of how they might get started
- give learners self-checking guidelines for them to monitor their progress
- give learners guidelines about working collaboratively
- suggest for learners who must do what, when and for what purpose
- give learners suggestions for how to deal with group members who are not doing their fair chair

Using co-operative learning as a teaching strategy

Important features of the strategy

- Learners work together in small groups to help one another achieve a common learning goal

Two essential components of cooperative learning:

- a cooperative task
- a cooperative incentive structure

Five basic elements for a small group work to be considered cooperative

- There must be positive interdependence (each helping another to succeed)
- There must be ongoing, direct interaction (discuss & decide together and exchange ideas)
- There must be individual accountability (each learner is held accountable for success)
- The learners must use appropriate interpersonal skills (productive interactions, listening, negotiating, questioning constructively & resolving differences)
- Group members must be reflective learners (each one evaluates the progress of the group performance)

- Co-operative learning must allow each group to focus on maximizing the long term academic success of each learner.
- In co-operative learning information should be retained, recalled applied even after the group discussion.

Theoretical perspectives on Co-operative learning

- Cognitive perspective – this model maintains that increased student achievement is due to use of mental processing rather than motivation
- Cognitive developmental perspective – one student in a group who understands deeper than others may scaffold and so deepen others' understanding too.
- Social cohesion perspective – maintains that students may help one another to learn because they care about one another.

Issues to consider before using the strategy

- Unless this "peer teaching" is effective, the students may learn much less than they would under direct instruction from the teacher
- Co-operative learning is more effective when learners are attempting to master conceptual knowledge than when they are trying to master procedural knowledge.
- Help learners to become flexible in their approach to learning.
- Modifications related to group formation and leadership should be made to suit learners from different cultures.
- To be successful, co-operative learning needs to be used over an extended period so that learners develop the necessary group interdependence.
- Students should learn to be self-reliant, and at the same time learn how to co-operate.
- Emphasize that each learner has unique abilities and that everyone's contribution is important
- Make it clear that although the groups complete the tasks, the learning is by individuals. Individuals must demonstrate achievement of outcomes.
- Some students may have difficulty reaching group consensus because they place too much emphasis on personalizing the task.

Preparing to use co-operative learning

- Give learners guidance and practice in helping one another to learn
- Specify clearly what outcomes you want learners to achieve
- Decide what content learners will focus on.
- Select what you think will be the most appropriate form of co-operative learning
- Prepare the materials that learners will need.
- Decide how to form groups (e.g. mixed abilities)
- Decide how you will explain the co-operative learning process to learners.
- Develop a system for recognizing and rewarding the learning of individual learners as well as the achievement of the groups.
- Prepare appropriate assessment instruments so that learners will be able to demonstrate their mastery after the co-operative groups have completed their work.
- Develop a system for keeping records of the group and individual achievements of learners.
- Plan a period of reflection so that learners can analyse their achievements and their group processes

Reasons for using co-operative learning

- Co-operative learning helps learners develop deep understanding of course content
- Learners develop more effective social skills
- During Co-operative learning learners become empowered to take greater responsibility for their own learning
- Students learn to respect one another and accept their differences
- Co-operative learning can boost learners' confidence and self-esteem, because it allows all learners to experience success.
- Democratic thought and practice is emphasized
- Learners develop effective exploratory talk
- Learners practice problem solving in a low risk environment
- Co-operative learning helps strong learners to identify gaps in their understanding while weaker learners learn to persist.
- Co-operative learning enhances socially integrated networks and positive peer relationships
- It helps learners to develop research ability, creative thinking and collaborative problem solving.

CHAPTER 10

Planning and implementing problem solving

There a *general steps* the teacher will need to take in planning and using problem solving:

- Clear outcomes;
- Developing a suitable realistic problem;
- Identify prior knowledge;
- Teach learners problem solving skills;
- Guide learners to resources;
- Challenge their logic and beliefs; and
- Evaluate learners' understanding.
- Establish an appropriate learning climate
- Use group work and co-operative learning
- Encourage learners to think and monitor their learning
- Focus on individual learners
- Encourage curiosity
- Encourage writing
- Make learning relevant (must have personal meaning to learners)
- Select appropriate problems (routine, non-routine and open-ended problems)

Issues to consider before using problem solving as a teaching strategy

- A lot of preparation is required for successful problem solving lessons
- Learners should understand why they are attempting to solve a particular problem
- Unless they see the problem as relevant they are unlikely to learn
- Unless the teacher monitors the learners closely, they may develop misconceptions or incomplete knowledge
- The teacher should develop problems that are seen by students as challenging but achievable
- When solving problems in groups, it is easy for less confident learners to be dominated by the capable learners.
- Problem solving can be a frustrating experience if learners believe they have to find a solution that is already known to the teacher.

Reasons for using problem solving as a teaching strategy/Advantages

- Problem solving helps learners to see a need for making sense of the subject they are studying
- Helps learners to take responsibility for their own learning
- Can develop critical thinking skills and learners' ability to adapt to new situations
- Encourages learners to talk about concepts they are trying to understand
- In groups, it promotes learner interaction and teamwork
- Can help learners to understand the relationships between what they are studying and the world beyond school
- Can help learners to develop qualities such as resourcefulness, independence, patience and tenacity
- Problem solving helps learners to see the teacher as a resource who can help them, rather than just as a source of information
- Engaging learners in problem solving can give teachers a better understanding of the abilities and social talents of learners.

What can you expect of learners during problem solving?

Individual work:

- Learners are expected to develop a plan for solving problems before they do research.

Group work:

- Learners are expected to explain to one another, listen, co-operate and persist until they agree on a solution or why it cannot be solved.

Whole-class work:

- learners are expected to do everything listed in group work and they comment on the ideas and solutions offered by other learners

Developing learners' thinking skills

Thinking skills that might help the teacher to plan ways to enhance learners' thinking:

- Focusing
- Information gathering
- Organizing
- Analyzing and integrating
- Evaluating
- Generating ideas
- Eight learner behaviors associated with creative thinking:
- Fluency, Flexibility, Originality, Elaboration, Risk taking, Complexity, Curiosity, and Imagination

Critical and creative thinking

Problem solving requires the use of 3 types of thinking:

Creative /divergent thinking

- involves generating many possible options that have variety and originality

Critical / convergent thinking

- involves analyzing components and relationships in a system, comparing, contrasting and evaluating options; and interpreting data and making inferences

Metacognition

- involves monitoring, evaluating and revising one's own thinking

Purposeful thinking

- involves intentional cognition rather than incidental learning
- learners' thinking improves if the lesson format has 4 distinct sections:
- *a content/concept focus*
- *a thinking sub-skills section*
- *activities*
- *a thinking about their thinking (metacognitive awareness)*

Typical teacher activities during a problem-solving lesson

- Help learners to analyse and clarify the problem
- help learners to generate ideas
- help learners to evaluate ideas

The teacher can use ICT with problem solving

Using problem solving as a teaching strategy

Problem solving can be used in three different ways:

Teaching for problem solving

- The teacher concentrates on helping learners to acquire the knowledge, understanding and skills that are useful for solving problems
- The teacher provides learners with the foundations for later problem solving

Teaching about problem solving

- The teacher teaches learners how to solve problems

Teaching through problem solving

- The teacher uses problem solving as a technique for helping learners to learn other things

Important features of problem solving

- *Characteristics of problems that are suitable for use with problem solving*

They are substantial, describe a realistic goal, and some major obstacle prevents goal achievement. Learners are motivated to find a solution to the problem

- Problem solving puts emphasis on students learning about the subject rather than simply learning to solve problems
- The teacher teaches the underlying concepts; the processes for using those concepts and poses broader problems that lead to further knowledge

Problem based learning (PBL)

- PBL is an approach to curriculum design and implementation rather than a teaching strategy
- Solving problems in a PBL curriculum is not simply an application of already learned knowledge and skills; it is the mechanism by which new knowledge and skills are obtained.
- Learners have to handle problems that require more knowledge than is initially available and which have no single solution. New things have to be learned.
- The role of the teacher is not to have a direct teaching role, but his role is that of a coach. The main function of the teacher is to assist learners to develop skills that will enable them to engage in productive learning through problem solving.

CHAPTER 15

ASSESSMENT PRINCIPLES

Why do we assess learners?

The purpose of assessment is to:

- determine what learners know, understand and can do
- determine how well learners have achieved particular learning outcomes
- evaluate learners' progress
- identify gaps in learners' knowledge and skills
- enable teachers to provide feedback to learners
- provide a basis for reporting learner achievement to parents
- help teachers identify ways of improving their teaching

School Based Assessment (SBA)

- Educators are required to make regular and frequent assessments of learners' progress.
- The assessment tasks should be appropriate to the age and developmental level of the learners
- Examples of tasks given in SBA are tests, assignments, investigations, projects, etc.
- The tasks for SBA should be completed before the end of the year examinations
- The marks obtained in SBA are added to the end of the year final examination at a ratio, for example, SBA may count 75% and end of the year examination may weigh 25%.

The main features of SBA

- It introduces the idea of assessment for learning in addition to assessment of learning
- It encouragers educators to assess learners regularly
- Information gathered during SBA can be used to inform teaching decisions
- It encourages educators to adapt their teaching practices to suit the needs of individual learners
- It emphasizes that assessment should be a transparent process
- Learners should understand when and why they are being assessed
- It creates a need for educators to keep accurate records of learners' progress
- It encourages learners to assess their own work

Important concepts in SBA

- Reliability
- Validity
- Fairness

Formal and Informal assessment

- Formal assessment

Formal assessment occurs when teachers give learners substantial assessment tasks and make official records of the results.

- Informal assessment

Informal assessment can occur at any time during teaching.

Formative and summative assessment

- Summative assessment

Learners are assessed at the end of a course of instruction e.g. end of the year exam.

- Formative assessment

Learners are assessed during the course of instruction

Information gained from assessment is used as the basis for adjusting teaching and learning

Marking and grading

- refers to the interpretation of assessment evidence (evidence of learning)
- assessment evidence comes from learners' answers

The marking process

- involves a systematic process of comparing learners' work with a marking guide
- the marking guide should indicate clearly what is required of learners
- the marking guide should also indicate how the teacher will decide the level of achievement of the learner.

Types of marking guides

- checklists
- rating scales
- rubrics (holistic or analytic types)

The marking guide should be accessible to learners before they attempt the assessment

Reporting learner achievement

- Teachers are required to report regularly to learners and parents on the progress of learners.
- Reports to parents should be in the form of a formal report card
- Parent-teacher conferences also form part of reporting.
- Reports to learners should provide developmental feedback that will help them to improve their leaning.

When preparing formal reports, keep the following in mind:

- *Learners* will want to know how well they have achieved
- *Parents and guardians* may want to know how well their child performed relative to the criteria that define the seven levels of competence. You must provide some explanation of benchmarks
- *The school principal* will want to see evidence that the reports conform to guidelines in the National Protocol for Assessment Grades R-12 and to school policy
- *Other teachers* will be looking for evidence of what the learner has achieved
- *Future employers* will be looking for evidence that the learner will be able to cope with work situations

Reporting of learner achievement should possess the following characteristics as indication of fairness and reliability:

- Relevant
- Meaningful
- Accurate
- Balanced

STUDY UNIT 1

Cognitive Development

Cognitive Development involves the development of cognitive abilities. Cognitive Development includes changes that take place in the mental processes as children grow and mature. These successive changes/cognitive abilities include amongst others the acquisition of language, the increase in attention span, the ability to think, the ability to reason about complex ideas, the construction of knowledge about the world around them, the ability to interact with their environment and more changes. In Cognitive Development the mental processes grow more complex. We need to understand how meaning is constructed through the ways of organization of mental operations/processes such as:

- **Schemes** : modes of organizing objects, events, concepts into mental structures
- **Assimilation**: fitting new information into existing schemes
- **Accommodation**: changing existing schemes in response to new information
- **Equilibrium**: balancing new experiences with already existing knowledge

For learning to take place, meaning must be constructed; new information must be organized to fit into the existing knowledge. The existing knowledge is arranged, incorporated, or modified to balance with the new experiences. Developmental capabilities vary from child to child. As teachers we need to understand the developmental levels of learners in order to develop developmentally appropriate instruction. All teachers need to know what the cognitive capabilities of their own learners are.

PIAGETS THEORY

Piaget's stages of Cognitive Development

Piaget formulated 4 stages of cognitive development. These stages reflect the dominant schemes of thinking children use and the ages at which they use them to organize and interact with their environment. The stages are: Sensorimotor, Pre-operations, Concrete operations and Formal Operations. Please note that the names of the stages describe the nature of the schemes at each stage.

The rationale behind the stages of cognitive development is to demonstrate how children's thinking is qualitatively different at different points in their lives.

Sensory-motor phase is characterized by

sucking reflex, primary, secondary and tertiary circular reactions, experimentation and use of symbols.

Pre-operational thought phase is characterized by:

- Egocentrism (selfward view),
- Centration (focus on only one aspect of a problem) and
- Appearance as reality (transductive reasoning)

Concrete Operational phase - from 7 to 11 years characterized by

need for concrete, tangible, observable objects in order to solve problems and use of mental operations.

Formal Operations Stage – from 11 years through adulthood

This stage addresses the adolescent development.

It is important that we look at the teaching implications of the stage of development. In other words how will the knowledge of the characteristics of the stage assist in planning and executing teaching? How will our understanding inform our teaching methods and resources?

Formal Operations - Key characteristics:

- *Abstract reasoning*
- ability to think logically about intangibles (things that one cannot see)
- logical operations can now be performed outside of the presence of concrete objects.
- *Propositional thought (ability to form hypotheses)*
- *hypothetical-deductive thought*
- *Approaching the problem in a very systematic fashion*
- *Acquiring the ability to coordinate a number of variables* (*more than one aspect of the problem at a time)*

VYGOTSKY'S THEORY

Vygotsky ' s Social Development Theory

Vygotsky believed that the social environment is critical to cognitive development. Emphasis is put on the importance of society and culture for promoting cognitive development. The following terms are important and fundamental to the theory:

Zone of Proximal Development (ZPD)

- The gap between actual development and potential development of the child
- *Actual* development is what a child can do without assistance/aid by an adult/ a teacher/ a skilled peer/ a skilled partner
- *Potential* development is what a child can do under adult guidance
- ZPD is the area of potential development
- The teaching implication of ZPD is that teachers should understand that learners must work with more skilled partners who can lead them to actualize their potential development.
- Learning and teaching/instruction is most effective in the child's ZPD, where it supports capabilities in the process of development

Scaffolding

- Scaffolding refers to a social interaction between learning partners, one a less skilled and another a more advanced partner
- A process in which the more advanced partner changes the kind of support provided to the less skilled partner until he/she masters the skill
- The more advanced partner (may be a teacher or another learner) must learn what skills the less skilled partner possesses
- The more advanced partner must know the needs of the less advanced partner
- Learners may support each other while the teacher supports the learning of each team (of partners)
- Scaffolding and intersubjectivity advance cognitive development of learners through effective social interaction

- In Scaffolding and intersubjectivity learners are stimulated to grow intellectually through interaction with teachers and more skilled helpers.
- Cognitive development and learning are enhanced through social interaction between learning partners.

Intersubjectivity

- Intersubjectivity occurs when learning partners negotiate a mutual understanding of the task and how to proceed with its solution
- They depend on each other in solving problems and accomplishing tasks
- The more skilled partner does not dominate the interaction
- The more advanced partner adjusts his/her perspective to that of the less skilled
- The more advanced partner attempts to draw the less skilled into a more advanced approach

STUDY UNIT 2

DEVELOPMENT OF SELF CONCEPT AND SELF ESTEEM

How do individuals develop self-concepts and self-esteem?

Development of self-concept

- Self-concept is a person's description of himself in terms of roles, attributes or characteristics
- The way people describe themselves changes with age
- Preschoolers – focus on concrete characteristics
- School-age children – emphasize competencies
- Adolescents – emphasize social virtues and concern for how one is viewed by others

Cultural diversity and sense of self

- The values of a child vary from culture to culture. They establish their self-esteem through social comparison.

Development of self-esteem

- Self-esteem refers to a person's evaluation of his self-concept and the feelings associated with that evaluation
- Self-esteem is one's evaluation of his characteristics and competencies

ERIKSONS THEORY of psycho-social development

Erikson's stages

Trust vs Mistrust (Birth to 18 months)

- Important events: Feeding Significant relationships: Maternal person
- If needs for love and affection are met, trust develops; if mother rejects the child mistrust develops and frustration throughout childhood.

Autonomy vs Shame and Doubt (18 months to 3 years)

- Important events: Toilet training
- Significant relationships: Parental
- When parents allow the child to control his environment, independence develops, if not allowed, doubt develops.

Initiative vs Guilt (3 years to 6 years)

- Important events: Independence Significant relationships: Basic family
- Learning to do things on his/her own – jump, play, run, throw, should be permitted, if not guilt develops.

Industry vs Inferiority (6 years to 12 years)

- Important events: School Significant relationships: Neighbourhood and School
- performance of tasks/ doing/producing/creating brings good feeling, while failure brings negative self-image.

Identity vs Role confusion (adolescence)

- Important events: Peer relationships Significant relationships: Peers and models
- Children try to establish who they are and their role to play in society, failure to find answers may cause conflict, anxiety and loneliness.

Intimacy vs Isolation (young adult)

- Important events: Love relationships
- Significant relationships: Partners, Friends, Sex
- once they have mastered their identity, they venture into relationships.It is either they enjoy them or resort into isolation.

Generativity vs Stagnation (young adult to middle adulthood)

- Important events: Parenting/Mentoring
- Significant relationships: Divided labor
- If the individual is not productive/creative/procreative, they become stagnated.

Integrity vs Despair (later adulthood to old age)

- Important events: Reflection and acceptance of one's life
- Significant relationships: Mankind
- The individual is confident, guided by wisdom and makes mature judgments. Acceptance of accomplishments and failures in the past life time is common at this stage.

GILLIGANS THEORY

Gilligan's levels of moral development and Thomas Lickona's Integrative Model of Personal and Interpersonal Development

Gilligan's theory of gender-based morality

- Gilligan extended on Kohlberg's work and suggested that moral judgment is gender based.

Lickona's integrative model of personal and interpersonal development

- 4 overlapping processes that should occur in classrooms where moral education is addressed:
- Building healthy self-esteem through social support and sense of belonging to the community of the classroom
- Establishing cooperative learning: students learning to help each other.
- Moral reflection : emphasizing relationships, care, harmony, compassion and self-sacrifice.
- Moral reasoning: encouraging participatory decision making on questions of behavior in the community of the classroom.

KOHLBERGS THEORY

Kohlberg's three levels of moral development

1. ***Preconventional level***

Stage 1: Obedience reasoning - focus on consequences of actions

- Rules are obeyed to avoid punishment

Stage 2: Instrumental exchange - egocentric orientation

- Personal needs determine right or wrong. Favors are returned.

2**. *Conventional level***

Stage 3: Interpersonal conformity - do what is expected of you

- Good is determined by what pleases, aids, and is approved by others

Stage 4: Law and order - the rules of the social system

- Laws are absolute, laws cannot be broken. Authority must be respected and the social order maintained.

3. ***Post-conventional level***

Stage 5: Social contract - Rules cannot provide for every eventuality

- Good is determined by socially agreed-upon standards of individual rights.

Stage 6: Universal ethical principles

- Good and right are matters of individual conscience and involve abstract concepts of justice, human dignity and equality.

MARCIA'S IDENTITY STATUSES

Marcia's work on identity statuses

Identity Diffusion:

- adolescents who avoid thinking about life style decisions and are unable to develop a clear sense of self

Moratorium:

- adolescents who have given thought to identity issues but have not reached any decisions

Identity Achievement:

- Adolescents who have made lifestyle decisions although not in all areas.

Foreclosure:

- adolescents who avoid crises by simply accepting the decisions made for them by others

MORAL REASONING – PIAGETS THEORY

Piaget's framework for moral reasoning

Morality of Constraint

- A type of moral thinking made by children under ten years of age, rules come from some external authority and strictly define what is right and wrong. This is also called Moral Realism.

Morality of Cooperation

- A type of moral thinking made by older children, rules provide general guidelines but should not be followed blindly without considering the context. This is also called Moral Relativism or Moral Flexibility.
- Offer them opportunities to make own choices

STUDY UNIT 3

BEHAVIOURAL PRINCIPLES

How can behavioural principles enhance the teaching-learning process in your classroom?

Working with individuals to change behaviour

- Set behavioural goals
- Determine appropriate reinforcers
- Select procedures for changing behaviour
- Implement procedure and monitor results
- Evaluate progress and revise as necessary

Managing by rules

- Learners must know the rules
- Allow learners to make an input in determining what the classroom rules should be
- Rule following will be influenced by the consequences of the behaviour
- Encourage rule following by doing the following:
    - Respond immediately
    - Be consistent
    - Be fair

Managing a Token Economy

- This is a behavioural program that allows students to earn objects for good behaviour
- Token Economies are fixed ratio schedules
- Students earn objects e.g. stickers, play money, marbles, etc. that they can redeem for reinforcers. Each reinforcer has a price.

Using praise effectively

- Praise student' s progress during an instructional activity
- Praise students when they demonstrate self-management skills
- Make praise truly meaningful. Do not give undeserved praise.

Making behavioural principles work for you

- Behavioural strategies must be used responsibly
- For reinforcement to occur, the consequence must be desirable to the learner
- You must be comfortable with the consequences you use in your classroom

Introduction to Behavioral Theories

- The founder of Behaviorism is **John B Watson** who believed that human behavior can be better explained by studying observable actions of human beings rather than studying mental processes.
- **B. F. Skinner** succeeded Watson and believed that behavior is controlled by the principle of Operant Conditioning
- Skinner was inspired by the work of **Ivan Pavlov** who demonstrated the principle of Classical Conditioning.
- Albert Bandura founded the Social Cognitive Theory and emphasized that behavior, environment and cognition are key factors in development.

What is behavioral Science?

- The Behavioral Science is an approach to learning that relies on the observable environment and observable behaviors
- The Behavioral Approach to learning represents a school of thought in which learning is explained through observable aspects of the environment.

Strategies for changing learner behaviour

How can you develop strategies for changing learner behavior?

- Strengthening the desired behaviors
- Weakening undesirable behaviors
- Punishment
- Reinforcement Removal : Extinction
- Reinforcement Removal : Time-out
- Reinforcement Removal : Response Cost
- Teaching New Behaviors
- Shaping – reinforcing successive approximation to a target behavior
- Fading – the gradual withdrawal of a discriminative stimulus while the behavior continues to be reinforced

Kinds of Reinforcers

Primary Reinforcers

- A primary reinforcer is something that satisfies a basic biological need such as food, water or shelter

Conditioned and Generalized Reinforcers

- This is a neutral object or event that acquires power to reinforce behavior as a result of being paired with primary reinforcers, for example, money.

Self- Reinforcement

- This occurs when students learn to reinforce their own behavior
- They begin to exert control over themselves and their immediate environment

Principles of reinforcement

- Both positive and negative reinforcement serve to increase behavior
- Both reinforcement removal and punishment decrease behaviors

Positive Reinforcement

– occurs when a satisfying consequence is presented and results in strengthening the response

Negative Reinforcement

– strengthens behavior through the removal of an aversive consequence

- something undesirable to the learner is removed to increase the desired behavior