

PST103E SUMMARIES

CHAPTER 1 (incl. Hurry) Geography: Physical + human Aims: long term, related to pupil's understanding of topic Objective: change in the behaviour pattern of the child General aims of Geography:

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Able to explain the environment of the pupil

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Stresses the interrelationships in Geography

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Understand ecology and humans' part in it

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Think holistically The Geotrine: economic + ecosystem + cultural Educational objectives:

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Development of basic skills: observation, recording, description.

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Training for geographical thinking (ultimate aim)

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Geographical thinking and mental maps

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Precision in all statements

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Proficiency with maps

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Sketches and diagrams

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Improving exam capabilities It is good to discuss the term's work with your class ahead of time. CHAPTER 2 (incl. Hurry) Identify basic principles of content: the simplest way of explaining something

Social sciences

: examines the way in which individuals and groups interact with various environments. In other words, the study of human society and social relationships as well as why people behave the way they do. Material environment: spatial pattern of people's interaction with the physical environment (Geographers)/the way people use material resources (Economists). Sociologists study ways in which people interact with society in general. Anthropologists study people's interaction with culture. Psychologists study the minds and behavior of humans. Political scientists study people's interaction with power and authority.

History

: examines the ways in which people of different eras and circumstances have interacted with their environments. The totality, in the length of time, of humanity's life gone by

Geography:

the relationship between earth and its inhabitants, through the study of place, space and the environment. Contribution of Geography to education:

Knowledge + understanding of

– locations + places locally and internationally; major natural systems of the world, major socio-economic systems of the world, appreciation of the diversity of human cultures; structures + processes at all levels; the challenges + opportunities of global interaction

Skills in:

use of maps, graphs, statistics; use of text, pictures, tables + diagrams; practicing field observation, mapping, interviewing, gathering + interpreting info; using communication, thinking, practical and social skills to explore geographical topics; process of inquiry to ask questions, evaluate answers, find solutions

Attitudes and values that help to:

interest the learners in their surroundings + the natural/human characteristics on earth; appreciate the uniqueness and variety of the physical world; develop environmental concern for the future; understand the importance of decision making; develop a readiness to use geographic knowledge + skills in real life; develop a sense of respect + equality; develop a commitment to seeking solutions at all levels

Historical perspective of Geography + History teaching in SA: Cape Colony: in the nineteenth century History + Geography were included in the primary school curriculum. The same went for the black people until 1910. Orange Free State: President Brand enacted an education ordinance which included Geography and History (general, fatherland and Biblical) in the school curriculum. A Schoolbook was printed in 1892. In 1920, Geography + History were adapted to SA conditions. In 1924 the black people received a separate curriculum. Transvaal: the Volksraad was developed by a Dutch teacher, Linden. The first written attempt at an education policy. In 1889 Geography became a compulsory subject in primary schools. Geography and History were added to the curriculum in 1920 and 1928 respectively. Natal: In 1877 a curriculum was laid down which recognized the History of England/South Africa and elementary Geography. Geography + History were not included in the curriculum for black

Differentiation, redress and learner support

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Nation-building and non-discrimination

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Critical and creative thinking

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Flexible learning programmes that offer learners the opportunity to choose

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Learning programmes that facilitate progression

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Credibility – nationally + internationally

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Quality assurance Curriculum design in the past: centrally designed, content-based, prescriptive and rigid. Focus on curriculum input Curriculum design in the present: OBE, flexible, lifelong learning, the intended results of learning determined rather than the prescription of content to be learnt, emphasis on curriculum output Geography + History (SS) now focuses on the process, not the product. The Curriculum Model for Education in SA proposed 7 fields of study which would prepare learners for life. The 7 areas are : Languages, Mathematics, Natural Sciences, Social Sciences, Arts, Technology, Lifestyle Education The 1995/1996 Curriculum Frameworks proposes two bands: General and Further Education: ECD, Intermediate, Senior. 4 sub-levels of adult basic education: ABET 1 – 4 Principle of curriculum design is integration. Getting rid of rigid divisions between aspects such as academic/applied knowledge, theory/practice, knowledge/skills. One way may be the combination of two or more traditional learning areas into one.⁸ Areas of Learning forming the core of compulsory schooling:

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Communications, literacy, and language learning

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Numeracy + Mathematics

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Human + Social Sciences

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Physical + Natural Sciences

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Technology

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Arts + Culture

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Economic + Management Sciences

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LO/Personal + Social Development

CHAPTER 4 (incl. Hurry) Note-taking can be used to keep a record of information learned or to have material to study for exams. Numbering systems: decimal/alphabetic/roman numeral/combination Arrangement of notebooks: numbered, glossary, mark sections that refer to basic principles A textbook should contain adequate information and can be accompanied by notes that adequately reference where information should be gleaned from. Study guides can also be used where the child works through the guide answering the questions. This helps them to create notes. The teacher will then periodically browse through their study guides while the children are working. In the younger grades note-taking should be done for them because they need a lot of assistance. In the senior phase of high school this can be changed to the students doing most of the note-taking. A syllabus only gives broad aims, the individual school then translates this into objectives, and the teacher puts this into a lesson plan. When setting objectives, questions to be asked include:

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What is of the greatest importance in this topic/section?

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How does it fit into the general framework of Geo/History?

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What do I really want the pupils to learn?

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How do I propose to get there? By stating the objectives of the teaching activity clearly, you can:

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Measure the degree to which the activities have been attained

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Indicate to other teachers what the intended learning patterns are

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Provide the pupils with clearly defined tasks

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Assess the progress of individual pupils

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Determine the adequacy of the programme through the result of the intended learning effects
Lesson objective: the part the teacher will play in teaching the subject content in order to achieve the desired learning effect/objective
Learning objective: the part the pupils will play in eventually accepting responsibilities and adulthood
Important skills to be taught in SS:

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Reading + research skills

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Social skills

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Descriptive skills

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Schematic skills – arrange facts logically

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Skills in synthesis – taking details from all over and putting them into something that makes sense
In Geography + History, pupils are encouraged to explore + develop: knowledge and understanding; attitudes and values; skills.

When setting the aims for a lesson, a teacher can ask certain questions:

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Why?

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Where to?

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Where is it?

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What impact does it have?

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How did it happen? Etc. Geography + History must be seen as child-centred, not subject-orientated. The subject must always be made alive + relevant for pupils. CHAPTER 5A teaching medium is anything that a teacher may use to improve his teaching activities and the learning activities of the pupils. This medium may be used as supplements to instruction or for enrichment purposes.

First order resources

: the teacher. The teacher plans the lesson and implements it in the classroom. The teacher must know the lesson content thoroughly. Narratives can be used. They must appeal to the intellect, be related to the life-world of the child, stimulate the imagination, have its origin in conversation and explain concepts as you go along. Use well-formulated questions that stimulate application of the lesson and long-term memory.

Second order resources

: spoken/written word. Ensure that note-making and taking is accurate. Blackboard – write new words, draw sketches, compile exercises, introduce movement by using cardboard cut outs, display pictures. AVOID: long notes, elaborate diagrams, erasing material with no time for children to copy, untidy handwriting. Textbooks – must be used as a base and clearly explained to pupils. Need to be supplemented by additional info – newspapers/magazines – relevant + current events

Third order resources

: teaching media. 'portrays a reality that is different to the world in which he is living.' May be used to : introduce a lesson, illustrate a topic, stimulate the pupil's past image, explain learning content, test or impart knowledge/ insight, create interest in an excursion to be undertaken. Keep in mind when planning teaching media:

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What the media must furnish

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Which medium is most suitable

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How it is to be implemented

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At what stage it will be used

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The purpose

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Can it be used only once?

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Wall decoration

Pictures, sketches, illustrations + photographs. Must be relevant and analyzed by pupils. Ask questions. Items must be large enough to be seen by all, pupils should be taught to read pictorial language, make comparisons using pictures/photos. Avoid: flashing pictures quickly in succession, showing too many items in one lesson, passing materials around the class, walking around with tiny pics, using pictures that are unclear. The Overhead Projector: Advantages:

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No special technical knowledge needed

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Projects a large picture for all to see

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Can be switched off anytime

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Transparencies can be prepared prior to the lesson

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Teacher can prepare the main point scheme before the lesson and build on it later

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You can preserve this scheme for later use

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Teacher can write on a blank transparency during the lesson

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Many ways to present info: overlays etc

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Wide variety of transparencies available: maps, diagrams, photographs
Timeline/timeline chart: every class should have a clear timeline which helps pupils to understand the concept of time and chronological sequence.
Film/motion pictures: can be used to:

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Show finer detail and movement

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Serve as an intro to a lesson

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Revision

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Background before an outing etc. The teacher must be able to make the most of this resource by explaining it beforehand and applying the knowledge after the showing. Video recordings can teach a skill, document events, show processes, etc. Filmstrips and slides are often accompanied by a written text. The advantages of these are that you can discuss each slide individually and use them as an intro to a lesson or as revision. The disadvantages: you need a dark room so it will prevent pupils from making notes and different projects are required for different kinds of slides. Tape recorders: recordings of material such as national anthems or famous speeches can be very valuable. Maps: contains only those features that are relevant for the topic under discussion. 3 characteristics of maps (Hurry) pg. 38:

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Show at a glance the precise distribution of a number of different phenomena

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Show the position of phenomena relative to each other

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Show the size of areas and the distance between places
Make use of maps to localize historical events and explain the milieu of that place that affected the specific events. Exhibitions, presentations, samples + models. Advantages:

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Mini displays can be shown of the relevant topic

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Teacher may refer to these items during a lesson

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Pupils may be allowed to handle samples

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Exhibitions of pupils' work can be evaluated and discussed

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Sand table is versatile and can be used very differently

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Pupils should be encouraged to bring along their own materials

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Sampling saves time and effort provided the sample is large enough and accurate

A noticeboard for news at the back of the class gives pupils the opportunity to:

express themselves verbally, become involved in interpreting world events, contribute to the knowledge of others

Computers can be a very effective way of assisting learning. Various historical games are available that make learning fun and lasting.

School library/media centre. The advantages of incorporating lessons with the media centre are to stimulate pupils:

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To gather info independently from other sources

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To think critically

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To form their own opinions

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To collect data systematically and logically

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To learn, act and create through their own initiative

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To enrich the learning content

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To develop reading, writing and language skills

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To do elementary research

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To prepare a scientific report

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To do independent reading

Fourth order resources

: Local events. Each area has its own history which should be learnt and investigated. Fieldwork: emphasizes two main didactic principles – activity and observation/perception. Initial planning is important: look at the area for the excursion, its accessibility, financial aspects, time factor, stop overs, etc. Prior to the excursion, pupils must know: the purpose of the outing, what they are expected to study, what they are to look out for and observe, how they are to look and observe, how they are to make notes of their observations. Supply duplicated notes and worksheets to be completed during the outing. Afterwards, discuss, analyze and interpret the gathered info. Advantages:

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Can be used to introduce/end a lesson theme

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Can form a link between theoretical and practical aspects

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Learning by doing Disadvantages:

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Poorly planned fieldwork is just a holiday

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Can disrupt the normal school day

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Costs money

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Some pupils may not consider it to be learning Two approaches to fieldwork: field teaching, and field research Criteria for the selection of teaching media:

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Physical – costs and the classroom functionality

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Development stages of the pupil – make use of the five senses. Address the three domains: cognitive, affective and psychomotor

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Teacher must decide in lesson planning whether by using a certain teaching medium the following didactic issues will be addressed – will it make education more successful through increasing the rate of learning? Will it make learning more immediate by bridging the gap between the world inside and outside of the classroom? Will it make access to learning more equal for learners who ever they are?

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Evaluate the effectiveness of your teaching by looking at the reaction of pupils to the teaching medium and how well they accomplish the objectives. Look at possible revisions, development and operational use costs etc.

CHAPTER 6 – lesson planning + prep When planning a lesson, a teacher must keep in mind:

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Relevant content of the syllabi

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Formative stage of the pupils

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Duration of the lesson

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Aims/objectives of the lesson/theme

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Teaching methods

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Teaching media

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Pupil participation

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Assessment/evaluation Scheme of work: plan that enables teachers to be effective in

their teaching activities. It should fulfil three functions:

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Should help create learning situations where pupils can learn

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Should outline the content of the work dealt with

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Should show how the work should be distributed according to available time
Attributes of a good scheme of work:

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Divided into sections according to themes

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Clearly stated aims and objectives for each section

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Brief notes on teaching methods used and details on fieldwork

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Full details on all forms of assessment + sections to be tested
Lesson scheme should have:

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Educational aims and objectives

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Main points of the lesson: didactic/ educational ground forms + teaching methods

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Didactic modalities: teaching media and black board scheme and notes to be handed out

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Course of the lesson: intro/statement of the problem/exposition of learning content/
actualization of learning content/functionalisation/conclusion/assessment + evaluation

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Bibliography/references

Educational aims and objectives

Objectives are short term goals that designate what must be achieved by the end of the lesson. Eg, "By the end of the lesson the pupils should be able to ... (understand, explain, discuss etc) Aims are long term goals and provide the ultimate reasons for teaching Geo + History. Questions can be asked, why has the topic been included in the syllabus? Of what value is the topic as a whole to the pupils? Does the topic elucidate the present?

Course of the lesson

Introduction: short, to the point and only a few minutes long. Ask questions, have a brief class discussion, tell a short story or use real objects to establish a link between prior knowledge + present lesson

Statement of the problem: Help students to come to the awareness that there is little/nothing they know about certain subjects. The problem can be stated in a question and the answer discovered in the lesson. Presentation of the learning content: learning material is set out. Lead pupils in such a way that they are required to think and participate actively. Write down a summary of the learning matter to be presented in point form, and plan exactly how/where you are going to use your teaching media and methods Exposition of the learning content: systematic setting out of the way in which the new learning content will be introduced to the pupils through the use of teaching mediums Actualization: teacher checks orally whether or not pupils have in fact mastered the learning content and made it their own A consolidation exercise is usually used such as worksheets, oral discussions, questioning etc. Functionalization/conclusion: give a brief summary of the lesson and questions/work to test understanding and insight. Give children an opportunity to be creative Evaluation and assessment: questions asked during or after the lesson to check pupil understanding and whether the objectives have been achieved CHAPTER 7 Measurement: assigning of a mark/symbol to a test or exam Evaluation: involves measurement but is also concerned with the quality of a pupil's performance. It is judging if the pupil's performance or ability is excellent, good, etc. Testing: process through which the teacher assesses a pupil's knowledge, competence and progress regarding specific areas of the syllabus Examining: covers a large body of work done over a fairly long period of time Assessment: integral part of the learning process. A pupil's participation and contribution in a lesson would enable the teacher to assess the pupil's worth. It is your comment on how the child has performed. Involves three steps:

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Generating and collecting evidence of achievement

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Evaluating this collected evidence against nationally agreed standards

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Recording the findings of this evaluation Formal summative assessment: incl. the awarding of credits, qualifications or year marks. Assessed through written/oral/practical exams, tests or assignments

Ongoing formal continuous assessment: wide variety of ways of demonstrating competence across a range of contexts. Interesting activities and observation are parts of this Ongoing informal formative assessment: monitors and encourages learning progress, providing guidance to the learner in the form of self-assessment and feedback through peer + teacher

assessment. Guide the teacher's planning Continuous assessment involves the continuous gathering of a series of marks from many different kinds of learning experiences. Some tips:

- Identify the various types of assessment that you can use

- Use a variety of testing methods that give an accurate picture of the learner's ability

- Decide what means of assessment you will use during/after each section of work

- Devise a means of recording and evaluating tasks Formal tests + exams used to be the primary method of assessment. They still play a large role but now they also include such aspects as skills, values and attitudes. These examinations must be meaningful and valid. Assessment techniques must be integrated into education aspects such as lesson planning and must not be viewed in isolation. The form of assessment must suit the child's developmental stage and contain a good balance of questions involving knowledge, skills, values and attitudes. Two types of questions: essay and short answer CHAPTER 8 Policy – a plan or course of action or procedure It is advisable for teachers to have a subject file where they contain everything they have been covering How to know when to use individual, group or fieldwork – look at the size of the class, the aspect that has to be taught, the discipline of the class, the available time, the school policy, etc.

The 11 Principles as follows:

1. **Human Resource Development** : promote the new learning system, applicable and developing of new knowledge, skills, etc

2. **Learner-Centredness** : To develop new learning programmes and materials, learners must be put first. Learners must be recognised and building their knowledge and values and lifestyles experience, as well as responding to their needs.

3. **Relevance**: Learning programmes should be relevant and appropriate and anticipated future needs of the individual, society, commerce and industry.

4. **An Integration approach**: Give a dividing between academic and knowledge and between theory and practice, knowledge and skills etc

5. **Differentiation, Redress and Learner Support** : Learning programmes should facilitate the creation of opportunities for all learners, including those who are disabled in some or other way, to strive, towards the attainment of similar learning outcomes .

6. **Nation Building and non-discrimination**:

Learning programmes must encourage mutual respect for diverse religious and value systems, cultural and language traditions, multilingualism and informed choices regarding the language/s of learning and an understanding of national, provincial, local and region; developmental needs.

7. **Critical and Creative thinking:** Learning programmes should promote learners' ability to think logically and analytically as well as holistically and laterally

8. **Flexibility** : Must give learners the opportunity to choose when, how and at what tempo they want to learn.

9. **Progression** : The learning programme of one class, phase facilitate to another.

10. **Credibility**: Education and training system must be competitive nationally and internationally.

11. **Quality Insurance**: to promote a quality culture quality control which involves an audit of the nature and standard of service delivery

OLD AND NEW CURRICULUM

The OLD curriculum tended to be centrally designed, content based, prescriptive and rigid why the NEW is outcome based and flexible in that it promotes life long learning The OLD focused on curriculum input, why the NEW focuses on curriculum output