

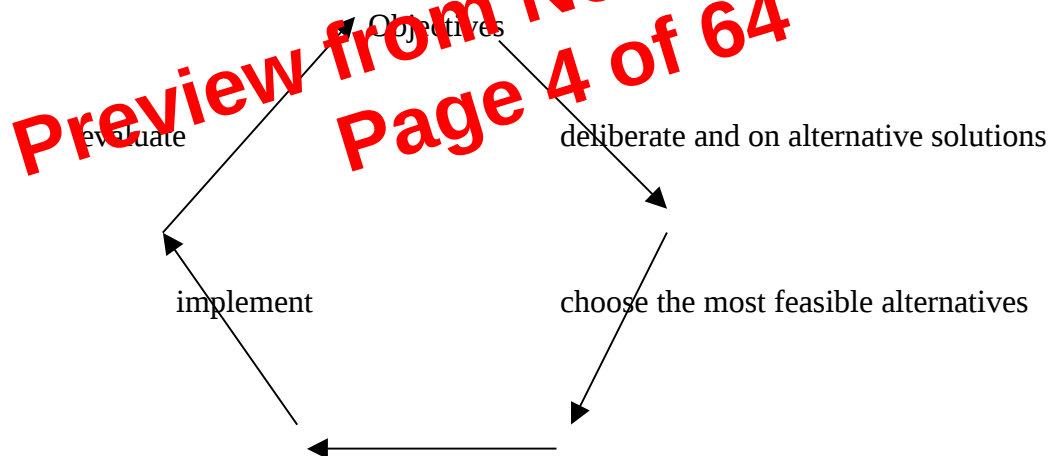
- iv. By giving assignments.
- v. By correcting assignments.
- vi. By praising learners who behave properly and helping or punishing those who do not behave properly.

A teacher who has planned adequately, will know precisely the most appropriate means of interacting with the students and helping them learn. If the teacher has studied his learners well, his/her society and his nation's educational goals and objectives correctly, his/her plan will tend to work better than it would have done if he/she had not previously performed all these tasks.

The teacher as decision – maker.

The teacher is constantly making decisions. As he studies his society, the school system and the subject matter, he has to decide on how to relate these to one another. Out of a variety of possible procedures, he has to decide on which one. At the end of the learning, he has to decide if learning has actually taken place.

A diagrammatic representation would help illustrate the decision making process.



In this Lesson, we have seen the definition of teaching and the role of the teacher in a teaching episode. Let us now define learning and see how it relates to teaching.

Learning.

Psychologists have been investigating the subject of learning over the years. They have given a psychological definition of learning as a change or modification of behaviour or response as a result of some form of experience'. From this definition,

Relationship between teaching and learning

You may have realised that learning is very important in teaching. It is therefore necessary for you to identify the relationship between the two concepts.

- i. Teaching is supposed to promote learning.
- ii. Incidental learning helps in teaching as it provides the necessary foundational experience for the learner and thus makes the teacher's task easier.
- iii. Teaching in itself involves some amount of learning by the teacher.
- iv. Both teaching and learning are processes, which are continuous in nature. The learner can sometimes be the teacher since he/she also influences the teacher's behaviour.

Let us now consider the concept of training, which is related to teaching and learning.

TRAINING

As the teacher guides his/her learners through a teaching-learning situation, there may be certain instances when a training situation may arise. The training here may involve the learner being taught how to perform a certain task. In such a situation, we would have the teacher as the trainer and the learner as the trainee. The teacher (trainer) would be seen as assisting the learner (trainee) to perform a particular task. In this situation, we can see the learner going beyond listening and understanding (as is necessary in teaching), to repeating the motions of performing a certain task as shown by the teacher. In our earlier discussion of teaching, we explained it as telling, talking, explaining or showing the content to your learners. In doing so, there may be certain methods to be followed so as to perform the task of teaching easily and effectively. In achieving this, the teacher would need to learn some basic teaching principles such as:

- Methods of planning
- Preparation
- Exposing
- Evaluating the teaching materials and
- Understanding your learners' behaviours.

SYSTEMS APPROACH TO TEACHING AND LEARNING.

A systems approach is applied in everyday life situations consciously or sub-consciously. In a system approach, certain steps are followed in a logical way, with certain steps being essential and therefore indispensable.

System approach has already found its place in the everyday vocabulary of persons working in the field where some kind of technological knowledge is applied. The purpose for this lesson is to see whether systems approach can find a place in the process teaching and learning.

The term system has been defined by various scholars. The most basic definition is by Roiszowki (1981) who states that system is a set of elements or components or objects which are interrelated and work towards an overall objective. Groenewegen (1993) defines system as a complex of factors interacting according to an over-all plan for a common purpose.

Examples of Systems.

To understand the concepts of a system and reasons for using it in Education we will revisit some examples of system which we are familiar with and use in our everyday activities.

- Human Body Systems: - In our bodies, we have system such as digestive, circulatory, nervous etc
- Mechanical Systems: - For examples refrigeration systems, generator system, computer systems and different types of engines.
- Social Systems: - These include such organisations as a family, educational systems, political parties, trade unions movements, industries, churches etc.
- Natural Systems: - For example, physical entities such as rivers, forests etc.

Any system has a goal or mission, which it must achieve. A system can either be open or closed. An **open system** is one, which can interact with its environment. It

Elements – These are the goals, which must be processed in the system for the goals to be realised. They include head-teachers, teachers, learners, teaching learning resources, physical facilities, non-teaching staff etc. The operators of the school should be able to interact with each other as well as the learners so as to move from an input condition of original or entering behaviour to an output condition of modified behaviour. All these elements are part of the Education System.

Harmony – For the goal to be realised, the elements or those involved in the Education process must work harmoniously otherwise the goals will not be realised if one element is out of control.

The head-teacher as administrator must provide effective administration. The teachers' task is to facilitate learning. He has to establish conditions, which make it possible to achieve effective learning. The teacher should teach in class the right material at the right time. Teachers should provide an environment with optimum conditions of learning.

The learners must work harmoniously with their teachers, head-teachers and support staff for learning and teaching to be effected. The learners must be disciplined because lack of order will disrupt learning and therefore the attainment of goals.

Support staff must perform their respectful roles e.g. cooks, nurses, cleaners etc must do their parts.

Feedback – Both the teachers and the learners need to get feedback from the learning process to test whether the products are being processed in the desired way. The feedback can be positive or negative. If feedback is positive, the teacher will be encouraged to continue knowing that he is in course. If the feedback is negative, the teacher will have to apply quality control – by adjusting his teaching methods, resources, approaches and class management to have the learners back in the track.

secondary school cycle of education, Geography may have its long- term objectives, which are to be attained after four years of secondary school education.

ii. Course objectives.

When the teacher is preparing schemes of work to be covered over a school term, he/she will set the objectives to be attained by teaching the schemed content. These objectives may also be referred to as **course objectives**. The course objectives are much more narrower or specific than the curriculum objectives. However, both the curriculum and the course objectives are not stated in behavioural terms.

iii. Topic objectives.

A subject consists of many topics. A single topic may be covered over several lessons depending on the content to be taught. A topic therefore, has **topic objectives**, which will be attained after several teaching lessons. Topic objectives are more specific than course objectives. However, they are not stated in behavioural terms as they will take several weeks before being achieved.

iv. Instructional objectives (Lesson objectives)

The achievement of the long-term objectives of education will ultimately be determined by what happens during the lesson. The content to be covered during a single lesson of say 40, or 80 minutes, is guided by short- term objectives, which are also known as the **instructional objectives**. Instructional objectives are the objectives to be achieved within a teaching session of 40 minutes in the case of a single lesson and 80 minutes in the case of a double lesson. Instructional objectives are essential to meaningful teaching as they guide the teacher in organizing his or her instructional procedures including the selection of content, identification of resources and planning for learner activities. They also facilitate relevant assessment and serve as the basis for sound curriculum development. At the learner level, instructional objectives enable students to evaluate his/her own progress and therefore to plan on what to do in order to perform better in a given subject.

sequenced in an hierarchical fashion from lower to higher levels. Below is a summary of the Bloom's taxonomy.

Level	Description of the level	Words that describe the behaviour in the level.
Knowledge	the recall of material with repro little or no alteration required recall, match, ability to recognise and recall	Recall, arrange, name, define, order, duplicate, reproduce, recognise, label, relate, list, repeat, and memorise.
Comprehension	The use of specific rule, concept classify, describe, discuss, explain, express, identify, Method in a situation typical to Those used in class. (interpreting information in ones own word) Abilities higher than simple Knowledge.	indicate, locate, recognise, report, restate, review, select, sort, translate, and paraphrase
Application	the selection and use of a learned rule practice, prepare, dramatise, Concept, method in a situation novel to the learner (Application of knowledge to new situation). It involves analysis of relationships.	apply, use, solve, sketch, schedule, cooperate, illustrate, employ, interpret, choose, demonstrate.
Analysis	Breaking down of material into its Parts so that the relationship among ideas are made explicit (Breakdown of knowledge into parts and show relationship between the parts)	analyse, calculate, categorise, compare, contrast, criticize, differentiate, distinguish.
Synthesis	ability to put parts into a whole and build relationship for the new Put together ideas in a constructive manner.	integrate, arrange, assemble, compose, construct, create, design, new situations new situations formulate or prepare, plan, set up and write

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- Each strategy has specific methods or approaches that lean heavily on it.

We have further looked at the various method of teaching available to you as a teacher.

There is no one best method for all teaching situations.

Research findings show that learning is more effective if learners are actively involved in the learning process.

During the time of planning for teaching you should give a clear thought on what method or methods of teaching you are going to employ depending on various factors such as the topic, the level of the learners, the availability and quantity and contend of materials and class size.

PLANNING FOR TEACHING

A syllabus

A syllabus has been defined by Burston and Green (1972) as “a statement of the content of study – the amount of knowledge and the selection of knowledge which it is proposed that a pupil should acquire”.

Every subject in the curriculum, from pre-primary to university has a syllabus. In Kenya, primary and secondary school syllabii are prepared by a panel of subject specialists at Kenya Institute of Education, a body whose function is to develop the curriculum. In designing a syllabus, there are a number of considerations:

- i) National goals of education: What are the goals of education in the country where the syllabus will be used?
- ii) Aims of education: This refers to general aims of the educational system and aims of either primary, secondary or university level at which the syllabus will be operational.
- iii) Aims of teaching the subject: Of what importance is a given subject in the curriculum? How does it fulfil or contribute towards achieving of the goals of education?
- iv) Adequacy of content in relation to time available. How much content can be covered within the time specified at different levels of education.
- v) The level at which the syllabus will be operational. Is it at primary,

School Form

Subject No. in Class

Date

Time

Topic

Sub-topic

Objectives

Time	Content	Learning Activities	Resources Materials
5	Introduction	Observing a picture on ...	A picture on...
30	Lesson Development	Answering questions on ... Copying definition of ... Drawing a chart on ...	Author, title, publisher, place, year of publication page.
5	Conclusion	Answering questions on the lesson.	

A lesson plan

Name of the student teacher: Nehema Wangai

School: Gracia Secondary School Form 3B

Subject: Literature

No. in class: 30

Date: 15/3/2003

Time 9.00-9.40

Topic: Oral Literature

Sub-Topic: Riddle

Objectives: By the end of the lesson, the learner should be able to:

- i) define the term riddle
- ii) give at least three examples of riddles from his/her community
- iii) explain four characteristics of riddles
- iv) discuss the functions of riddles in a given society.

given by the teacher just to fulfil the requirement and probably avoid punishment.

- ◆ When one performs the task in question, he/she considers the task useful and important.

b. Extrinsic Motivation

- When motivation depends on other rewards that are external to the action itself, it is said to be extrinsic.
- This type of motivation is supported and enhanced by external influences such as promised rewards, promotions, commendations and so on.
- Students may work very hard to get good grades so that they can be promoted to the next class.
- The motivation originates from other people, the environment, situations, experiences etc.
- The most common forms of external motivation in schools are rewards and punishments.
- If well used both can be stimulating for while, but their efforts are short-lived.
- Examples of rewards include, praise or words of commendation, items in kind such as exercise books, text books, story books, pens and pencils, school outings, field trips, merit certificates and trophies for various achievements.
- Punishment takes many forms as motivational strategies. Examples include giving extra duties, verbal rebukes, withholding certain

Note

privileges such as school outings, asking students to repair damages where possible and so forth.

- Corporal punishment is discouraged because it does not result in positive motivation at all. Indeed it has been abolished in schools.

External motivation should be based on good teacher-student relationship. If one is not a genuine teacher even if you promise student anything, they will always suspect you and may not be motivated.

- If one is kind, caring and respectful, students will jump at the promise because they know

SUSTAINING ATTENTION IN THE CLASSROOM

Motivational process

- ⇒ In the process of learning paying attention is very important. It helps one to focus on every detail of an experience so as to get the most out of it.
- ⇒ It is the teacher's responsibility to assist in training students to listen and observe because these are essential ingredients in learning.
- ⇒ The need for assisting students is great because their attention span is limited especially when certain methods of teaching such as lecturing are used.
- ⇒ Motivation is important in getting students to learn once their attention is captured.
- ⇒ Once they want to learn the teacher's task is easy. However, attention may not be sustained throughout the lesson.
- ⇒ That is why the teacher is challenged to observe and cater for individual differences in class, and pay attention to them to sustain interest.

The motivational process can be seen as proceeding through a sequence of steps such as the following;

- ⇒ An unsatisfied need is the starting point in the process of motivation.
- ⇒ A deficiency of something within an individual is the first link in the chain of events leading to behaviour.
- ⇒ The unsatisfied need causes tension within the individual, leading the individual to engage in some kind of behaviour to satisfy the need and thereby reduce the tension.
- ⇒ This activity is directed toward a goal. Achieving the goal satisfies the need and the process of motivation is complete.
- ⇒ Once satisfaction is reached some students may just fall back into a state of inattention and laziness.
- ⇒ That is why the teacher needs to understand how motivation works so as to recognise when to re-energise students again.

These steps can be diagrammatically represented as follows;