

Ministry of Education

**Secondary School Curriculum and
Instruction**

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Icons Used

Dear Learner: the following icons are used throughout this module. Critically study what each icon represents before using the module.



This tells you there is an introduction to the module, unit and section.



This tells you there is a question to answer or think about in the text.



This tells you there is an activity to do.



This tells you to note and remember an important point.



This tells you there is a self-test for you to do



This tells you there is a checklist of the main points



This tells you there is written assignment



This tells you that these are the answers to the activities and self-test questions.



This tells you that there are learning outcomes to the Module or Unit

Module Introduction

This module is a three credit hours module which is composed of five units. It is developed with the intention of producing qualified primary school teachers in diversified field of specialization. This module deals with different views of curriculum, teachers' roles with each view, the curriculum development and planning process, issues related to sound curricular decision making, curriculum development phases and trends in curriculum policy in Ethiopia. It also introduces trainees with the major instructional approaches/ methods that are applicable to teaching different subjects in primary schools, classroom management social relationship among students, and making students active participants in their learning, management of time and making students motivated learners. The module will also equip the trainees with instructional planning which is one of the major factors for successful curriculum implementation. Finally, it is good to remind you that there must be consideration of gender equity and equality in curricular materials as well as in classroom teaching-learning process.

Module learning outcomes:

Up on successful completion of the course, you will be able to:

- Understand the term curriculum under various curriculum views
- Identify the expected roles of the teacher in relation to the views of curriculum
- Recognize the differences between curriculum development and curriculum planning
- Identify the steps involved in curriculum development and curriculum planning process
- Participate in curriculum development and planning process
- Make appropriate curriculum decision as practitioners
- Appreciate the different historical periods in the history of Ethiopian formal school curriculum.
- Explore the nature of secondary school curricula in the different periods of Ethiopian Education

- Recognize the different instructional methods applicable at secondary school level
- Apply the appropriate instructional methods in presenting their subjects under the concrete school reality
- Plan lessons using varieties of active learning methods in ways that motivate students for learning
- Organize and manage their classrooms effectively

Unit One: Introductory Remark on the Term Curriculum and Related Issues (6 periods)



Introduction

Dear learner, welcome to the first unit of this module. This unit deals with different views of curriculum, curriculum development and planning process, curriculum organization, curriculum implementation, curriculum evaluation, teachers' roles on curricular related issues, and trends in curriculum development in Ethiopia. Thus, you will get essential knowledge and skills which are mandatory for effective secondary school teacher. To this end, you need to be committed throughout the unit so that you would be able to effectively implement the designed curriculum in your area of specialization.



Learning Outcomes

At the end of this unit, you will be able to:

- Define the term curriculum using different views held
- Identify the expected roles of the teacher under the different perspectives
- Identify the major foundations in curriculum and the corresponding roles of the expected roles of the teacher under the different perspectives
- Describe the reasons for the variations in the conception held on the term curriculum
- Relate the roles of the teacher with the different perspectives

Unit Contents

Curriculum: Definitions, Scope, and Discipline

Foundation of curriculum and curricular views

Teachers' role and the major curriculum views

The need and purpose of curriculum knowledge and the teacher: final remark

: Definition of Curriculum

Introduction



Dear learner, you will be exposed to different definitions of the word curriculum. The definitions are classified as broad and specific. Hence, analyze the varied definitions in the light of secondary school curriculum and their implications to the teaching-learning process.

Dear learner, you might have heard the word curriculum before. You have learnt various subjects when you were a student at primary school and secondary school. Therefore, before you read the definitions suggested by scholars, define the term curriculum by using your own words and make a comparison.

Like many of the academic subjects, the word curriculum comes from a Latin word “currere” meaning “race course”, and traditionally, the school’s curriculum has represented something like that to most people. Indeed until quite recently even the most knowledgeable professional educators regarded curriculum as the relatively standardized ground covered by students in their race towards the finishing line to get certificate, diploma or degree. It should not be a surprise, then to find that many current concepts of the curriculum are firmly grounded in the notion that curriculum is a race course of subject matters to be mastered. Although curriculum specialists have, in the interest of clarity, attempted to limit the meaning of curriculum, disagreement still exists with respect to what constitutes legitimate definition of the word. Within the twentieth century, the curriculum of schools and of colleges has been defined in several ways.



Activity 2:

Why do you think the reasons for not having one agreed up on definition?

Generally, the various definitions of the term curriculum can be categorized in to three as follows:



Definitions

The board definitions are open to many interpretations. In other words, one broad definition of the word curriculum contains different specific concepts.

Ralph Tyler (1949): All of the learning of students which are planned and directed by the school to attain its educational goals.

D. K. Wheeler (1967): By curriculum we mean the planned experiences offered to the learner under the guidance of the school.

Lewis (1981): Define curriculum as a plan for providing sets of learning opportunities for persons to be educated. Learning opportunity implies a planned and controlled relationship between pupils, teacher, materials, equipment and the environment, in which it is hoped that desired learning will take place.

Shilbeck (1984): The learning experiences of students, in so far as they are expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of these plans and designs in school environments.

Glatthorn (1987): the curriculum is the plan made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influences what is learned.



: Specific Definitions

The specific definitions imply activities, which are measurable and observable. Examples:

Curriculum is an outline of a course of study (Print, 1987).

Curriculum is a set of subjects (Marsh, 2001).

Curriculum is a school timetable



: Definitions Based on the Role Placed on Schools

Curriculum could also be defined based on the roles of schools as prescribed by society or educators. Here below are two of the many definitions:

Subject Center: Consider the role of schools as “Promoting students’ intellectual capacity”. Thus curriculum is defined as “the collection of subjects offered to students to train the intellectual capacity”.

Experience Center: consider curriculum as a means to make students shape a new social order and lead life in it, which involves everything that cover the planning process and the instructional objectives.

Curriculum from Constructivist Point of View: Constructivist view on curriculum differs from the definitions given above. The constructivist movement in recent cognitive psychology has reemphasized the active role students’ play in acquiring knowledge and the social construction of knowledge has been an important principle in socio-cultural theory. Knowledge-acquisition is active and strategic, focused on many factors, including problems of understanding, diversity of expertise, learning styles, thinking styles, and interests. Curriculum, according to constructive view, is taken as ‘enacted’ between students and teachers, and collaboration and reflection in a ‘community of inquiry. The results of these programs seem promising in that they lead to an increasing growth in knowledge, a higher degree of critical thinking, greater reading and writing skills, as well as improved skills in argumentation. With competing forces such as a push for basics in the curriculum, higher standards for achievement, and the value placed on the more robust understanding facilitated by constructivism, deciding who should select instructional objectives becomes difficult. From a constructivist perspective, learners should be heavily involved (in fact with their teacher assistance) in determining objectives, learning opportunities, and evaluation procedures.



Activity 3

1. Discuss on the various definitions of curriculum and justify why they can be considered as broad, specific, subject-centered and experience-centered.
2. What similarities are there among the broad definitions of the word curriculum?
3. Why constructivism does differently define curriculum?

Most educators agree that **Curriculum** refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. In fact, *curriculum is a means of communicating the essential principles and features of an educational proposal that includes the goals, broad contents, methods and evaluation mechanisms in such a form that it is open to critical scrutiny and capable of effective translation into practice.*

The scope of Curriculum

Curriculum Scope denotes to the question what learning content, learning experience, methods, etc should be included to and excluded from the curriculum. Curriculum is delimited to the knowledge of curriculum development, curriculum planning and curriculum design. Here below is brief definition of the three domains of curriculum as a subject:

Curriculum Development:- concerned with how curriculum evolved, implemented, evaluated and what various people, process and procedures are involved in the construction of the curriculum.

Curriculum Planning: - is a process of making the curriculum materials after identified objectives, selecting contents and learning experiences, instructional materials and developing evaluation mechanisms.

Curriculum Design: - refers to the way one conceptualizes a curriculum arranges its major components to provide direction and guidance in developing the curriculum.

Curriculum as a Discipline

- What is a discipline?
- According to Oliva (1982), a discipline has the following characteristics:
 - A discipline should have an organized set of theoretical principles.
 - A discipline encompasses a body of knowledge and skills pertinent to that discipline.
 - A discipline has its theoreticians and its practitioners.
- Can curriculum be considered as a discipline?

- The field of curriculum has its set of principles
 - In curriculum planning, principles such as educational philosophy, curriculum goals and learning objectives are applied in developing programs
 - In curriculum design, the principles of scope, sequence and balance are used in the organization of content to be taught.
- The field of curriculum has its own body of knowledge and skills
- Much of it drawn from other disciplines
 - In the selection of content, curriculum has relied on the principles, knowledge and skills from psychology, philosophy and sociology.
 - In the organization of content, curriculum has drawn from the fields of management and organizational theory.
 - In the implementation of curriculum, various ideas from systems theory, organizational behavior and communication theory have been used to enhance effectiveness.
- The field of curriculum has its list of theoreticians and practitioners
- They include curriculum planners, professors of curriculum, curriculum developers and so forth who are termed as curriculum specialists.
- The specialist:
 - Is well-informed about how students learn, how teachers react to change and obstacles to improvement.
 - Generates new knowledge by recombining existing programs, adapting approaches and constructing new curriculum.



1.2. Foundations of Curriculum

Curriculum foundations may be defined as those basic forces that influence and shape the minds of curriculum developers and hence the content and structure of the subsequent curriculum. The literature in the area of curriculum generally distinguishes five categories of sources of curriculum foundations- namely philosophical foundation,

Psychological Foundation, Sociological foundation, Science and Technology foundation, and Historical foundation. The three sources of curriculum foundations constitute together the principal areas of influence on curriculum developers in their consideration of curriculum. These influences affect developers' ways of thinking about curricula and, in the process, produce conception of curricula. At some later time developers express these conceptions, both explicitly and implicitly, when devising curricula.

Let us now examine these curriculum foundations in a little more depth to provide some sense of perspective to the influence of each foundation up on the process of curriculum development.

1. Philosophical Foundation



Philosophy and philosophical assumptions are basic to all curriculum foundations as they are concerned with making sense of what we encounter in our lives. How curriculum developers and implementers perceive the world, and hence education, may be determined by posing the following three philosophical questions. These are:

What are real? Ontology: the inquiry into what is real as opposed to what is appearance, either conceived as that which the methods of science presuppose, or that with which the methods of science are concerned; the inquiry into the first principles of nature; the study of the most fundamental generalizations as to what exists.

What is good? Axiology: the inquiry into the nature, criteria, and metaphysical status of value.

Although the term "axiology" is not widely used outside of philosophy, the problems of axiology include (1) how values are experienced, (2) the kinds of value, (3) the standards of value, and (4) in what sense values can be said to exist. Axiology then is the subject area which tries to answer problems like these:

How are values related to interest, desire, will, experience, and means-to-end?

How do different kinds of value interrelate?

Can the distinction between intrinsic and instrumental values be maintained?

Are values ultimately rationally or objectively based?

What is the difference between a matter of fact and a matter of value?

There are two main subdivisions of axiology: ethics and aesthetics. Ethics involves the theoretical study of the moral valuation of human action not just concerned with the study of principles of conduct. Aesthetics involves the conceptual problems associated with describing the relationships among our feelings and senses with respect to the experience of art and nature.

What is true? Epistemology: the inquiry into what knowledge is, what can be known, and what lies beyond our understanding; the investigation into the origin, structure, methods, and validity of justification and knowledge; the study of the interrelation of reason, truth, and experience.

Individuals will perceive and answer these questions in different ways and hence individual philosophies emerge. In turn, differing philosophies will affect how individuals perceive and relate to the curriculum.

Educational Philosophies



Within the epistemological frame that focuses on the nature of knowledge and how we come to know there are four major educational philosophies, each related to one or more of the general or world philosophies. These educational philosophical approaches are currently used in classrooms all over the world. They are Perennialism, Essentialism, Progressivism, and Reconstructionism. These educational philosophies focus heavily on WHAT we should teach the curriculum aspect.

Perennialism

For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization. These ideas have the potential for solving problems in any era. The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change. Teaching these unchanging principles is critical. Humans are rational beings, and their minds need to be developed. Thus, cultivation of the intellect is the highest priority in a worthwhile education. The demanding curriculum focuses on attaining cultural literacy, stressing students' growth in enduring disciplines. The higher accomplishments of humankind are emphasized in the great works of literature and art, the laws or principles of science.

Essentialism

Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis in this conservative perspective is on intellectual and moral standards that schools should teach. The core of the curriculum is essential knowledge and skills and academic rigor. Although this educational philosophy is similar in some ways to Perennialism, Essentialists accept the idea that this core curriculum may change. Schooling should be practical, preparing students to become valuable members of society. It should focus on facts-the objective reality out there--and "the basics," training students to read, write, speak, and compute clearly and logically. Schools should not try to set or influence policies. Students should be taught hard work, respect for authority, and discipline. Teachers are to help students keep their non-productive instincts in check, such as aggression or mindlessness. This approach was in reaction to Progressivism approaches prevalent in the 1920s and 1930s.

Progressivism

Progressivists believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world. It is active, not passive. The learners are a problem solvers and thinkers who make meaning through their individual experience in the physical and cultural context. Effective teachers provide experiences so that students can learn by doing. Curriculum content is derived from student interests and questions. The scientific method is used by progressivist educators so that students can study matter and events systematically and first hand. The emphasis is on process-how one comes to know. The Progressive education philosophy was established in America from the mid 1920s through the mid 1950s. John Dewey was its foremost proponent. One of his tenets was that the school should improve the way of life of our citizens through experiencing freedom and democracy in schools. Shared decision making, planning of teachers with students, student-selected topics are all aspects of progressivism. Books are tools, rather than authority.

Reconstruction / Critical Theory

Social Reconstructionism is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy. Reconstructionist educators

focus on a curriculum that highlights social reform as the aim of education. Critical theorists, like social reconstructionists, believe that systems must be changed to overcome oppression and improve human conditions.

For social reconstructionists and critical theorists, curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality. Strategies for dealing with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the focus. Community-based learning and bringing the world into the classroom are also strategies.

Information Processing

Information processing theorists focus on the mind and how it works to explain how learning occurs. The focus is on the processing of a relatively fixed body of knowledge and how it is attended to, received in the mind, processed, stored, and retrieved from memory. This model is derived from analogies between how the brain works and computer processing. Information processing theorists focus on the individual rather than the social aspects of thinking and learning. The mind is a symbolic processor that stores information in schema or hierarchically arranged structures.

Rationalism

Rationalism view reason as the chief source and test of knowledge or any view appealing to reason as a source of knowledge or justification. More formally, rationalism is defined as a methodology or a theory in which the criterion of the truth is not sensory but intellectual and deductive. Rationalists believe reality has an intrinsically logical structure. Because of this, rationalists argue that certain truths exist and that the intellect can directly grasp these truths. That is to say, rationalists assert that certain rational principles exist in logic, mathematics, ethics, and metaphysics that are so fundamentally true that denying them causes one to fall into contradiction. Rationalists have such a high confidence in reason that proof and physical evidence are unnecessary to ascertain truth – in other words, "there are significant ways in which our concepts and knowledge are gained independently of sense experience".

The Rationalists have claimed that the ultimate starting point for all knowledge is not the senses but reason. They maintain that without prior categories and principles supplied by reason, we couldn't organize and interpret our sense experience in any way. Rationalists

argue that there is innate knowledge; they differ in that they choose different objects of innate knowledge. Rationalists see the curriculum as subject matter of symbol and idea.

Empiricism

Empiricism is a theory which states that knowledge comes only or primarily from sensory experience. One of several views of epistemology, the study of human knowledge, along with rationalism and skepticism, empiricism emphasizes the role of experience and evidence, especially sensory experience, in the formation of ideas, over the notion of innate ideas or traditions. Empiricists may argue however that traditions (or customs) arise due to relations of previous sense experiences.

Empiricism in the philosophy of science emphasizes evidence, especially as discovered in experiments. It is a fundamental part of the scientific method that all hypothesis and theories must be tested against observations of the natural world rather than resting solely on priori reasoning, intuition, or revelation.

Empiricism, often used by natural scientists, asserts that "knowledge is based on experience" and that "knowledge is tentative and probabilistic, subject to continued revision and falsification." One of the epistemological tenets is that sensory experience creates knowledge. The scientific method, including experiments and validated measurement tools, guides empirical research. The Empiricists believe that there is no such thing as innate knowledge, and that instead knowledge is derived from experience (either sensed via the five senses or reasoned via the brain or mind). Empiricists view the curriculum as a subject matter of the physical world.

Both empiricists and rationalists view the learner as recipient of information. However, for rationalists, the teacher is source of ideas, facts and information whereas for the empiricists the teacher is the demonstrator of process. The method of teaching for rationalists is more of drilling, lecturing and subject-based. For the empiricists, the method of teaching is lecturing too and more teacher-centered.

Behaviorism

Behaviorist theorists believe that behavior is shaped deliberately by forces in the environment and that the type of person and actions desired can be the product of design. In other words, behavior is determined by others, rather than by our own free will. By carefully shaping

desirable behavior, morality and information is learned. Learners will acquire and remember responses that lead to satisfying aftereffects. Repetition of a meaningful connection results in learning. If the student is ready for the connection, learning is enhanced; if not, learning is inhibited. Motivation to learn is the satisfying aftereffect, or reinforcement.

Behaviorism is linked with empiricism, which stresses scientific information and observation, rather than subjective or metaphysical realities. Behaviorists search for laws that govern human behavior, like scientists who look for patterns in empirical events. Change in behavior must be observable; internal thought processes are not considered.

Constructivism

Constructivists believe that the learner actively constructs his or her own understandings of reality through interaction with objects, events, and people in the environment, and reflecting on these interactions. Early perceptual psychologists (Gestalt psychology) focused on the making of wholes from bits and pieces of objects and events in the world, believing that meaning was the construction in the brain of patterns from these pieces.

For learning to occur, an event, object, or experience must conflict with what the learner already knows. Therefore, the learner's previous experiences determine what can be learned. Motivation to learn is experiencing conflict with what one knows, which causes an imbalance, which triggers a quest to restore the equilibrium.



Activity 4

1. Discuss in-group how philosophical sources can contribute to the development of curriculum.
2. Discover concrete examples that indicate philosophical foundation in the textbooks from secondary school subjects.
3. Which philosophy is currently dominant in Ethiopia education system? And discuss your justification in a brief manner.

2. Sociological Foundation



It is hardly surprising that society and culture exert enormous influences on the formation of the school curriculum. After all as it was society that devised schooling to ensure the survival of the cultural heritage, we would expect to see an extensive

influence of society and culture upon curriculum in schools. Curriculum developers serve the function of translating traditional assumptions, ideas, values, knowledge and attitudes into curriculum objectives, content, learning activities and evaluation of these curriculum elements, sociological sources have their greatest impact on content. In acting this way curriculum developers both transmit and reflect the culture of which they are part. Thus, it is not possible to talk about a culture free curriculum. Rather, one should consider a curriculum as a situation where judgments are made as to what aspects of culture are to be included and why.

Consequently, when developers devise curricula, the cultural background of those developers will become evident in the content they select, the methods they include, the objectives they set and so forth. Society and culture influence curriculum developers simply because they are members of a particular society. When the process of curriculum development takes place, the cultural traits within developers influence the very selection of objectives, contents, methods and evaluations that constitute the curriculum they are devising. Alternatively, curriculum developers may be well aware of societal and cultural influences and have the deliberate intention in mind of reproducing aspects of that culture in the curriculum. The issue then becomes whether the curriculum should mirror society or it should become a tool for change.

Above all, curriculum developers, whether at systematic, local or school level within educational enterprise, should not forget that they are a product of their culture and that every decision that they make will be culturally related.



Self Test

1. Why we need to take sociology as one foundation of curriculum development?
2. How does culture play a role in curriculum development process? Discuss it in group and prepare a report for the class.
3. Can we have culture free curriculum? Discuss the issue in group and produce a report to be submitted for your teacher.

3. Psychological Foundation



The contribution of psychological sources to the foundation of curriculum is significant and growing. Curriculum, therefore, can draw upon psychology,

particularly educational objectives, student characteristics, learning processes, teaching methods and evaluation procedures.

The study of psychology does not, at least for the moment, provide a source for content in a secondary school curriculum. The curriculum workers' opportunities to master the psychological field are limited, but they definitely need to have general understanding based on psychological theory and research.

Mental Discipline and Curriculum

Mental discipline is a theory of learning, which was also known as faculty psychology. According to this theory, the mind was made up of series of faculties, each of which was related to a particular function or ability of the mind. This discipline was the prevailing theory during the long period when rote memory was the primary learning process. Curriculum content was often chosen on the basis of how well it would discipline and exercise the mind, rather than because of its value in the life of the student. The curriculum designed to meet the needs of the philosophy, which supported the mental discipline theory of learning, was often composed of subjects such as foreign languages and mathematics.

Connectionism and Curriculum

Connectionism is a theory of learning based on the connection of the various elements of the nervous system in causing behavior. The curriculum dictated by connectionism has a great deal of drill and repetition in it.

Behaviorism and Curriculum

Behaviorism developed along strictly scientific lines that are behavior was dealt with and explained in terms of observable reactions. The curriculum implied by behaviorism differs little from that for connectionism. Drill remained a prominent method of teaching but experiences selected here so as to produce conditioned responses.

Gestalt Theory and Curriculum

The greatest contribution of the gestalt theorists was in the area of perception. Gestalt theory leads to the development of a curriculum that offers the learner an opportunity to discover processes and relationships. Emphasis is placed upon perceiving a whole in order to

understand the importance of a specific Generalities and principles are emphasized in preference to isolated facts and meaningless drill.

4. Historical Foundation



Study of the history of the country, locality and the school system of the country is important while the curriculum planning is in progress. This helps the curriculum to be based on the socio-cultural and politico-economic development of the country. Curriculum is created by people based on the circumstances and beliefs during that period of time. The curriculum is reflective of the political ideologies, economic systems, religious convictions and conceptions of knowledge at a particular point in time.

5. Scientific and Technological Foundation



Science and technology make things obsolete in a short period of time and it demands a high level of efficiency from citizen as a must in every field. The innovations, mechanics, mere benefits, etc are results of science and technology, environmental pollution, degradation of resource, deterioration of human values, the dissolving of religious sanctions, restructuring of political democracy, specializations, psychological witness, etc are the negative results of science and technological developments. The implications of these to curriculum planning are that:

- The need for the inclusion of many things to be learned and culture to be transmitted
- Updating the curriculum to satisfy the increasing demand of skilled manpower
- The unlimited demands for intercultural exchange
- Securing knowledge about what is going on around the world and making it part of once life.

Activity 5



Discuss the relationship between curriculum development and the different philosophies and present your understanding to your group members.

Teachers Role and the Major Curriculum Views

Most governments invest heavily in education as a proportion of their total budget since they tend to see the educational process as a primary means of producing the sort of intelligent and

skilled workforce required to operate in this changing environment at all levels of the economy. And formal education is led by well designed curriculum which is expected to be implemented by teachers. Therefore, curriculum and teachers have strong relationship. The role of the teacher in relation to curriculum could be explained as follows:

1. Work as an instructional designer:

Teachers may have focused on the learners' developmental, emotional and affective needs in their teaching. They may have focused on learner critical thinking, problem-solving and collaborative skills. So can you identify yourself in one or more of the scenarios described above? Research identified that teachers well-designed learning activities that foster language use in authentic and real life settings, can support learner's needs and facilitate deep learning.

2. Work as an intercultural practitioner (primarily for language and culture teachers): it is helpful for teachers to ask what culture is, how we detect the nuanced cultural difference in teaching, and how we lead students cross the boundaries of difference cultures. The role of teachers, as an intercultural practitioner, is first to analyze a culture, its concepts and keywords, and then to introduce and explain them to learners by way of paraphrase or presenting the affective behavior within a situation-oriented approach, and finally to step back and let learners discover and interpret the meanings for themselves. (It is at this point that learners may show their positive or negative feelings.) Teachers are now in a position to observe the extent of learners' understanding and agreement, and so may lead learners into an analytical comparison of the two cultures.

3. Work with their colleagues to adapt the curricular standards to their own teaching: There are multiple standards for curriculum all over the world. How do we work effectively under the mandated curriculum standards and test system? Researchers found that there are two ways helpful for a teacher's professional development under the mandated curriculum standards and testing system: 1) careful study of the curriculum materials that were authoritatively, specifically, and consistently structured; 2) and continuous and substantial participation in the collaborative observations, discussions, and reflections on each other's lesson development, teaching, and lesson debriefing in schools.

4. Work as an effective room manager: Classroom management is not separated from academic curriculum. A successfully designed and implemented curriculum cannot do without effective classroom management strategies. Chinese researchers suggested teachers

set explicit rules, give punishment and award appropriately, give students some control in a limited range, set up teacher's authority via respect, develop mutual trust and positive relationships with students, and communicate with the parents. You can find more resources on Gaining Ground and appropriate these resources for your own use in the room management.

5. Work with parents and community in designing your schoolwork and homework: classroom is not the only place that curriculum should be learn and mature to become adults. So the schoolwork needs to be connected to what students can learn at home and make their learning an integrated and consolidated daily experience. In that sense, homework needs to be considered in our curricular design. And the parents' involvement is vital for this process. Teachers need work with parents and make use of varied and meaningful homework to help students engage in goal-directed learning.

Here are some examples of how to involve parents in schoolwork and homework:

1. Objectives: explains the learning goals of the activity, if this is not clear from the title or letter.
2. Prewriting: gives the student space to plan a letter, essay, story, or poem by outlining, brainstorming, listing, designing nets and webs, or by using other planning strategies.
3. First draft: gives the student space to write and edit. A student who needs more space may add paper. Some teachers ask the student to write a final copy on other paper at home or at school.
4. Interactions: guides the student to conduct a family survey or interview, talk with a family partner about ideas or memories, read work aloud for reactions, edit work, practice a speech, or conduct other interactions. Other assignments include exchanges focused on grammar, vocabulary, reading, and other language arts skills.

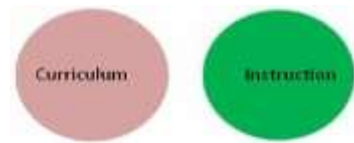
The Need and Purposes of Curriculum Knowledge and the Teacher



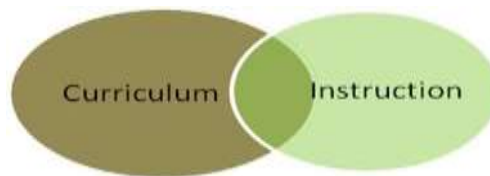
The knowledge of curriculum is important to make educational discussions and decisions at different levels. Decision makers, officials and teachers need to know and share experiences in order to provide quality, equity and relevant education for all.

There is a strong relationship between curriculum and instruction. This relationship between curriculum and instruction could be explained in the following four different models.

Dualistic Model: This model views the relationship between curriculum and instruction as two independent entities with very minor interaction.



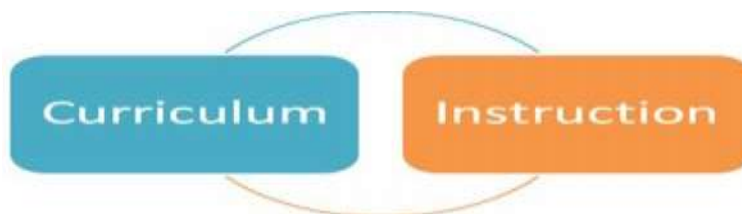
Inter-locking Model: View the relationship between curriculum and instruction as highly intertwined.



Concentric Model: This model considers curriculum and instruction as system and sub-system interchangeably.



Cyclical Model: this model considered the relationship between curriculum and instruction as interdependent having significant impacts on each other.



Therefore, curriculum and instruction are related, interlocked and interdependent, which of course can be studied and analyzed as separate entities. However, they cannot function in

mutual isolation. Therefore, teachers' knowledge on curriculum will help them to implement the curriculum on the actual ground effectively.



Activity 6

Discuss how society and culture influence curriculum development

As foundations of curriculum, list the major differences among philosophical, sociological and psychological sources?

Find out evidences that represent psychological foundation and sociological foundations from primary school subjects. In the case of sociological foundation, please, check that the textbooks contain diversified cultures from the nations and nationalities of Ethiopia.

Summary

The term curriculum is defined in several ways since there is no a generally agreed definition. The three generally distinguished categories of sources for curriculum foundations are philosophical sources, sociological sources and psychological sources. How curriculum developers perceive the world and education may be determined by the philosophical questions such as what is real? What is good? And what is true? Moreover, the societal and cultural influences can affect curriculum developers.

There is a significant contribution of psychological sources to the foundation of curriculum. There is a strong teacher-curriculum relationship. Teachers can play a great role on the curriculum being implementers, adopters, developers, researchers and evaluators where as curriculum serves as the major source of valuable information for the teacher concerning the overall purposes, objectives of instruction, contents, patterns of organization, methods, techniques and strategies of instruction, etc.



Self-test Exercise

I. Fill in the following blank spaces with the most appropriate words or phrases

1. The immediate sources for Curriculum objectives are_____.

2. The objective screening device that attempts to analyze learner's characteristics is known as_____.
3. The process of putting the contents of a subject based on ranks is said to be_____.
4. The type of curriculum recommended by the rationalist theory is called_____.
5. The criterion for the formulation of curriculum objectives that denotes having the same meaning to different readers is called_____.

II. Choose the best answer from the given alternatives and circle the letter of your choice

1. Which one of the following highly reflects the relative emphasis on intended objectives?

A. integration B. utility C. learnability D. compatibility

2. The major foundation of curriculum development that reflects highly the role of technology is_____. A. psychological B. sociological C. philosophical D. historical

General Approaches/ Methods/ Strategies

- Gapped Lecture, small group discussion and questioning and answering methods shall be employed.
- Reading assignment shall be given at the end of each period.

Facilitator's activities

- Presenting the lesson and giving the highlights
- Preparing questions for questioning and answering sessions
- Organizing students for group discussion with clear instructions
- Making students present their discussion results
- Giving feedback and further explanation
- Giving reading assignment and relevant tasks for the next session.

Learners' Activities

- Attend to the teacher's lesson introduction (revision, topic orientation, objectives stated or questions to be answered later) and take notes on the lesson treated.
- Participate actively in the small group discussions and presentations
- Present their discussion results in front of the class, etc.
- Keep records on the announcements related to assignments.

Assessment Strategies and Techniques

- Continuous assessment shall be used to assess the participation of students and their performance results.
- Students' reading assignment and small group discussion and presentations shall be collected and be given values.
- A quiz shall be given to check students' level of performance and teachers' methods of presentation.

Instructional Resources (Materials & Equipment)

- Markers and flipcharts, scotch tapes
- LCD and laptop
- Module/selected reading books, articles, etc

Reading Materials

Derbessa Dufera 2004. Fundamentals of Curriculum Development: Addis Ababa Printing Press, Addis Ababa University.

St. Mary's College 2005. Curriculum Studies Module, (Handbook for Distance Material). Addis Ababa, unpublished.

Taba, H. 1962. Curriculum Development: Theory and Practice. New York: Harcourt Brace Jovanovich, Inc.

Tyler, R. 1949. Principles of Curriculum and Instruction. Chicago: Chicago University Press

Wiles, J. and Bondi, J. 2002. Curriculum Development: A Guide to Practice. New Jersey.

Unit-Two: Curriculum Development and the Planning Process

Introduction



Dear learner, you have learnt about the diversified definitions of the word curriculum in the first section. This section deals with the concept curriculum development and design, the three major curriculum development models, curriculum organization, selection of contents and learning experiences using different criteria.



Learning outcomes:

After successful study of this unit, you will be able to:

- Define the concepts curriculum development and design
- Explain major qualities of curriculum design
- Identify the six major principles of effective curriculum design
- Elaborate the major curriculum development models
- Outline the major criteria used to select curriculum contents
- Explain the major elements used to organize curriculum contents and learning experiences
- Develop curriculum evaluation skills
- Provide Comments on the different curriculum development models.

Meaning of Curriculum Development and Design

Curriculum Development

Curriculum development describes the process of curriculum-making. It can also be articulated as a series of steps, such as: define educational purposes; selection of contents and learning experiences; organizing of contents and learning experiences; construct activities/experiences that can meet these purposes; organize activities/experiences and Evaluate whether the educational purposes have been met or not.

There are many models for curriculum development. Generally, as a process, curriculum development is concerned with reviewing, planning, developing, implementing and maintaining curriculum while ensuring that the stakeholders engaged in this process have a high level of commitment to and ownership of the curriculum. In formulating policy, the challenge lies in the discourse on the form, content, aims and goals of curriculum, often referred to as curriculum orientations (Eisner & Vallance, 1974, as cited in Joseph, 2011). These curriculum orientations have a profound impact on roles of stakeholders, parents, educators and students as they relate to vision and practice, decision making, curriculum planning, development, implementation and evaluation. These orientations or “cultures” of curriculum, in turn, have an impact on the curriculum development process (Joseph, 2011).

Curriculum Design

Taba (1962) define curriculum design as a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate. A design, of course, needs to be supported with and to make explicit a curriculum theory which establishes the source to consider and the principles to apply.

When curriculum are planned those who construct the curriculum may place different emphases on these component parts of the curriculum. Usually more emphasis is placed on the subject matter. Designs also deals with Horizontal and Vertical Organization of the curriculum component parts. Whereas horizontal organization deals with scope and integration: side-by-side arrangement of activities; vertical organization deals with sequence and continuity: longitudinal placement of activities.

Summary of the Six Principles of Effective Curriculum Design

- 1. Big Ideas:** Limit the number of new concepts introduced in a lesson, and focus first on the most basic concepts before advancing to the more complex concepts. Be sure that students understand one concept before introducing the second. For example, reserve teaching synonyms until students are firm on the basic concept. The concepts of comparatives and superlatives should be withheld until the basic concepts are clearly established. When introducing comparatives and superlatives, introduce comparatives first; then, after students consistently use comparatives, introduce superlatives.

2. **Conspicuous Strategies:** Use clear models to teach basic concepts. Use simple language.
3. **Mediated Scaffolding:** Limit the number of concepts introduced, and separate those that are likely to be confused. To reduce the language demands, refrain from introducing two new and unfamiliar labels in one day. It is also important to provide sufficient guided practice for the group before progressing to individual turns.
4. **Strategic Integration:** When the basic concepts are reliably known by learners, introduce comparative and superlative concepts strategically to build higher-order skills. Higher-order skills will not be useful or reliable if the basic concepts are not firm.
5. **Judicious Review:** To really "know" a concept, students must use it frequently and in a variety of concepts. Lessons following the initial lesson should apply new concepts to build up the students' ability to remember and recall the concepts.
6. **Primed Background Knowledge:** A frequent limitation of early language programs is using language that learners may not understand. If the objective of the lesson is to introduce the concept big and little, then directions that tell children we will "compare" objects may not be meaningful. Examine the instructional language carefully to determine whether it will need to be simplified. It is also important to ensure that students have the prerequisite knowledge before using that knowledge in more complex contexts.

Attributes of Curriculum Design

If designing curricula is like designing any object, process, or system in important respects, it follows that it has these attributes:

Curriculum design is purposeful. It is not just to "have" a course of study. Its grand purpose is to improve student learning, but it may have other purposes as well. Whether the purposes are in harmony or in conflict, explicit or implied, immediate or long-range, political or technical, curriculum designers do well to be as clear as possible about what the real purposes are, so that they can respond accordingly.

Curriculum design is deliberate. To be effective, curriculum design must be a conscious planning effort. It is not casual, nor is it the sum total of lots of different changes being made in the curriculum over weeks, months, and years. It involves using an explicit process that identifies clearly what will be done, by whom, and when.

Curriculum design is creative. Curriculum design is not a neatly defined procedure that can be pursued in a rigorous series of steps. At every stage of curriculum design there are opportunities for innovative thinking, novel concepts, and invention to be introduced. Good curriculum design is at once systematic and creative—feet-on-the ground and head-in-the-clouds.

Curriculum design operates on many levels. Design decisions at one level must be compatible with those at the other levels. A middle-school curriculum design that is incompatible with the elementary- and high-school designs will almost certainly result in a defective K-12 curriculum, no matter how good each part is on its own. By the same token, the middle-school curriculum itself cannot be effective as a whole unless the designs of its grades are in harmony.

Curriculum design requires compromises. The challenge is to come up with a curriculum that works well—perfection is not its aim. In developing a design that meets complex specifications, trade-offs inevitably have to be made among benefits, costs, constraints, and risks. No matter how systematic the planning or how inventive the thinking, curriculum designs always end up not being everything that everyone would want.

Curriculum designs can fail. There are many ways in which curriculum designs can fail to operate successfully. A design can fail because one or more of its components fail or because the components do not work well together. Or, the people who have to carry it out may reject the design because they misunderstand it or find it distasteful. In most cases, however, curriculum designs are neither wholly satisfactory nor abject failures. Indeed, a key element in curriculum design is to provide for continuous correction and improvement, both during the design process and afterward.

Curriculum design has stages. Curriculum design is a systematic way of going about planning instruction, even though it does not consist of some inflexible set of steps to be

followed in strict order. Curriculum decisions made at one stage are not independent of decisions made at other stages, and so the curriculum-design process tends to be iterative, various stages being returned to for reconsideration and possible modification. But recognizing the different tasks and problems at each stage is important in making the process work. The stages, which are considered in turn in the rest of this chapter, are establishing curriculum-design specifications; conceptualizing a curriculum design; developing a curriculum design; and refining a curriculum design.



Self Test

1. Why do curriculum experts need to have different steps in curriculum design process?
2. Make an interview with secondary schools teachers concerning the seven attributes while designing a curriculum and come with your own reflection.

Curriculum Development Models

The Objective Model



The objective model is also known as rational, classical models. Its root is the behavioral psychology. This approach to the curriculum process emphasize the fixed sequence of curriculum elements, beginning with objectives and following a sequential pattern from objectives to content, method and finally evaluation. In this pattern, objectives serve as a basis for devising subsequent elements, with evaluation indicating the degree of achievement of those objectives. The two principal proponents of rational/objectives models are Ralph Tyler and Hilda Taba.

Tyler's Model

Tyler argued that to develop any curriculum, one had to pose the following four fundamental questions. These four questions represented the major tasks and issues to be dealt with in the process of curriculum development. These questions are:-

What educational purpose that schools seek to attain? (Objectives).

What educational experiences can be provided that are likely to attain these objectives? (Instructional strategies and content)

How can these educational experiences be organized effectively? (Organizing curriculum experiences) these

How can we determine whether purposes are being attained? (Assessment and Evaluation)

Sometimes referred to as the father of the curriculum movement, Tyler sought to instill in developers of curricula a more logical, systematic, meaningful approach to their task. His work is now understood by many curriculum writers as a foundation for the objective model though it is considered as rigid in its nature. However, over time much of his work has been misinterpreted, treated superficially and even ignored. Tyler describes and analyses sources of objectives that come from learners, studies of contemporary life, academic subjects, philosophy and the psychology of learning. Certainly, Tyler has had significant effect upon curriculum developers and writers for the past decades.

In general, Tyler has viewed curriculum planning as a four step process. These are:-

Step 1: Formulation of objectives

Step 2: Selection of contents and learning experiences

Step 3: Organization of contents and learning experiences

Step 4: Evaluation

According to Tyler, the identification and defining of objectives is crucially important in developing an educational program for learning. To him, objective is given greater emphasis and should be made the first area of concern for curriculum development and that is why the Tyler model is referred to as objective model. He defines objectives as an intended result of learning outcomes. In the formulation of objectives, Tyler suggests three important sources of information. These are:

Study of the learners: According to Tyler, before the formulation of educational objectives, the needs, interests and background of the learners should be carefully investigated. Based on the investigation, what the learners lack or do not have are made to be part of the educational objectives.

study of the contemporary life: Tyler recommends that major activities of the world of work, significant problems, demands and trends of the society need to be systematically studied and incorporated in the objectives of Tyler's Model

of the school curriculum.

suggestions from subject matter specialists: Since subject specialists are experts or professionals, their suggestions could be utilized in the formulation of objectives.

Tyler suggests that the list of statements of objectives on the bases of the above three sources need further screening. In this regard, he forwards two screening devices and these are the philosophical screening and psychological screening.

Philosophical screening helps to select the objectives in terms of what is good and valuable to learn. Whereas, psychological screening helps to select objectives that are appropriate in terms of the nature and process of learning and in relation to the needs and maturity levels of the learners. Many authors agree that Tyler's model is simplified and linear. However, this model served as the starting point for other models.

Taba's Model:

In her book entitled Curriculum Development: Theory and Practice (1962), Taba outlined her approach to the process of curriculum development. In this work, she modified Tyler's basic model to become more representative of curriculum development in schools. While it is linear in approach, Taba argued for more information input at each stage of the curriculum process.

In particular, she suggested a dual consideration of content (logical organization of the curriculum) and the individual learner (Psychological organization of the curriculum). To emphasize her point, Taba claimed that all curricula are composed of fundamental elements. A curriculum usually contains some selection and organization of content: it either implies or manifests certain patterns of learning and teaching. Finally, it includes a program of evaluation of the outcomes. Therefore, Hilda Taba proposed a seven steps approach to the process of curriculum design and development in 1962. The model proposed by her gives priority to the needs of the students and the procedure of curriculum development begins with the diagnosis of needs.

The orders (steps) as Taba perceives it are:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Evaluation (Determination of what to evaluate and ways and means of doing it.)

The procedure of curriculum development proposed by Taba is basically the same as the Tyler's model except some difference like the following.

- Taba included diagnosis of needs
- She treated contents and learning experiences separately in terms of both the selection and organization.
- Taba also capitalizes the interdependence and interrelatedness of the various elements involved in the development of curriculum.
- Taba stressed the relationship among the factors of the model in contents and learning experiences. In general, she included in her model the fundamental elements of curriculum such as: objectives, contents, learning experiences, organization and evaluation. Tyler's influence is also clearly seen in a diagram model offered by D. H. Wheeler.

Wheeler's Model:

This model had five basic stages as follows. Basically, Wheeler used the fundamental elements of the curriculum processes as suggested by Tyler. But, Wheeler considered Tyler's approach is linear and argues that curriculum development is a continuous process. Thus, the activities involved in the planning need to be interrelated in a continuous and cyclical form.

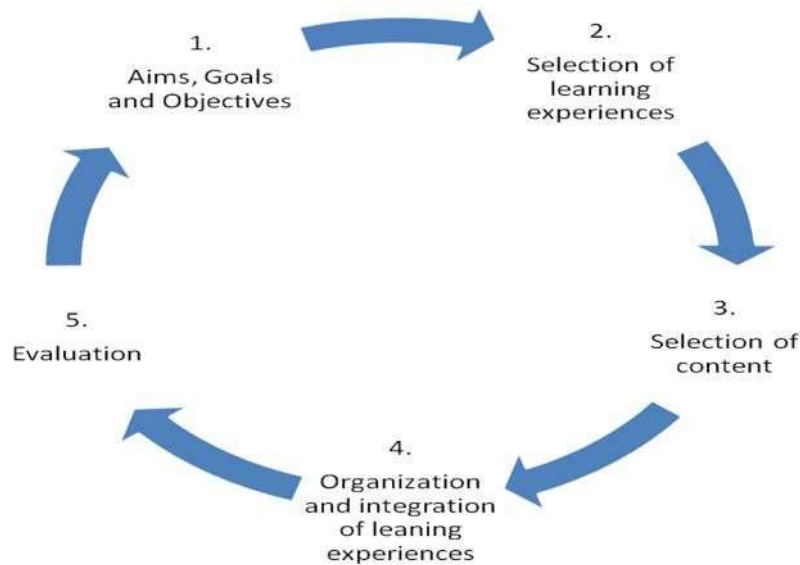


Fig. 1.6 Wheeler's Model



According to Wheeler, the process of curriculum development begins with the treatment of objectives at various levels. The treatment begins with the aims from which intermediate goals are derived. Wheeler goes to state that further specific behavioral outcomes are defined to be attained at a shorter period including at a specific instructional level.

The Process Model:

It was developed by Lawrence Stenhouse. He argues that, a process model is more appropriate than an objective model in areas of the curriculum which center on knowledge and understanding. The root of this model is in philosophy of education. Stenhouse believes that it is possible to design curricula rationally by specifying content and principles of procedures rather than by pre-specifying the anticipated outcomes in terms of objectives. The justification for choosing such content rests not on the pupil behavior to which it gives rise, but on the degree to which it reflects the field of knowledge. In this design the process is specified; that is, the content studies, the methods employed and the criteria inherent in the activity. The end product produced by pupils is not specified before hand in terms of behavior but can be evaluated after the event by the criteria built in to the art form. In this model behavioral objectives are absent. In the place of objectives, the emphasis is on defining acceptance of procedure for dealing with such issues.

It is concerned with teaching content. It does not presuppose a linear treatment of its component, it is sensitive to differences in subject matter and it assumes the autonomy of the individual teacher. However, the process model is still concerned with ends, though admittedly not behavioral in character, and that is emphasis on content and principles of procedure tends to obscure this necessary feature of curriculum planning. There are a number of practical objections to it, the most important being the difficulties associated with assessing pupils work and the problem of teacher competence, since the model assumes that teachers will be refining and deepening their understanding and judgment of the concepts, principles and criteria inherent in their subjects. Stenhouse admits that a process model is far more demanding on teachers and thus far more difficult to implement in practice, but it offers a higher degree of personal and professional development.

The Situational Model:

This model has its roots in cultural analysis as developed by Shilbeck. The model puts curriculum design and development firmly within a cultural framework and it views such design as a way in which teachers modify and transform pupils' experience through providing insights into cultural values, interpretative frameworks and symbolic systems. This model is based on the assumption that the focus for curriculum development must be the individual teachers; that school-based curriculum development is the most effective way of promoting genuine change at a school level. Curriculum experts will go to individual school and work with the teachers to develop the curriculum to improve the teaching of a subject. According to Shilbeck the model has five major components. These components are:

Situational Analysis: This involves a review of the situation and an analysis of the interacting elements constituting it. External factors that to be considered are broad social changes including: ideological shifts, parental and community expectations, the changing nature of subject disciplines, and the potential contribution of teacher support systems such as colleges and universities.

The internal factors include: pupils and their tributes, teachers and their knowledge, skills, interests, etc..., school ethos and political structure, materials resources and felt problems.

Goal Formulation: with the statement of goals embracing teacher and pupil activities (though not necessarily expressed in behavioral terms). Such goals are derived from the situational

analysis only in the sense that they represent decisions to modify that situation in certain respects.

Program Building: this comprises the selection of subject matter for learning, the sequencing of teaching, learning episodes, the development of staff and the choice of appropriate supplementary materials and media.

Interpretation and Implementation: where practical problems involved in the introduction of a modified curriculum are anticipated and then hopefully overcome as the installation proceeds.

Monitoring, Assessment, feedback and reconstruction: Which involves a much wider concept of evaluation than determining to what extent a curriculum meets its objectives.

Shilbeck's situational analysis model is not an alternative to the other two. It is a more comprehensive framework which can encompass either the process model or the objectives model, depending on which aspects of the curriculum are being designed. This model is flexible, adaptable and open to interpretation in the light of changing circumstances. The model outlined does not presuppose a means-end analysis at all; it simply encourages teams or groups of curriculum developers to take into account different elements and aspects of the curriculum development process, to see the process as an organic whole, and to work in a moderately systematic way. The curriculum models in general are prescriptive in that they recommend how the activities of curriculum design are to be conducted.



Activity 7: Discuss the major difference among the objective model, the process and situational models.

- Discuss in group how these models can be used in the practical aspect of curriculum development.
- Identify the strengths and weakness of the objective, process and situational models.

Selection of Contents and Learning Experiences

Contents:

Contents or subjects matters are facts, principles, formulas, theories, etc which are selected from the accumulated knowledge of the society and it is only part of the total culture of the society. Contents are not an end for themselves, but they are a means to the end.

Learning Experiences:

Learning experiences are the interactions of the learners with their environment in their effort to acquire the contents with purposeful support of the teacher. They are mental operations and exercises of the learners that would enable them to develop the desired learning outcomes; that is the changes of behaviors expected at the end of the various levels of instruction. Learning experiences include the different techniques, strategies and methods that are used for the purpose of teaching and learning.

- Learning experiences are the activities the learners' exercise and develop in order to meet the expected changes of behaviors by way of acquiring the contents.

Selection of Curriculum Contents and Learning Experiences

Since contents are the vehicles or means through which objectives are attended, they have to be given due consideration at the time of selection. If irrelevant or inappropriate contents and learning experiences are selected, then the students' time will be wasted and the intended learning outcomes will not be attained. That is, the selection of contents and learning experiences is as important as that of the formulation of objectives.



Activity 8: Before you study the following topic, try to define the term content by using your own words. Please discuss with your friends to develop your understanding on the content.

- What is the difference between subject knowledge approach and process approach? Discuss.

Components of Curriculum Experiences



The components of curriculum experiences are contents and learning experiences.

Contents: 'Content' is equated directly with 'knowledge'. Many educators believe that content consists only of the facts, concepts and generalization, or the knowledge related to a particular subject or theme. Content is defined as the subject matter of the teaching-learning process and it includes the knowledge (facts, concepts, generalizations, principles and so forth), processes or skills associated with that knowledge base and the values associated with subjects or whatever is being learnt.

Content Selection

One of the first tasks facing a curriculum developer, armed with a set of objectives and recommendations from a situational analysis is to select appropriate contents to meet those objectives. Contents or subjects matter is only part of the total culture.

It includes what men know and believe and their ideas and loyalties, but not everything they have created. When curriculum developers undertake the actual selection of contents, the stand they take on what contents to include may be seen in terms of a continuum. It is suggested that the approach towards selecting content varies between, one emphasizing a knowledge-based approach where the learning of factual materials is of paramount importance, and another emphasizing the process approach where skills are highly valued and seen as integral to effective understanding.

Learning Experiences: are the interactions of the learners with their environment in their effort to acquire the contents. They are mental operations and exercises of the learners that would enable them to develop the desired learning outcomes; that is the changes of behaviors expected at the end of the various levels of instruction. Learning experiences include the different techniques, strategies and methods that are used for the purpose of teaching and learning. They are the activities the learners' exercise and develop in order to meet the expected changes of behaviors by way of acquiring the contents.

In reality, content and learning experiences do not exist apart. If students are thinking, they are usually thinking about something - some content. If they are engaged in some experience, such as reading a book, they are combining both a learning experience and content. Content and learning experiences always comprise curriculum unity. Students cannot just engage in learning, or in studying, without experiencing some activity and some content.

Reflection

1. Let say that you have requested your students to compute the sum of two vectors *A* and *B* in your physics class and they are following your instruction. Please, describe clearly the content and the learning experiences in which these students are expected to be involved in the computation.
2. You are now studying this learning material. Which part of the material is the content and which part of your involvement in the study is the learning experience?

Selection Criteria for Contents and Learning Experiences



When selecting content specifically for a curriculum, the developer requires guidelines to ensure that the content is appropriate. The following criteria provide a framework for facilitating the selection of content. They are not presented in their order of merit or worth, and not all would be applied equally. Nevertheless, they provide a useful guide for the selection of appropriate content.

Significance: The criterion of significance applies where content is judged in terms of how essential or basic it is to the discipline or theme under study. Where content is considered to be of value to the subject area, it is deemed to be significant and thus worthily of inclusion in a curriculum. For most curriculum developers this criterion involves an appropriate balance between concepts, ideas and facts. Nevertheless, this criterion is somewhat problematic when we pose the question “significant for whom?”

Validity: Content may be regarded as valid when it is authentic or true, and to a large measure this means whether the content is accurate. Accurate or true information says what it is supposed to say. A significant test of the validity of content is to determine the degree of its obsolescence. In this rapidly changing world, the obsolescence of content is a continual problem faced by curriculum developers and those who implement curricula. Some school subjects, such as mathematics, science and social studies, appear to be in a state of almost constant flux.

The criterion of validity of content may also be measured in terms of the relationship between content and objectives. For content to be valid, it must reflect the stated objectives. If objectives claim one thing while the content selected for the curriculum teaches something different then it is regarded as invalid. For example, if an objective seems to achieve student

understanding of Ethiopia's political structure, and the ensuring content deals only with one political party, then the content would be invalid.

Social Relevance: if the curriculum is to be a useful prescription for learning, its content and the outcomes it pursues need to be in tune with the social and cultural realities of the times. A somewhat controversial criterion for content selection is that of social relevance. This criterion suggests that content for inclusion in a curriculum should be selected on the grounds of its relevance to the social development of the individual, but within the context of a community-oriented perspective.

Thus, this criterion is concerned with content relating to moral values, ideas, social problems, controversial issues, democratic principles, understanding of cultural groups, social awareness and criticism, the facilitation of social change and so forth that would assist students to become more effective members of their society.

Utility: this criterion appears similar to the criteria of significance and social relevance but the term is defined in rather specific manner in terms of individual learners. When employed to select content for a school curriculum, the criterion of utility applies to the usefulness of content in preparing students for adult life. As such it implies a very correctly relevant and functional approach to the selection of content that will lead to a desired outcome on behalf of the learner. This criterion is also individually oriented reflecting the concept of the value or usefulness of the content to individual learners experiencing the proposed curriculum. A recent adaptation of the curriculum criterion suggests that content should be selected to meet students' present needs. This criterion is particularly appropriate for curricula devised for non-tertiary-bound students.

Learnability: Those contents have to meet the needs of large numbers of students with diverse backgrounds and a wide range of ability (Young, 1989; Kennedy, 1990). In these cases, if the content is to be acquired by all students, then consideration must be made not to make the content too difficult for this group of learners. To lessen this problem and make content suitable to the ability levels of all students involved could reduce the content to the level of the lowest common denominator. This in turn, would create an insane, pointless curriculum for many students. The answer to this problem lies, in part, in creating multiple content material or variations of the basic content materials by adding more advanced content for abler students, in order to meet differing student abilities or levels within a single curriculum.

An associated aspect on the learn-ability criterion is student readiness. It is extremely difficult for curriculum developers to predetermine it. The classroom teacher as curriculum implementer and curriculum adapter is in an appropriate position to consider learner readiness. Thus it is a professional judgment by the teacher which will determine whether or not certain contents should be included in the presentation of the curriculum based upon the readiness of the learners to accept that content.

Interest: The interest of learners in the curriculum's content is generally considered to be an important criterion in the selection of that content by curriculum developers. After all this is good sense. However, it appears to be one of those criteria more valued in the theory than in the reality. Certainly curriculum developers have accorded this criterion the lowest priority in practice. The problem associated with the student interest criterion is the dilemma it causes when determining just how significant a role this criterion should play, at one extreme, curriculum developers could ignore student interest as a selection criterion. They could argue, perhaps justifiably so, that they know what content students should learn. However, this extreme position loses the potential of a strong student motivational force and hence may be counterproductive. Alternatively, curriculum content selected largely upon a student interest criterion possibly suffers from whim, immature development, and individualistic emphasis. The range of students' interest may appear to be unlimited and they are frequently of a transitory nature.

Obviously some accommodation of both arguments must be taken into account when constructing curriculum. Curriculum developers would do well to certain a greater understanding of student interests and perceived needs. While maintaining the role of arbiter, curriculum developers must take greater cognizance of student interests.

Scope/Balance of Breadth and Depth: curriculum should represent an appropriate balance of breadth and depth. Yet depth of understanding and a breadth of coverage are two contradictory principles. One cannot practice both of them to an extreme.

They are especially contradictory when subject matter or content is viewed as an accumulation or collection of specific descriptive facts rather than a disciplined way of seeing the important relationships between facts and central ideas. The followers of this view see depth as an extension of coverage.

This view of depth leads to a broader coverage which practically prevents spending time on the necessity of concentration on a few fields, which prevents sufficient scope for the broadening of perspective or for serving a greater variety of needs. According to the second view, depth means understanding fully and clearly certain basic principles, ideas, or concepts, as well as their application- To achieve depth of understanding, one needs to explore ideas fully enough and in sufficient detail to comprehend their full meaning, to relate them to other ideas and to apply them to new problems and solutions. To begin with, one could study the concept of light in sufficient depth without necessarily covering all phenomena of light.



Activity 8

- Define the phrases content and learning experience.
- What is the difference between learning experience and content? Explain using concrete examples from primary school subjects.



It might be possible to achieve a reasonable balance of breadth and depth by selecting sufficient range of ideas to study which have the greatest applicability and the greatest power to transfer, and by spending enough time on studying each.

Such an approach to depth of understanding permits the student to penetrate into the way of thinking sufficiently to acquire the discipline of the subject.

The crux of the matter lies in teaching for transfer, in developing the capacity to apply whatever is learned in one context to other areas and problems. This suggests that the problem of balance of depth and coverage cannot be solved by consideration of the selection of content alone. It involves also parallel plans for designing learning experiences which cultivate the process essential to transfer.

Provision for wide range of objective: *Curriculum should provide for the achievement of a wide range of objectives. Mastery of content is only one of the many possible outcomes of learning. Various other types of behaviors are both possible and necessary educational objectives. An effective curriculum provides acquisition of significant new knowledge and for the development of increasingly more effective ways of thinking, desirable attitudes and interests, and appropriate habits and skills.*

Potentially rich subject matter can be implemented with learning experiences which provide opportunities for practicing either a wider or a limited range of behavior, and hence serve either a wide or a narrow range of objectives. One can, for example, learn geographic facts and principles simply by memorizing them. But it is possible also to learn the same facts by examining the maps contrasting geographic areas to locate them, to use the fact of latitude, rainfall, and altitude to predict what is grown and produced in these areas in order to develop generalizations about the relationship to geographic conditions to resources, production, or way of life. These experiences will produce the same knowledge of facts and principles, but in addition encourage the cultivation of many other behaviors at the same time.

Durability of the elements of content: determining how long an item of content will last as a desirable element is difficult. Subject matter has changed so rapidly in fields like physics and chemistry that prediction of its durability has sometimes seemed impossible. In general, however, the closer an item of content is to a main idea or a concept, the greater is its chance of being durable. Where possible, all criteria should be considered, although it appears that the criteria of significance, validity and utility are accorded greater priority.

Curriculum Organization

Introduction



Following the selection of contents and learning experiences, there is a need to put them in to a meaningful and systematic pattern or order. This is referred to as organization. Organization requires the arrangement of contents and learning experiences in to some kind of continuity and sequence. This helps for a better and deeper understanding that is instrumental for the successful realization of educational objectives. It

is usually believed that a curriculum should be organized properly in order to meet its objectives satisfactorily. Whatever desirable objectives are formulated, and relevant contents are selected if the material is presented in a haphazard way, that is, if the organization of this material is overlooked, then the expected objectives may not be achieved adequately. To accomplish this goal (to have a better organization of a material), the designer should have, not only a thorough understanding of the curriculum content and his/her objectives but also, principles for organizing the needs and problems of the content. Principles are basic generalizations that are accepted as true and that can be used as basis for reasoning or conduct.

: Definition of Curriculum Organization



Some educators take curriculum organization and curriculum design as synonymous. For instance, in the Dictionary of Education, both are defined as: “the way in which the component parts of the curriculum have been arranged in order to facilitate learning and teaching and to enable schools to formulate feasible daily and weekly schedules.” This definition emphasizes on the means of putting together the objectives, content, methods, learning experience, and evaluation techniques systematically according to their suitability in leading a better teaching-learning process.

Similarly, curriculum organization is defined by other educators as the arrangement of the components or elements of a curriculum into a substantive entity. It refers to the way in which curricula are treated. Here, the components or elements of a curriculum are similar with the above explanation. These include aims, goals, objectives, subject matter or content, learning activities and evaluation. The nature of these components and the manner in which they are organized in the curriculum plan comprise what we mean curriculum design or organization. Hence, curriculum organization deals with the pattern or the arrangement of these elements; that is, it focuses on how these elements can be brought together to form a systematic unity. Moreover, curriculum organization is an activity which is usually done at the time of either planning a new curriculum or revising the existing curriculum.

Although most curriculum plans within their design the above essential elements, often they are not given equal weight. Frequently, content or subject matter receives the primary emphasis. But, sometimes schools do create designs that stress primarily on objectives and evaluation approaches. Some designs give primary emphasis to learning experiences and activities. The curriculum designer’s curriculum approach and philosophical orientation influences which design does he or she actually select.



Activity 9

1. Define curriculum organization
2. Mention the elements that should be organized
3. List the current patterns of curriculum organization

: Organization of Contents and Learning Experiences



To make contents learnable and to bring about the slow but profound change in behavior there is a need to organize contents and learning experiences in such a way that they reinforce one another. The reinforcement of contents and learning experiences at different levels is assumed to bring a cumulative effect. Furthermore, as noted by Taba “what makes learning in schools is different from learning in life since learning in school is organized”. According to this notion, if contents and learning experiences are not organized, learning becomes something done disorderly and incidentally. The selection of contents and learning experiences could be adequate enough but the outcome could be a failure due to lack of proper organization.

As noted by Taba “curriculum organization poses many questions and requires an application of all we know about the nature of knowledge, about child growth and development and about theory of learning because of its complexity and difficulties.

In order to achieve maximum results from the selected contents and learning experiences advocates of the objective model advice curriculum workers and teachers to examine the relationship of the experiences over time and also from one area to another. These two kinds of relationships are referred to “the vertical and horizontal relations respectively”. Vertical relation is characterized by the criterion of level and the horizontal by the criterion of relation across subjects. In considering these two kinds of relationships, Tyler’s assumption is that attainment of objectives usually takes a long time and single learning experiences which does not recur at different levels and across subjects may have very little effect on the learner.

Organizing contents and learning experiences enables to maintain relationship between subjects both in case of vertical and horizontal directions. It enables also to employ theories of learning in organizing the contents and learning experiences, that is, deciding what should come first and what comes next, considering the capacity, interest, motivation, readiness, need, etc. of the learners, and also enables to maintain order and coherence. The process of organizing contents and learning experiences demand to base organization on certain criteria and principles.



Activity 10

1. What is the importance of organizing contents and learning experiences in curriculum development? Discuss in detail.

2. Discuss with your class mates as what will happen if contents and learning experiences may not be organized.
3. List the organizing principles and make a detail discussion by using your own examples.

: Organizing Principles



Tyler identified some organizing principles upon which the continuity, sequence and integration of learning experiences are attained among them the major elements identified to serve as threads for the learning experiences.

These organizing principles are:

Extending the concept by increasing the range of experience that provides for the development of the concept: To illustrate, in social study programs, being with the child's immediate environment the home and school, and expand to the community, state, nation and world. In reading, the student should first recognize letters of the alphabet and then proceed to reading words, sentences, paragraphs and novels. To determine sequence psychologically, consider the maturity of the learner, his interest, readiness, motivation, relative difficulty of the item, and the relationship between the item and the prerequisite skills.

Extending the concept by broadening the range of respects in which the experiences occurs: For instance, to recognize inter-dependence in respect of economic matters, social matters, inter-dependence in aesthetic matters and the like.

Chronological principles: This enables learners see the development of events over time. It demands organizing in order of time of happening.

In using this principle there is a need to see to it whether it is providing the psychological organization, which broadens and deepens the learner's command of the elements involved in the organization.

Other Organizing Principles commonly used include increasing the breadth of application, increasing the range of activities included. In the subject, the use of description followed by analysis, the development of specific illustrations followed by broader and broader principles

to explain these illustrations, and the attempt to build on increasingly unified world picture from specific parts which are first built into larger and larger wholes.



2. 3.4.4: Criteria for Organization

Organizing contents and learning experiences as Tyler showed help to relate various experiences, which together comprise the curriculum to produce the important effect in attaining the objectives of the program. In this line curriculum specialists identify four major criteria to be met in building effectively organized group of contents and learning experience. These are:

Continuity: is the planned repetition of content at successive levels, each time at an increased level of complexity. Continuity also refers to the vertical reiteration of major curriculum elements. By this Tyler means that recurrent and continuing opportunity must be given for the skill to be learned, to be practiced and developed. Of course the recurrence of concepts, ideas and learning experiences becoming deeper and broader as the level increases. Therefore, the purpose of continuity is to provide for a cumulative learning to take place, it is to provide for a greater depth and breadth of understanding to all varieties of learning: thinking, skills and attitudes.

However, this cumulative progression need not necessarily be tied up with a shift in content. It is conceivable that the same content can be studied on two levels, one requiring a more mature understanding, more penetrating analysis, and a deeper insight than the other. For instance, the child may learn notions of interdependence at grade one level by studying the way in which the activities and the need of the family are dependent on the activities of other people. A third grade may examine the concept in relation to interdependence among the community services. A twelfth grade student may encounter the same concept, but with reference to the interdependence of nations.

Sequence: sequence is putting the content and materials into some sort of order of succession. Sequencing in curriculum can be in terms of the content or learning experience. The content sequencing is done on the basis of the subject matter logic while the learning experiences are sequenced using psychological approaches.

Logical Sequencing: the logical sequencing approach of content organization puts the content of the materials into some order of successions in answering the question “what is to follow

what". Logical sequencing is a matter of specifying the learning structure of any subject. In this process of acquisition of knowledge every new capability builds on established foundation previously learned knowledge. In this way a student is only ready to learn something when he has mastered the prerequisite knowledge required to be a base for the new content. In logical sequencing, the important organizing principle used in putting the content is chronological order. Chronological principle is arranging facts and ideas in relation to time sequence. This sequencing usually is particular to history; and courses in literature can also be arranged based on this principle in selection of literatures. Example: The battle fields in Ethiopian history can be arranged in chronological order.

Psychological Sequencing: the learning experiences are arranged based on principle of psychological sequencing by giving more attention to the learning activities in relation to the learner's abilities, interests, aspirations and backgrounds rather than the course and content coverage. The designers should select learning experiences based on the developmental levels of the learners taking into account their individual differences in many aspects like interest, intelligence, level of aspiration and background. Accordingly the activities and assignments given and the learner's performance and expectations also differ. In this sequencing approach learning experiences can be arranged following certain organizing principles like:

Establishing Scope: refers to breadth or latitude of the curriculum and it shows what must be provided to students in different grade levels in a school. That is it reflects the type of educational experiences that are believed by planners to be relevant or appropriate for learners at particular stages of development so that the educational objectives can be realized. Scope shows that curriculum horizontally by identifying common curriculum experiences that could involve all students from all cultures in a given country's educational system to be provided in a given semester or year. It facilitates the teachers' work by showing the content of a semester's or year's work that is appropriate for the students to learn. Scope could be achieved if and when it fulfills the following criteria:

- if it provides for all the demands of a society;
- if it meets the common needs and problems of children at all grade levels;
- if it basis on basic principles, values, and issues;
- if a particular society considers it worthy;
- if it gives room to continuity of learning experiences; and
- if it focuses upon life situations and help children to solve problems in the society.



Activity 11

1. Explain the difference between continuity and integration
2. Discuss the difference between sequence and scope.
3. Elaborate logical and psychological sequencing and show clearly the difference between the two.
4. Evaluate the application of the organizing criteria in the primary school textbooks based on your major areas.

Summary

Some of the curriculum development models are the objectives model, process model and situational model. To develop a curriculum, need diagnosis from the society using different data collection techniques such as questionnaires, interview, public hearings, analysis of social indicators and observation should have to be conducted. A Hierarchical relationship exists between aims, goals and objectives where the first two are regarded as abstract, vaguely worded statements of program intent, while objectives are specific teacher prepared statements of what learners will experience. Objectives provide a sense of direction to anyone interested in the educational process. Objectives can be general and specific and behavioral and non-behavioral process. The sources of aims, goals and objectives are empirical sources, philosophical sources, subject matter sources, curriculum conceptions, situational analysis and educational forces. Contents and learning experiences are the two major components of curriculum experiences.



Self-test Exercise

I. Fill in the following blank spaces with the most appropriate words or phrases

1. The type of curriculum change which can be made by a school manager is_____.

II. Choose the best answer from the given alternatives and circle the letter of your choice

1. Identify the concept that indicates the process of monitoring the achievement of the pre-determined objectives:
A. Curriculum change B. Curriculum evaluation
C. Curriculum development D. Curriculum organization

2. The selection criterion that depicts strong linkage between curriculum contents and objectives is_____. A. reliability B. significance C. utility D. validity
3. Identify the type of curriculum change that is introduced without consensus among the participants. A. interaction B. value-orientation C. planned D. coercion
4. Identify the resistance factor for curriculum change that is caused by scarcity of information. A. lack of support B. inertia C. lack of knowledge D. insecurity
5. As a process, curriculum development is not concerned with:
a. Planning b. Implementing c. Changing d. none
6. All are principles of effective curriculum design, except
a. Big ideas b. mediated scaffolding c. Hidden strategies d. Judicious review
7. Which one of the following curriculum development models does not belong to the objective model
a. Tyler’s model b. Taba’s model c. Stenhouse’s model d. Wheeler’s model

II. Match content selection criteria concepts stated under column “B” with explanations given under column “A”

	Column “A”	Column “B”
1	Content is judged in terms of how it is essential to the discipline	A. Scope
2	Its relationship with social reality	B. Validity
3	Usefulness of contents in preparing students for adult life	C. Significance
4	To the level of students learning capability	D. Interest
5	Content should represent an appropriate balance between depth and breadth	E. Relevance
6	More valued in theory than in practice	F. Learnability
7	Focuses on accuracy of the content	G. Utility
		H. Sequencing
		I. Durability

III. Write **TRUE** if the statement is correct and **FALSE** if it is wrong

1. Prepared background knowledge could not be taken as one of the principles of effective curriculum design
2. Situational curriculum development model rejects any form of setting objectives
3. Continuity is one of the criteria used in content organization

Unit Delivery Approaches/ Methods/ Strategies

You will learn this unit through conducting small scale case study on a field individually and in group base and you will present it for discussion in your class. Besides, this unit also requires Presentations and debate pedagogy as one of the major once.

Activities of Learners and Facilitators in the learning-teaching Process

Learners' activities

You are expected to be active participant within class and out-of class activities by reflecting your ideas freely. Besides, you are also responsible to work group and individual assignments given by your facilitator.

Facilitators' activities

The Facilitator plan ahead of time how the students will be active participants on the ongoing class interaction by selecting appropriate pedagogy and teaching materials so as to create conducive learning environment that enables the whole learner be beneficiary. Besides, the vacillator will design and make follow up about the learning progress of the students.

Assessment Strategies and Techniques

- Continuous assessment shall be used to assess the participation of students and their performance results.
- Students' reading assignment and small group discussion and presentations shall be collected and be given values.
- A quiz shall be given to check students' level of performance and teachers' methods of presentation.

Instructional Resources (Materials & Equipment)

- Markers and flipcharts, scotch tapes
- LCD and laptop
- Module/selected reading books, articles, etc

Reading Materials

Derbessa Dufera 2004. Fundamentals of Curriculum Development: Addis Ababa Printing Press, Addis Ababa University.

St. Mary's College 2005. Curriculum Studies Module, (Handbook for Distance Material). Addis Ababa, unpublished.

Taba, H. 1962. Curriculum Development: Theory and Practice. New York: Harcourt Brace Jovanovich, Inc.

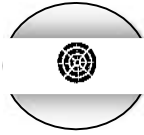
Tyler, R. 1949. Principles of Curriculum and Instruction. Chicago: Chicago University Press

Wiles, J. and Bondi, J. 2002. Curriculum Development: A Guide to Practice. New Jersey

Unit Three: Curriculum Implementation, Change and Evaluation

(6periods)

Introduction



This unit focuses on the definition of curriculum implementation, curriculum change and curriculum evaluation, curriculum implementation process, factors that affect curriculum implementation, types of curriculum change, resistance factors for curriculum change, the purpose of curriculum evaluation, types of curriculum evaluation, and core criteria for curriculum evaluation.



Learning Outcomes:

After successful study of this unit, you will be able to:

- Define the concepts curriculum implementation, change, and evaluation
- Explain about the nature and process of curriculum implementation
- Identify the possible factors that facilitate or hinder the effective implementation of secondary school curriculum
- Elaborate the major approaches and models of curriculum implementation
- Analyze the causes, dimensions and type of curriculum change and relate to the Ethiopian secondary school realities
- Outline the factors of resistance to curriculum change
- Plan mechanisms to increase receptivity of people to curriculum change
- Evaluate the quality of secondary school textbooks in your major area

Meaning of Curriculum Implementation



Curriculum implementation is a process of putting newly planned or changed curriculum into practice. Implementation in curriculum involves changing the status quo by accepting and utilizing a newly created curriculum or part of a Curriculum. That is taking a curriculum document as devised in the development phase of the model and putting it into practice. If the curriculum is accepted and utilized successfully, we say that it has become institutionalized.

Change is the process of transforming phenomena in to something different. Therefore, curriculum change can be defined as any alteration in the aspects of curriculum such as educational philosophy, values, objectives, organizational structures and material, teaching strategies, student experiences, assessment and learning outcomes.

Curriculum Implementation Approaches and Models



In the short term, any newly implemented curriculum will be expected to experience some difficulties. To a large degree this will reflect the effectiveness of the curriculum developers in meeting the needs of the curriculum's clients. Thus, implementation is a short-term phenomenon that attempts to integrate the new curriculum into existing practice. To some degree, the problems experienced in implementing curricula reside with a lack of systematic implementation procedures.

It is important for teachers to know that a new curriculum can be implemented more successfully in a school when cognizance and action are taken on the following points:

Planning: A deliberate strategy is developed to implement the curriculum in the school.

Communication: The curriculum is presented in terms of its favorable characteristics.

Cooperation: Support is obtained at a systematic level for the innovation.

Support: The characteristics of the school are disposed towards the innovation.

For the implementation process to be successful, it needs to consider planning, communication, and cooperation and support processes.

Curriculum Implementation Models



Curriculum implementation can be done using different models. The three common ones are discussed below in a brief manner:

Fidelity Model: curriculum implementation model that requires the curriculum to be implemented without any modification as it is, that is, as it is prescribed by the curriculum experts. The teacher has no right to make any form of change in all aspects of the curriculum.

Mutual Adaptation Model: Teachers are allowed to make some modification by considering the reality of the context.

Enactment Model: the curriculum implementer participates in all curriculum development process at all levels. Teachers are the most active participants in curriculum creation. This model goes up to school based curriculum development under the national framework.



Activity - 12

1. How do you understand what curriculum implementation means? Do you think that all teachers implement the endorsed curriculum in a similar way? Please! Give strong justification for your answer.
2. Dear learner examines the three curriculum implementation models and discusses the merits and demerits of each model. Your discussion should be based the current curriculum implementation orientation for secondary schools of Ethiopia.

Factors Affecting Curriculum Implementation



Factors Related with the Characteristics of the Change:

Need and Relevance: Need and relevance refers to the perceived need to the part of implementers. It would seem that the greater the recognized need for change, the greater the degree of implementation.

Clarity: refers to understanding of goals and means of an innovation by users. The greater the understanding of goals and what is to be gained from their adoption, the greater the degree of implementation.

Complexity: has to do with the difficulty and extent of change required of users. The greater the complexity in innovations with differentiated components incrementally introduced, the greater the degree of implementation.

Quality and Practicality of Program: refers to the quality and availability of materials. Users must perceive that materials are going to meet important needs as well as be practical and usable. Unavailability of required materials acts as inhibitors of implementation.



Factors Related with the Characteristics of the School District Level

Previous History of Innovation Attempts: the more positive the previous history with innovation, the greater the degree of implementation.

The Adoption Process: the higher the quality of planning to meet problems, the greater the degree of implementation.

Administrative Support: the greater the “real” administrative support, the greater the degree of implementation.

Staff development and Participation: The greater the quality and quantity of sustained interaction and staff development, the greater the degree of implementation.

Time-line and information systems/ evaluation/: the greater the extent to which timing or events is guided by an understanding of implementation, the greater the degree of implementation. The greater the linkage between evaluation data and school/class level improvement needs, the greater the degree of implementation.

Board and Community Characteristics: the greater the board and community interest and support without controversy, the greater the degree of implementation.

School Level Factors

The Role of the Principal: the greater the active support of the principal, the greater the degree of implementation.

Teacher-Teacher Relationship: the more collegiality, trust, support, interaction and open communication between teachers, the greater the degree of implementation.

Teacher characteristics and orientations: The greater the sense of teacher efficacy, the greater the degree of implementation.

External Environment Factors



Government Agencies: The greater the congruence between local needs and the reform and the greater awareness of subjective realities, the greater the degree of implementation.

External Assistance: The greater the interaction with local district, the greater the degree of implementation.

As a whole, curriculum implementation can be affected by the following variables:

- The nature of the curriculum itself
- The situation of the learners
- The professional competence of the teacher
- Availability of resources
- The school environment
- The out of school environment
- The school-community relationship
- The management practices in the school.



Activity 13

Curriculum implementation in secondary schools of Ethiopia is affected by different factors and you are expected to mention some of the factors and to support it with tangible examples from your own school life experience.

3. 4. Curriculum Change, Resistance and Increasing Receptivity for Curriculum Change



Change is a phenomenon which we experience continuously. It seems that features of our society are changing daily. Indeed, some changes are so frequent and substantial that we may find them difficult to keep abreast with these developments so, it is with schooling and education; substantive and frequent change appears to have become something of a norm, a continuing reality of schools. Curriculum change may be considered as a subset of educational change and as such is affected by the same type of factors affecting change within education in general. Much of curriculum is concerned with planned change, which may be defined as a deliberate and collaborative process involving a change agent and a client system which are brought together to solve a problem or more generally, to plan and attain an improved state of functioning and applying valid knowledge, most of what we address in curriculum is some form of planned change.

Change Typologies in Curriculum



Some educators classify changes into different types. Warren Bennie has identified the following types of changes:

Planned Change: It is a change in which those involved have equal power and function in a prescribed fashion. People identify and follow precise procedures for dealing with the activity at hand. Planned change is taken to be an ideal one.

Coercion: one group determining the goals and intentionally excluding others from participating characterizes this type of change. The group in control has the major power and works to maintain the unequal power balance.

Interaction Change: In this type of change, mutual goal setting and fairly equal power distribution among groups take place. But those involved often lack deliberateness of effort; they are uncertain how to follow through with the plans of development and implementation.

Changes have also been classified according to their complexity. John McNeil has identified five types of changes as described below.

Substitution: This depicts alteration which one element is replaced for another in. By far, this is the easiest and most common type of change.

Alteration: This type of change exists when someone introduces into the existing materials and program new content, items, materials, or procedures that appear to be only minor and thus are likely to be adopted readily.

Perturbations: These changes could first disrupt a program, but can then be adjusted purposefully by the curriculum leader to the on-going program within a short time span.

Restructuring: These changes lead to modification of the system itself-that is, of the school or school district. New concepts of teaching roles such as differentiated staffing or team teaching would be a restructuring type of change.

Value-Orientation Change: These are shifts in the participants' fundamental philosophies or curriculum orientations. Major power brokers of the school or participation in the curriculum must accept and strive for this level of change for it occurs. However, if teachers do not adjust their value domains, any changes enacted are most likely going to be short lived.

Although the change that occurs in the schools cannot be fit into precise categories, curricularists need to realize that types do exist and that planned change could be an ideal one.



Activity 14

1. What do you understand by the phrase “change typology”
2. Discuss the difference among planned, coercion and interaction changes.
3. Identify changes that are classified based on complexity and rearrange them either from the least to the most complex or from the most to the least complex.

: Resistance to Curriculum Change



People are the key to curriculum implementation effort but not always are people ready to accept change curriculum change. The people's resistance to change can be attributed to various factors.

a. **Inertia:** many people think it is easier to keep things as they are. Wanting to keep things as they exist is often mixed with believing that things do not need to be changed or that change being suggested is unwise and will thus be unproductive in meeting the objectives of the school.

b. **Insecurity:** People feel instance about the uncertainty of things to happen. Those who are comfortable with the present are reluctant to change for a future which they cannot comprehend or see clearly.

They prefer to stay with certain known deficiencies than venture forth to uncertain futures, even if the changes most likely would be improvements.

c. **Rapidity of change:** This refers to the factor which makes people to resist change by anticipating another change in curriculum soon. Many people feel that if something is implemented this year, it will most likely be abandoned when another innovation appears and this will thus make all their efforts useless.

d. **Lack of knowledge:** Sometimes people resist innovation and its implementation because they lack knowledge. They either do not know about the innovation at all or they have little information about it.

e. **Lack of Support:** People also resist change if financial or time support is not given to the effort. Resistance to change is sometimes perceived as good, because it calls upon the change agents to think carefully about the innovations and to consider the human dynamics involved in implementing programs.

f. **Self Interest:** People also resist to curriculum change when they feel that the change may result in a loss in their current position which is related to their personal interest.



Activity 15

Do you think that all people resist or accept curriculum change? Why? Discuss the reason.

: Improving Receptivity to Curriculum Change



Curriculum implementation requires face-to-face interaction or person-to-person contact. It is also a group process involving individuals working together. Not only does the group enable certain actions to occur, it also serves to change its individual members.

Curriculum leaders can also increase the person's willingness to change by "linking" the need and expectations of the individuals with those of the organizations. Bruce Joyce and his co-workers have identified the following guidelines that help individuals to increase their receptivity to curriculum innovations.

Curriculum activity must be Cooperative: if any program is to be implemented and institutionalized, it should be perceived by all parties as their program.

This sense of ownership is achieved by involving people directly and indirectly with the major aspects of curriculum development and implementation.

Consider as some people do not like change: Resistance to any new idea is often natural. Curriculum leaders should anticipate it, and should prepare procedures for dealing with it. They must also identify well in advance of the action questions that will arise about the innovation being implemented: how will people feel about the change? What worries will people have? What are some likely points of conflict? What can be done to lessen the anxiety levels of individuals who will be affected by the change?

Innovations are subject to change: Nothing should be viewed as permanent. A new curriculum is presented as a response to a particular time sometimes even new programs, will be required. Change is a constant, and people need to realize that all programs will be constantly reviewed to determine if they should be continued.

Proper timing: it is a key factor that increases peoples' receptivity to an innovation. If the school community is demanding that a new program to be created to respond to a perceived national need, then a new program addressing that need is likely to meet with success and acceptance.



Activity 16

Explain the guidelines suggested by Bruce Joyce and his co-workers and try to suggest some others that can improve people's receptivity to curriculum change.

Curriculum Evaluation



Evaluation is a term used more and more in educational decisions and it is taken as one of the important steps of curriculum development. New curricula are being developed on every hand; these curricula have to be evaluated to understand the success and failure of the educational plan and to see whether the designed curriculum is effective or ineffective in the implementation process.

: Meaning of Evaluation



Evaluation is a process that helps the planners or other concerned authorities to see the difference between what is intended or expected and how much is accomplished.

In doing so it provides valid and reliable information that could help to decide about the failure or success of an educational program.



Activity 17

1. Define the term evaluation in relation to curriculum
2. How do you know whether the newly designed curriculum is effective or not?

Discuss in group

3. List the possible purposes of evaluation. What is the use of evaluation in relation to a curriculum document? Discuss in group.

: The Purpose of Evaluation



Modern educational evaluation began with the work of Ralph Tyler in 1930s by asking random questions to learners about the contents of their courses. In his works Tyler showed the importance of evaluation in education promoting idea that evaluation is necessary to see whether the educational objectives are mastered. In this view, evaluation process does not only be conducted after implementing the plan but it starts when the planner checks learning experiences against various criteria derived from educational psychology and general principles of learning and from practical experience and when these learning experiences have been checked to see that how much they are related to the objectives. Hence, the importance of curriculum evaluation is to make a more inclusive check as to whether the plan or choice for learning experiences actually function to guide the teacher in producing the sort of outcomes desired. In addition, it assesses the curriculum development and the appropriateness in relation to the educational goals. It also helps to check the validity of the basic hypothesis upon which the effectiveness of the particular instruments being used in the implementation process. Generally from Tyler's practices of curriculum evaluation we can understand that the process makes possible to note in what aspects the purpose for curriculum evaluation and the reason why a process of evaluation is necessary after the plans themselves are developed. For this Tyler was called the father of modern program evaluation.

The important function of evaluation is helping the planner to see whether the educational plans developed for learning experiences practically function to guide teachers in showing clear objectives and appropriate means to achieve them. In addition to this, evaluation is regarded as having functions to identify the strengths and weakness of the plan and to find out how far a curriculum is effective and in what respect it needs modification. Therefore, in the evaluation process data are gathered and interpreted for the sake of deciding on the modification of the program after answering these questions. The curriculum should be judged in relation to the culture of the society it is serving. In general, evaluation can be done for the following purposes:

- Evaluation provides information to improve curricula. Effective data collected during a unit of study, will provide the bases for changes that will make the curriculum more effective in meeting objectives.
- Evaluation provides useful information to curriculum developers to clarify the stated objectives. Feedback obtained through evaluative procedures indicates how realistic and effective the original objectives were and where change is required.
- Those interested (such as students, parents, educational systems, employers, universities, development planners, and so forth) to know how well students perform in their learning, they need constructive information on student performance to enhance their decision making effectiveness. Curriculum developers should ensure that provision is made for evaluative information that is meaningful and valid.
- It enables to see what has been achieved (impact evaluation).
- It is used to document what has been done and what progress has been made (process or implementation evaluation).
- It is used to determine cost-benefit accountability for expenditures.
- It used to share experiences (professional development).
- Used to determine the effectiveness of a program in light of the attainment pre-set priorities and goals. Therefore, evaluation can be undertaken for one or more purposes listed above.

Evaluation Procedures to be Followed



Evaluation procedure could be devised in accordance with the educational level it is meant to check. It could be organized to evaluate total educational program or a given curriculum or certain instruction. Anyhow, the purpose of evaluating total educational program is to find out its validity to the society it is planned. To do so, it requires substantial judgment and this substantial judgment could be achieved if the following, steps are followed as evaluation procedures.

Step 1: Identifying the Objective: the process of evaluation begins with the identification of educational objectives. Since the main task of evaluation is to see how far the objectives are achieved, they have to be clearly defined in order to have a clear conception of the sort of behavior implied by them. Unless it is clearly defined the evaluator cannot tell what kind of behavior to look for in the students in order to see to what degree these objectives are being realized.

Step 2: Identifying the Situations: This step refers to the identification of the situations which will give the student the chance to express the behavior that is implied by the educational objectives. We must find situations that give opportunity to the learners to acquire the expected types of behavior. For example, if we're looking for the evidences of development of interest, situations giving the opportunity for free choice of activity have to be provided. Generally, Tyler suggests that evaluation situation is the kind of situation that gives an opportunity for the students to express the type of behavior we are trying to appraise.

Step 3: Establishing Evaluation Instruments: Here, we identify particular tests and examine them to see how far they fit into the type of objectives that are appraised and how far they agree to the learning situations meant to produce the expected behavior.

: Types of Evaluation



There are several types of evaluation. Among them, three major types of curriculum evaluation are commonly used in education. These are formative evaluation, diagnostic evaluation and summative evaluation.

Formative Evaluation: is undertaken to improve an existing program. Hence, this evaluation must provide frequently detailed and specific information to guide the program being developed. However, this does not mean that formative evaluation is only used at the implementation stage. Formative evaluation can be used at each of the three stages of program development: planning/designing, disseminating it to other users and implementing the program.

Diagnostic Evaluation: is directed towards two purposes, either for placement of students properly at the outset of the instructional period (such as secondary school), or to discover the underlying cause of deficiencies in student learning as instruction unfolds. The essential feature of diagnostic evaluation, therefore, is to provide useful information on student

performance in order to address a problem. It can be conducted before commencing a unit of learning and during instruction when a student reveals repeated inability to profit from the learning experiences.

Summative Evaluation: is concerned with evaluating the overall program after it is in operation. Summative evaluation is often based on tests of all sorts, students' reaction to the instruction, teachers' view concerning the effectiveness of instruction, parents' reaction, employer ratings of graduates, and reports from college examination bureau, etc.



Criteria for Curriculum Evaluation

Establishing evaluation instruments should be based on the following evaluation criteria.

Criterion 1- Curricular Structure:

Is the curriculum sufficiently complete? What are the current education elements? What is missing?

Criterion 2 - Curricular Sequence:

Is the sequential logic of the curriculum optimal? For example, are curricular elements optimally sequenced for learning clinical method and related topic areas? This involves the idea of learner readiness.

Criterion 3 - Curricular Element Proportionality:

Does curricular content proportionally reflect the objectives of medical education, the elements that are required for the student to develop a general and balanced preparation? How is the time allotted in the curriculum? Are learning experiences of sufficient duration for a student to learn what is intended?

Criterion 4 - Curricular Integration:

Is the curriculum sufficiently integrated /linked in terms of educational elements so that optimal learning is facilitated and curricular redundancy minimized?

Criterion 5 - Curricular Balance/Learner Outcomes:

Is the curriculum and its evaluative components (objectives) balanced in terms of learner outcomes? Is there an educationally sound balance between knowledge, skill, and attitude development? To what level of competency are learners prepared?

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Criterion 6 - General Preparation:

Does the curriculum prepare all students broadly enough? How well does the curriculum achieve a base of general preparation compared to specialized preparation?

Criterion 7 - Curricular Evaluation

Are evaluation mechanisms systematically in place in order to identify intended learner outcomes (knowledge, skill, attitude across the spectrum of expected competencies)? This includes evaluation by learners, teachers and 'outside' resources.

Criterion 8 - Faculty Development:

Is there sufficient recruitment, training, evaluation and nurturing of faculty teachers in order to achieve and **maintain excellence in the accomplishments of the intended educational process?**



Activity 18

1. Discuss in detail how the criteria of curriculum evaluation can be applied to evaluate a curriculum document. At the time of discussion use your own examples.
2. State the three types of evaluation and discuss their purpose on the learning of students
3. Discuss the difference between assessment and evaluation
4. Discuss the difference between assessment for learning and assessment of learning

: Teachers and Curriculum Relationship



Clearly teachers participate in a multiplicity of curriculum activities at a classroom level. These are very essential for their daily teaching tasks and

include such activities as selection of specific content, selection of teaching strategies, and use of audio-visual media and so on. In recent years, teachers are participating more in curriculum decision-making at the school level. The nature of this participation may be seen in the various roles that teachers adopt in the decision-making process. It is suggested curriculum decision-making roles at the school level. These are as implementers, adopters, developers, researchers and evaluators.

As implementer or receiver, the teacher's role is to apply curriculum developed elsewhere. Most curriculum writers specializing in curriculum change would argue that teacher support is essential for the effective implementation of any curriculum innovation. Alternatively, the teacher could adopt the role of adapter or modifier. Here, an externally developed curriculum is interpreted and changed to meet the needs of a particular school population. This modification has occurred because teachers on the schools staff perceive that the curriculum concerned does not adequately meet the needs of their students.

The curriculum developer role involves the teacher in designing and developing, usually as a member of a group, a curriculum to meet student needs. Through the use of techniques such as situational analysis and needs assessment, teachers are able to determine the nature of students' needs. Using this database they are able to develop an appropriate curriculum to meet those needs. Finally, teachers may undertake the role of curriculum researcher. Here, the staff may be involved in improving one's own practice, testing curriculum materials, evaluating new curricula, testing teaching strategies and collecting data on student needs. Teachers can conduct action research.

Thus, from the above two points of view, there is an intimate relationship and inter-dependence between the professional teacher and the curriculum.



Activity 19

1. Discuss in-group about the existing relationship between primary school teachers and curriculum.
2. List the major duties of teachers' in relation to curriculum?
3. What are the advantages of curriculum to teacher? Discuss in group and present your results to the class.

Summary

The types of changes in curriculum include planned change, coercion, interaction change, substitution, alteration, perturbation, restricting, and value orientation changes. Peoples' resistance to curriculum change can be attributed to factors such as inertia; insecurity; rapidity of change; lack of knowledge; lack of support; and self interest. Receptivity to curriculum change can be improved by making the curriculum activity more cooperative, preparing procedures that make the implementation process easier, making people to realize that all programs will be reviewed to determine if they should be continued and by using proper timing. The success or failure of the newly developed curriculum can be determined by evaluation and then measure can be taken based on the result. Formative and summative evaluations are the two major types of evaluation in which the former can be used to improve an existing program where as the latter is concerned with evaluating the overall program after implementation.

Continuity, objectivity, validity, consistency and comprehensiveness are criteria for curriculum evaluation. The instruments of evaluation includes standardized test, teacher-made tests, work samples, oral tests, systematic observation, interviews, questionnaires, checklists and rating scales, anecdotal records, socio-grams and self-report. Validity and reliability are the criteria to be utilized in checking whether an evaluation instrument is proper or not.



Self-test Exercise

I. Match curriculum evolution criteria concepts stated under column “B” with explanations given under column “A”

	Column “A”	Column “B”
		A. Specific preparation
1	“is the curriculum sufficiently complete?”	B. Curriculum sequence
2	“is the sequential logic of the curriculum optimal?”	C. General preparation
3	“is the curriculum sufficiently linked in terms of educational elements?”	D. Curriculum integration
4	“does the curriculum sufficiently make the students capable?”	E. Curriculum evaluation
5	“are assessment mechanisms systematically in place	F. Proportionality
6	“how is the time allotted in the curriculum	G. Curriculum structure

7	“Is there sufficient staff recruitment?”	H. Curricular Balance
8	“Is the curriculum and its evaluative components balanced in terms of learner outcomes?”	I. Faculty Development

II. Discussion Part

1. Disuses with your friend on the meaning of what curriculum evaluation mean and reflect to your class about the discussion.
2. Do you think that teachers need to know and understand the nature of curriculum? Give justifications for your answer.
3. Discuss briefly the difference between evaluation of learning and evaluation for learning in a brief manner.

Unit Delivery Approaches/Methods/Strategies

You will learn this unit through group discussion and visit to secondary schools found around you and you will present it for discussion in your class. Besides, this unit also requires Presentations and debate pedagogy as one of the major once.

Activities of Learners and Facilitators in the Learning-Teaching Process

Learners’ activities

You are expected to be active participant within class and out class activities by reflecting your ideas freely. Besides, you are also responsible to work group and individual assignments given by your facilitator.

Facilitators’ activities

The Facilitator plan ahead of time how the students will be active participants on the ongoing class interaction by selecting appropriate pedagogy and teaching materials so as to create conducive learning environment that enables the whole learner be beneficiary. Besides, the facilitator will design and make follow up about the learning progress of the students.

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Unit Four: Teaching-Learning Process (4 periods)



Introduction

Dear learner, do you remember the major points from the previous two chapters? I hope you would mention some of the following: the definitions of terms such as curriculum, curriculum development, organization, teaching, and learning. Moreover, you learnt about foundations of curriculum, models of curriculum development, curriculum implementation, change, evaluation and the trends of curriculum development in Ethiopia. Now, in this unit you will learn a lot about varied definitions of terms like teaching, learning, active learning method, method and principles. In addition, you will be equipped with the characteristics of effective teaching and learning, core qualities of an effective teacher, different types of instructional methods and their application, principles of teaching and the major criteria for selecting instructional methods. It is worth noting that you should invest your time and energy on planned basis.

Learning outcomes:

After the completion of this unit, the trainees will be able to:

- Define the terms, “teaching”, “learning”, “principles” and “methods”;
- List down the major features of teaching, learning, and the actors’ roles;
- Identify the responsibilities and the expected qualities of primary school teachers;
- Identify the major principles of teaching;
- Write active learning methods that are suitable to primary school students;
- Apply the active learning methods in their respective fields of specialization;
- Discuss the advantages and limitations of each method of teaching;
- Select the appropriate method of teaching using specific criteria.

Definition of Terms

Teaching is defined as:

- “Any form of interpersonal influence aimed at changing the ways in which other persons can or will behave” (Gagne, 1963a)

- “An interactive process, primarily involving classroom talk, which takes place between teacher and pupils & occurs during certain definable activities” (Amidon & Hunter, 1967)
- “Teaching denotes action undertaken with the intention of bringing about learning in another” (Robertson, 1987)

Teaching denotes:

- An activity or action: You can see teaching taking place
- A process: It involves a series of actions and decisions of the teacher
- An interpersonal activity: Interpersonal refers to the fact that teaching involves interactions between a teacher and one or more students
- Intentional: There is some purpose or set of purposes for which teaching occurs. This purpose is bringing about learning on the part of the learner.

: Characteristics of Effective Teaching

- Clarity of the teacher’s explanations and directions.
- Establishing a task-oriented classroom climate.
- Making use of a variety of learning activities.
- Establishing and maintaining momentum and pace for the lesson.
- Encouraging students’ participation and getting all of them involved.
- Monitoring pupils’ progress and attending quickly to pupils’ needs.
- Delivering a well-structured and well organized lesson.
- Providing pupils with positive and constructive feedback.
- Ensuring coverage of the educational objectives.
- Making good use of questioning techniques

Learning is defined as:

1. A persisting change in human performance or performance potential . . . (brought) about as a result of the learner’s interaction with the environment (Driscoll, 1994).
2. The relatively permanent change in a person’s knowledge or behavior due to experience (Mayer, 1982, p. 1040).

3. An enduring changes in behavior or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Shuell, 1986, p. 412).
4. It is the lifelong process of transforming information into knowledge, skills, behaviors and attitudes.



Activity 20

Argue in group on the following two statements through citing tangible examples and share to the whole class.

1. There can be teaching without learning.
2. There can be learning without teaching.

: Characteristics of Effective Learning:

- It is meaningful to the students.
- Students can use it, connect it to their lives, or actively participate in it.
- It allows students to move further than memorization of facts and bits of knowledge.
- It prepares the students to understand and participate in a complex world.
- It encourage students to investigate, to understand the world around them, to analyze, to draw conclusions & to communicate – in other words, TO THINK.

The Interaction between Teaching and Learning

Effective interactions between teachers and students are essential for promoting long-term school success across grades. The Classroom Assessment Scoring System offers an evidence-based approach to defining and measuring effective interactions in school classrooms. The class also provides aligned professional development support to give targeted feedback to districts, schools, and teachers, with the overarching goal of improving outcomes for students.

I. What Constitutes Effective Teacher-Student Interactions?

Past attempts at defining and measuring quality in education have yielded limited results. We now know that many of the more commonly debated regulations intended to improve the

impacts of classrooms (i.e., class size, teacher education, and credentialing) are not sufficient to ensure that students make academic and social progress. Likewise, the implementation of different curricula has done little to improve student achievement because it is teachers' facilitation of learning objectives, not simply having the curriculum box on the shelf that determines whether students benefit from instruction. Consistent evidence suggests that to improve students' academic achievement and social skill development, we need to focus on the nature and quality of teacher-student interaction.

Effective teacher-student interactions create:

- **Emotional Support** – Positive relationships among teachers and peers
- **Classroom Organization** – Well-managed classrooms that provide students with frequent, engaging learning activities
- **Instructional Support** – Interactions that teach students to think, provide ongoing feedback and support, and facilitate language and vocabulary.

II. Evidence on Effective Teacher-Student Interactions:

To improve the effectiveness of teacher-student interactions, we must first know how to assess them. Research provides evidence about the types of teacher-student interactions that promote positive social and academic development. The Classroom Assessment Scoring System provides a reliable, valid assessment of these interactions. The class instrument assesses three broad domains of effective interactions—Emotional Support, Classroom Organization, and Instructional Support—that characterize students' classroom experiences. Each domain is comprised of multiple dimensions of effective interactions known to contribute to students' success in school, such as Teacher Sensitivity, Behavior Management, and Quality of Feedback.

Research conducted in over 6,000 classrooms in UK concludes that in grades PK-5, students in classrooms with higher CLASS ratings realize greater gains in achievement and social skill development. **Selected studies demonstrate:**

- Higher levels of instructional support are related to preschoolers' gains in pre-reading and math skills.
- High levels of emotional support contribute to preschoolers' social competence in the kindergarten year.

- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.
- High levels of classroom organization are associated with gains in first graders' literacy.
- Kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher-child interactions.
- First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.

In sum, the link between effective interactions and improved social and academic outcomes for students has been replicated in numerous studies across the prekindergarten and elementary years.

III. Teacher-Student Interactions in Secondary Classrooms

Adolescents in middle school and high school characterize their interactions with teachers as frequently unsatisfying and unmotivating. They report that their experiences in the classroom lack meaningful challenges, supportive relationships, and competence- and motivation-building experiences. Yet, engagement and intrinsic motivation are pivotal in adolescence, as these students have the means to not only withdraw energy from educational pursuits but to drop out altogether. Engagement in school begins to decline early in adolescence, and by entry into high school this decline is so pronounced that half of high school students report that they do not take their school or their studies seriously. Studies of large-scale testing programs indicate that teachers are the greatest source of variation in what students learn in schools.

What is Active Learning?

- A situation where students are active participants in their own learning rather than passive receivers of knowledge
- Students engage in some activity that forces them to think about and comment on the information presented.
- The focus in active-learning is on generating knowledge through a process of inquiry, observation, analysis and problem solving.

- Active learning is defined as learning in which the child, by acting on objects and interacting with people, ideas, and events, constructs new understanding.
- No one else can have experiences for the child or construct knowledge for the child. Children must do this for themselves.
- Active Learning refers to techniques where students do more than simply listen to a lecture.
- Students are doing something including discovering, processing, and applying information (McKinney, 2007).

: Characteristics of Active Learning

Generally, active learning methodology is an instructional approach that helps students to learn through thinking and doing. More specifically, active learning:

- Engages students beyond reading, listening, and note-taking;
- Promotes deep learning, not just acquisition of facts;
- Develops higher order thinking skills (e.g. analysis, synthesis, evaluation) through intentionally designed activities;
- Often involves interaction among students;
- Requires students to take greater responsibility for their learning;
- Teachers help students to monitor their own learning and discover what they do and do not understand;
- Helps students build competencies (e.g., problem-solving, critical thinking, communication) as well as content knowledge.

Qualities of an Effective Teacher

- Has excellent subject knowledge or mastery.
- Provides work that is challenging for students.
- Has a smooth relation with students.
- Manages the class well.
- Plans his/her lessons well.
- Adopts a variety of teaching methods and media.
- Considers the needs of the different ability groups within the class.

- Makes good use of a variety of questioning techniques.
- Is friendly, with a sense of humor.
- Gives feedback within an appropriate timescale.
- Is confident, open to suggestions and other viewpoints.
- Remains a student all his/her life.
- Knows his/her world.
- Combines adaptability with courage, etc.

Major Responsibilities of a Teacher

1. **The teacher guides his students and learning activities:** the most important responsibilities of teachers are to plan, organize and direct the activities, which will result in learning and guiding the students. That is to say:
 - Development of instructional objectives
 - Identifying and motivating learning and learners
 - Employing appropriate materials and methods of preparation and presentation.
2. **The teacher participates in the construction of the curriculum:** the teacher participates in the preparation of curriculum, syllabus, teachers guide and textbooks and other instructional manuals.
3. **The teacher measures and evaluates the students' progress:** Measurement and evaluation are used to determine the effectiveness of learning and teaching process. Evaluation requires the following tasks:
 - Identification of instructional objectives.
 - Selection and construction of valid, reliable and practical instrument.
 - Knowing to what extent the instructional objectives are achieved
 - Use of basic statistical techniques to interpret and appraise the results
4. **The teacher leads extra-curricular activities:** the teacher is expected to participate in different extra-curricular activities such as clubs, committee, department head, etc.
5. **The teacher gives guidance and counseling to students concerning academic and personal problems.** The teacher has regular contact with large number of students and is

in a position to observe the changes in behavior. He/she is responsible to assist students with various problems such as health, social life, educational affairs and sexual relations.

6. **The teacher makes use of research findings and social resources:** The teacher should use results of research and conduct research concerning his/her profession that can improve the quality of the profession. The focus must be on action research so as to improve the instructional process.
7. **The teacher participates in community activities:** the teacher is responsible to participate in at least some of the social organization of the society.
8. **The teacher acquaints himself/herself with the rules and regulations of the school and works accordingly:** the teacher is expected to understand and abide by the rules and regulation that are in place at the schools.



Activity 21

1. Identify one female and one male model teachers either from your primary or secondary school who fit into the above mentioned qualities and responsibilities of a teacher.
2. Discuss on the degree of interaction between teachers and students at secondary schools.

What are the issues for both the teacher and the learners and suggest possible solutions? Reflect for each case in terms of effective teaching and learning.

Case study 1: A class of 60 students has been divided randomly into 6 groups. You have prepared one sheet of instructions for each group. It takes a long time for students to start working. By the end of the session, no-one has completed the task.

Case study 2: Students have been allocated to groups. It takes a long time to move the furniture. There is a great deal of noise. After the furniture has been moved, most groups are sitting and talking about the research they have done, but there is very little new activity taking place.

Case study 3: Groups have been formed and instructions given. Most groups seem to be working well, but only one or two group members seem to be contributing effectively to discussion. One group calls you over and says that they do not understand what they are expected to do.

Case study 4: Groups are working on a 30 minute task. One group seems to have finished after only 15 minutes, while another group has hardly started. The group that has nearly finished is looking bored.

Case study 5: When groups are asked to report back, nearly every group has only one group member contributing. The contributions from most groups are identical. This is time consuming and students are looking bored. One group gives ideas that you think are incorrect and contrast with what others are saying. (Source: HDP handbook, 2011).

Unit Summary

Teaching is the activity of causing students to learn something; that is, facilitating learning. Teaching is an activity or action; it is a process; an interpersonal activity; and it is intentional. Some of the major characteristics of effective teaching include clarity of what is being learned; making use of a variety of learning activities; encouraging students' participation and getting all of them involved; monitoring pupils' progress; and ensuring coverage of the educational objectives.

Learning is defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience. It is also defined as ontogenetic adaptation; that is, as changes in the behavior of an organism that result from regularities in the environment of the organism. The major characteristics of effective learning include: meaningfulness to the students; usefulness; and its capacity in encouraging students to investigate and think.

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Active learning methodology is an instructional approach that helps students to learn through thinking and doing. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning.

Effective interactions between teachers and students are essential for promoting long-term school success across grades. Effective teacher-student interactions create emotional support; classroom organization; and instructional support.

Some of the qualities of an effective teacher include being able to interact with students and help them understand a new way of looking at the world. They are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways. As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your students are more likely to reciprocate. Effective teachers are well organized; they are clear of what they are teaching; active; patient; and fair in treating their students. The major responsibilities of a teacher include guiding his students and learning activities; participating in the construction of the curriculum; measuring and evaluating the students' progress; leading extra-curricular activities giving guidance and counseling to students concerning academic and personal problems; making use of research findings and social resources; participating in community activities; and acquainting himself/herself with the rules and regulations of the school and working accordingly.



Self-test exercises

Instruction: Answer the following questions shortly and precisely.

1. Write the major qualities of an effective secondary school teacher in any of the subjects given.
2. How do we know that there is effective teacher-students interaction in a classroom?
3. What do we mean by active learning?

General Approaches/ Methods/ Strategies:

Teaching methods that involve active learning methods shall be employed. These include, but not limited to:

- Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ **Facilitator's activities**

- Makes brief presentations on the daily topic(s)
- Groups students and make them discuss on selected items
- Makes a follow-up while they are doing their tasks
- Helps students present their discussion results group by group
- Provides short notes on selected contents
- Assesses each group's presentation and gives feedback as well as a summary.

❖ **Learners' Activities**

- Attend the presentation and taking notes
- Participate in group discussion and presentation
- Make self-assessment and peer-assessments
- Ask questions for elaboration while they are working in small group or whole class.
- Receive feedback and take action for improvement.

Modes of Assessment:

Continuous assessment and summative assessment will be implemented.

- Every student needs to attend for not less than 80% of the course work. Project work at individual level **(20 %)**, Group work and presentation **(10%)**, At least two **tests (20%)**, Individual's contribution in the presentation and discussion session response **(10%)** and Final written exam **(40%)**.
- **Grading System: Criterion referenced**

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Unit Five: Principles, Methods and Techniques of Teaching (16 periods)



Introduction

Dear learner, do you remember what you learnt in unit four? You are right! The core points were about definition of terms such as teaching, learning and active learning. Moreover, you learnt about characteristics of effective teaching and learning, qualities of an effective teacher, major responsibilities of a teacher, and the interaction between teacher and students.

Unit five will share you pertinent information regarding variety of teaching principles, instructional methods and techniques. Whatever you study in this unit, you are expected to create a linkage between the theoretical knowledge and the actual teaching-learning situation in the classroom.



Learning outcomes:

After successful completion of this unit, you will be able to:

- Identify the major principles of teaching in the context of classroom tasks.
- Write active learning methods that are suitable to primary school students
- Apply the active learning methods in their respective fields of specialization
- Discuss the advantages and limitations of each method of teaching
- Select the appropriate method of teaching using specific criteria.

Definition of Terms

Principles are defined as fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community and it helps in determining the rightfulness or wrongfulness of its action. Principles are more basic than policy and objectives, and are meant to govern both.

Teaching Method is defined as: A systematic order imposed up on teaching activities. These teaching activities can be expressed in terms of the teacher activity and students' activity in a given lesson. Methods are ways by which the teacher imparts (conveys) the facts, ideas,

concepts, etc. to the learners to help them acquire the necessary knowledge, develop skills and values. They are how teachers transmit lesson content to facilitate information to students. They are the means by which the teacher attempts to bring about the desired learning.

Instructional methods are not **ENDS** by themselves but **MEANS** to achieve the intended objectives of instruction. The different methods that are available to teachers are varied and many in their **nature and values**.

Major Kinds of Teaching Principles

There are nine principles of teaching as discussed below:

- 1. The principle of uniting instruction with the political, economic and social policy of the country:** This indicates that instruction must be related with the life of the learners. The curriculum of a country will not be different from a reflection of the socio-political realities in the society. Hence the teacher has the responsibility to create the link between the contents of instruction and the political, economic and social expectations sought to be developed.
- 2. The Principle of connecting instruction with social life:** The main purpose of this principle is preparing students for productive work. This is in other words interested in linking theory with practice like for instance; extracurricular (clubs) activities at schools.
- 3. The Principle of integrating instructions of different subjects:** The main objectives of school instruction are to enable the students to use facts of the different subjects (horizontal relationship) jointly in social life. Subject integration leads to students' unity of thinking, outlook, skills, attitudes etc. the application of the principle requires analysis of the syllabus in their points of contact with other subjects (their interrelations) and using the relations to elaborate basic terms, concepts and ideas of general importance. This principle assists students develop a unified view of the issue under discussion.
- 4. The Principle of guiding the activities of learners (the principle of teacher's leading role and students' independent work):** The leading roles of the teacher are planning, organizing, guiding students, encouraging, stimulating, facilitating, which are the basic

for successful learning. Learners' self-activity is so important for the development of initiation, creativity, etc. the principle tells us that the learners in our classrooms are not passive recipient of knowledge. The application of the principle requires:

- Proper planning, organizing, directing, controlling and evaluating students' tasks;
- Conscious guidance of students learning (motives, attitudes, knowledge, capacity, conviction etc.)
- Initiating and stimulating students' activities/practice.
- Developing step-by-step students-self activity.

5. **Principle of making instruction comprehensive:** The main educational aim of this principle is to make the instructional process suitable for student's demands, knowledge, capacity, abilities, will power etc. Some of the rules in making instruction comprehensive are to proceed from concrete to abstract, from known to the unknown, from easy to difficult, from nearer to further, etc.

6. **The principle of vividness in instruction (the principle of giving clear ideas in instruction):** Successful learning always depends on the learner's clear perception of all important parts of the content. Instruction should be clear so that knowledge is based on sufficiently clear and lively perception and conception. It takes into account the connection between sensual and theoretical and between cognition and practice in the organization of the instructional process. This is because the elements of cognition (sensation, imagination/ thinking) are fundamentals of man's understanding. Its application requires the use of instructional media as much as demonstrating to students the concrete parts, aspects, problems or phenomenon by means of real objects, models, charts, maps or explanations and descriptions etc.

7. **The principle of understanding individual difference in instruction (the principle of approaching students personality based upon collective activity):** The teacher should know the cognitive abilities and physical maturity of students. Its application requires considering students' individual difference (ability to perform a certain task or operate a given machine) and applying different approaches to address the difference. Remember individuals greatly differ in comprehending the same thing.

- 8. The principle of applicability and durability of the results of instruction (the principle of stabilizing the results of instruction permanently):** The quality of instruction is measured by its results and these results must be applicable and durable. Instruction requires planned repetition, summary, exercise and various applications of knowledge, abilities and skills. Its application requires keeping in mind the importance of stabilization (repetition, summarizing, applying) to gain a solid and applicable knowledge and to prevent forgetting. And this influences all steps of teaching like having interesting beginning, planned repetition, and summary, intensive exercise, checking and evaluation, etc.
- 9. The principle of shaping instruction systematically according to the curriculum:** The implementation of this principle requires the study of the curriculum materials (the syllabus, textbook, teacher's guide and instructional aides), the development of clearly defined objectives in all levels of planning, organization of the subject matter in line with the students ability, maturation interest and background.

Major Categories of Instructional Methods

There are two major categories of instructional methods. These are teacher-centered and student-centered.

5.3.1: Teacher-Centered Method

This is a teacher-dominated approach. The teacher monitors both their rate of classroom activity and the pattern of classroom interaction, which will result in the immediate disappearance of the knowledge acquired. Some educators call this method as the authoritarian method for one person, the teacher, set the task, prescribes procedures and judge results without permitting others to share in the decision process. In other words, free time for independent work is given no room, as the teacher's presentation of new information is a highly monitored and governed session.

In sessions of this sort, the student is an individual who passively absorbs the learning and the teacher pours into her/him. That is to mean, in such an approach in lieu of creating situations where by students will find answers for themselves and do their own learning. We are likely to create situations where by we think we can direct and control and be sure they learn what

they are supposed to. The teacher will do most of the talking and it is the student's duty to listen to what the teacher has to say, commit into memory and repeat it during recitation periods or in examinations.

❖ **Some characteristics of the teacher-centered methods**

- There is high percentage of academic learning time;
- The teacher engages the students on the task promptly and keeps them on the activity until its completion;
- The teacher is active in explaining, monitoring and describing;
- Interaction and socializations among or in between students is kept to the minimum as the students are awfully busy with the tasks given by the teacher;
- Mastery learning is highly stressed;
- Use of extrinsic reward-praise, good grade;
- Use punishment-usually hard punishment;
- Use of assessment and feedback-terminal or summative

5.3.2: Student- Centered Method

In the student-centered instructional method, students are active participant in their own learning instead of passive receivers of information. Their previous knowledge and experience are so crucial and valued since they help to construct new knowledge. And the role of the teacher is creating conducive environment for learning and offering a guide, stage settings facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher as a facilitator and co-worker is not expected to only give information, but also to design instructions that would lead students learning for understanding through debating, interrogating, discussion, creating exploration, etc.

In general, the guiding principle of the student- centered instructional method adheres that learning should be focusing on quality rather than on quantity and on understanding rather than on memorization.

❖ **Some Characteristics of the Student-Centered Methods**

- Learners are actively engaged in solving problems in lieu of being receivers of knowledge;
- Teachers produce conducive environment to learn via facilitation and guidance;

- Prior knowledge and experience of learners is integrated to the learning process;
- Students learn through the integration of theory and practice;
- Use of intrinsic reward; that is, students motivate themselves which in turn helps to have effective learning;
- Use of some punishment – using reasons rather than power;
- Use of assessment and feedback – any assessment is formative.

In reality, however, most lessons are neither purely either student nor teacher-centered. In fact, the majority of the lessons could be more teacher-centered with a combination of few active learning methods (student-centered).



Activity 22

Bring to your mind your primary and secondary school teachers. How many of them used more of teacher –centered or student-centered methods? Reflect first individually and then in pair, lastly in group. Your reflection should consider different subjects. In addition, make a comparison among female teachers and male teachers.

Types of Instructional (Active Learning) Methods

1. The Lecture Method

A face-to face teaching approach where the teacher explains, elaborates, tells the facts, events, ideas, etc. It refers to one way flow of information (from the teacher to the student). It is a verbal presentation about materials to be learnt.

Conditions necessitating the use of lecture method

1. The need to explain, elaborate, simplify materials, which the students are not familiar.
2. The need to cover a lot of material in a short time.
3. When there is no sufficient material for students and if it is to be covered by teacher's detailed preparation.
4. When there is lack of teachers.

Types of lecture methods:

- a. **Formal (Unmodified):** This is characterized by the lack of discussion or interaction in between the teacher and the students. The teacher lectures continuously for a long time being uninterrupted. This method is not suitable for first and second cycle students because the students have less retention power and cannot concentrate for a long time.
- b. **Informal (Modified):** Takes into account the participation of students like asking, giving suggestions and answering to questions. Here, there is an interruption. It is possible to use such an approach in the lower grades together with other methods. When we use other methods to support our lecture, it is referred as *augmented lecture*.

2. The Demonstration Method

It is carried out by showing some natural phenomena, real objects, models, and processes to the learner. The method combines a verbal explanation with practical illustrations, handling or operation of equipment or materials. It develops both mental and motor skills of the learners for it involves observation, participation and practice.

The demonstration method has the following steps:

1. Explanation
2. Demonstration
3. The Students Performance
4. The Instructor's Supervision, and
5. Evaluation of the Demonstration Process.

To make this method effective, the teacher needs to:

- Determine the right time for demonstration;
- Prepare the necessary materials in advance;
- Make students clear with the aim of the demonstration;
- Make sure that the sitting arrangement is in order all students can see and hear;
- Be certain that the safety rules are observed; and
- Summarize what she/he has demonstrated.

Types of demonstration method:

a. Formal demonstration: This is the case where the teacher demonstrates the lesson to his students. It is used:

1. When there is lack of materials for each student; and
2. When the materials are dangerous to be handled by students.

b. Students' Demonstration: In such a method the learners do the demonstration themselves. The role of the teacher will be supervising the demonstration conducted by the learners and offering some help when the need arises.

3. The Group Discussion Method

It is a method that encourages students' active participation in exchanging their views. It is used for gaining new knowledge, solving problems, forming attitudes, developing the ability of arguing, interpreting, discussing gaining linguistic abilities and skills.

There are four methods of grouping students as listed below:

- **Arbitrary** → according to lists of names or sitting arrangements.
- **Ability** → students having similar abilities sit together.
- **Mixed** → deliberately composed group.
- **Compatibility** → students who like each other or one another and work well.

The type of discussion could be in **large group or small group**. In the case of small group discussion, the students are divided into small groups and make a brief discussion of a certain issue. It helps to get the view of every student without any hesitation.

Procedures:

- Divide the class in to small groups of 3-6 pupils.
- Arrange the chairs in circle to face each other.
- Ask them to elect a chairperson and a secretary.
- Tell them the question for discussion (it should be understood).
- Tell the amount of time they will have for discussion possibly 5-10 minutes.
- Inform them that "X" minutes are left before the time is up.
- The secretary must summarize and report the main points on the chalkboard.

- Avoid repetition.

4. Panel discussion method: It is discussion between a group of people who have a special knowledge and interest in the topic to be discussed. It has a chairperson, panel members and the audience. And there is a give and take with the class. It helps in facilitating learning through sharing of knowledge and experience.

5. Debating method: Debate is a very formal approach consisting of sets of speeches by participants of two opposing teams and a rebuttal by each participant.

Debating requires skills of:

- Critical analysis
- The art of persuasion
- Rapid rebuttal

6. Brainstorming Method

This is a discussion in which the members of the group are encouraged to generate different ideas on a given problem or a topic. The members relax and give their opinions freely and without self-censoring.

Four basic Rules for Brain Storming Session:

- i. Criticism is forbidden and adverse judgments of ideas must be held until the end.
- ii. No matter how unworkable and unacceptable the idea may seem it should be accepted.
- iii. Quantity is wanted. That is the greater the number of ideas; the greater will be devising solutions for a problem.
- iv. Combination and improvements are sought. Besides to contributing ideas of their own, participants should suggest how others ideas could be improved. A secretary (other than the teacher) notes all suggestion that are advanced and later the judging committee screens.

7. The Questioning Method: It is a method, which is conducted by asking questions. The students ask and the teacher responds or redirects the questions. This method can be used at

any grade level if it is planned and conducted properly. **The classification of questions could be:**

a. Cognitive memory questions- these are narrow and need little or no thinking e.g. when operation sunset' was started?

b. Convergent questions: they are narrow though they may require some thinking. But, ones thought out; there is a correct answer and usually one correct answer.

E.g. If the area of a triangle is 12cm^2 and one of the sides is 4cm, find the other side.

c. Divergent question- these are wide open questions. No one can predict what the answer will or should be. They do not have one best answer. E.g. what are the advantages of learning in one's mother tongue language?

d. Evaluative Questions- these are questions that ask students to put a value on something. These are questions in which students pass judgments on some actions.

E.g. how do you evaluate the implementation of the new curriculum in Ethiopia?

Factors that are to be considered during questioning are:

- i. The question to be asked should be as precise and clear as possible
- ii. The question should be thought provoking and involve vital aspect of the lesson.
- iii. It should be in line with the level of the knowledge of the students.
- iv. It should not be of the type to be answered by a 'yes' or 'no'
- v. Prepare the question to be asked in advance.
- vi. Ask the question before naming the student.
- vii. Give time for thought. Do not use a machine gun approach.
- viii. Involve as many students as possible.

8. Dramatization: refers to the acting out of any situation either spontaneously or with a prepared script. The situation may be real or fictitious. It can be divided into **Miming** and **Acting**.

- **Miming:** In this form of dramatization, the actor or actress speaks no word but communicates to his/her audience thoughts and actions through movement of his/her body gesture with his/her hands, face, and head.

- **Acting:** In here, there is movement and dialogue. The actor or actress utters something accompanied by his/her physical movements in order to convey his/her message effectively.

9. The Role Playing Method: is a deliberate acting out of a role in a classroom. It is unrehearsed dramatization but differs from dramatization in that it does not require the study of a script and memorization of the parts of the play. In role playing the spontaneous action comes directly from the actor's or actress's creative use of his/her own experience. This method enables the learners see the reality through the eyes of others and is followed by discussion. The role-playing method enables the learners to see the reality through the eyes of others.

Prerequisites for Good classroom Role-playing:

1. The class should have a common interest in the issue or the problem under discussion.
2. The participant's/ actor's knowledge of the issue.
3. It should be regarded as a means of learning, not as an entertainment.

10. The Problem Solving Method: encourages students to learn through finding solutions for problems. Individuals or group of students can do it. Problem solving involves:

1. Identifying the problem.
2. Thinking of possible solutions (hypotheses or approaches to take in solving the problem).
3. Testing (verifying) the tentative solutions or approaches.
4. Rejecting the tentative solution or approaches that do not meet the requirements and trying other new ones till the solution is achieved and this is the reason why this method is called trial and error learning. The problem should be higher than the present levels of the students' knowledge so as to make students fill the gap.

11. The project Method: is an assigned activity in which a student or group of students work on some specific task so as to produce tangible product. It is a natural and life related learning activity that involves investigation and problem solving. This method is more applicable in the practical fields such as technical education, agriculture and etc.

12. The Field Trip Method: In this method, students are taken out to visit places, historical sites, factories, farms, workshops, service giving institutions, geological areas, etc. and get knowledge. It requires pre-visit arrangement (plan), the visit and after trip discussions. It helps students to get acquainted with the actual environment.

13. Active Listening method: You give your students an activity or “job” to perform as they listen. Sometimes this may involve an activity they need to complete as they “listen”, or it could be a handout to fill in, a series of questions to answer, or objectives to target. Basically, the teacher guides the students to what they should be listening for, and prepares them for what they are about to hear, so they can listen actively.

14. Balloon Game method: The students are given the names of a number of important people who are in an imaginary “balloon”. The balloon is sinking, so the only way to keep it from falling to the ground is to throw out one of the people. They have to discuss which person they would throw out first, which second, and which third...etc. You can do this with famous scientists, modern inventions, historical figures, formulas, medicines...whatever you can think of! This forces the students to make a decision and argue their position.

15. Experimentation method: An experiment is when students put a hypothesis to the test. Basically, an experiment involves taking a theory or idea, and testing to see if it is true. It usually involves a very specific and controlled method of procedure, and results are usually recorded. From these results, a conclusion is derived. An experiment can also answer the question “What if?” Experiments can take many forms. They can be scientific explorations, laboratory experiments, behavioral experiments, educational experiments, pilot projects, and field experiments. Sometimes it can just be trying something new and seeing if it works.

16. Goldfish Bowl method: This is a very useful exercise to use when you want to discuss a “hot topic”. Select two students (one male and one female if possible) to sit back to back in the center of the room with other students grouped around. Each student is assigned a particular view (or side of the issue). They have to debate the view. If another student wants to join in, he/she goes to the center and taps the person they want to replace on the shoulder and takes their seat. Each person should be replaced in turn. The teacher can also intervene to get other students involved. Sometimes it is good to let the students know the topic before so that they have time to form opinions and arguments.

17. Hot Seating method: Either one member of the class is assigned to be a character or one member of each small group. These can be from literature, a person from history, a famous scientist, or a famous politician...any famous personality! The member is placed in the center of the room/ group to role play the character. Other members of the class/ group direct questions to the person in the center who has to respond as that person. After 10 minutes, change the person in the center and the character.

18. Interview method: This is a great way to get experts into your classroom. Invite a guest speaker to attend your class who is an expert in your field of study. Tell the students ahead of time, and have them research that topic and prepare questions to ask the guest speaker. Then, when the guest arrives, allow the guest to do a short introduction about their area of expert. Following this, allow the students to intensively interview the person. This is a great way of connecting the actual reality of your subject to enter the class. You can interview scientists, historians, politicians, personalities within the school surrounding!

19. Investigation method: To investigate is to search. With this activity, you give your students a topic, theory, issue, or idea to “investigate”. They then spend some time researching this subject in detail. You might guide them and push them to look at the issue from every angle. Then after, they can provide feedback about their investigation in a number of ways: an essay, a presentation, a demonstration, a report, or any other idea they can come up with.

20. ICT method: This is simply allowing the students to use computers to either complete an activity or to find information. You may give them an internet search as an activity. Or you may design resource materials for your class, with an assignment and put it on the university network so they can complete it.

21. Jigsaw method: You divide the class into groups. Letter name is assigned to each member. Each group is given a “specialist” topic and each member of that group has to become an expert in that topic. You can do this as a homework activity, or as a multi lesson activity. After they have become an expert, you separate the “specialist” groups and form new groups. The new groups are made up of one specialist from each of the original groups. They then work together to teach each other the information they learned in their original group.

22. Mastery Learning method: Mastery learning is when the instructor pushes the students to master or perfect the learning. You are designing activities that push the students to

perfectly know the information, skills, or attitudes you are teaching. In a way, you are setting the students an achievable challenge that will make them think and master the concept.

23. Microteaching method: This is when the students model or try out different teaching methods with a small group. There is usually a time limit of 10 to 15 minutes for the teaching to take place. The students then give the “teacher” feedback on their mini lesson and the methods used. The feedback includes some positive points about the teaching, as well as constructive feedback. This can be done in any subject and is ideal to use with students training to be teachers.

24. Mind Map method: A mind map is a visual representation of ideas on any given topic. The students write the topic to be explored in the centre of the page, using three colors and an image attached to the topic. Then, they branch out on sub topics, which are then broken down into smaller sub topics. Each branch should be a separate color, with one word written above indicating the sub topic. From these main branches, smaller branches will go off in different directions, each with a different piece of information about that subtopic. Mind maps should be colorful and can include pictures to help the students remember the information.

25. Pair Discussion method: This is an activity when you put your students into pairs. This can be done with the person they are sitting beside, or you can put them in pairs with people they haven’t worked with before. In the pair, they will complete a task, discuss a topic, and/or prepare feedback to the large group. This is a good activity to do before a large group discussion because it will give shy students a chance to voice ideas with a friend before they speak in front of the whole group. It also leads nicely into a pyramiding activity.

26. Peer Assessment method: Peer assessment is when you have your students assess each other. This may involve them marking each other’s work, giving feedback on teaching, editing or checking work before submission, grading presentations, and giving comments on each other’s performance.

27. Presentation method: A presentation is an activity where students present a topic in front of their class. This can be done individually or as a group. Students need good public presentation skills. With a presentation, you are not just teaching the topic, but are also teaching the students HOW to present. When giving the presentation assignment, also give clear criteria about what makes an effective presentation. Explain about the WAY they are to deliver the information (organization, visual aids, voice, clarity of expression, and body

language). Also, give criteria about the content of the presentation (evidence of research, originality of ideas, effectiveness of argument, ability to answer questions).

28. Reflection method: Reflection is a great activity because it allows the students to take some quiet, personal time to “reflect” or think over what they have learned in the lesson. This can take many forms. Reflection can be done as a thought bubble, where they write one or two things they’ve learnt from the class on a piece of paper or yellow stick to be put on a bubble. It can also be done as a diary entry with questions supplied by the teacher. It might be done as a brainstorm, or as a mind map. In any case, a reflective activity should allow the students 5 – 10 minutes to quietly look at themselves and what they learned in your lesson.

30. Self Assessment method: Self-assessment is when learners evaluate themselves what they have learned. One way to do this is to have the students mark their own work. The purpose of doing this is to make the students aware of what they know and what they don’t know! They become owners of their own learning. Another way to do self-assessment is to have them complete a questionnaire about themselves and their learning. Lastly, you can also have your students grade their own performance in your lessons. Have them grade their work and then compare it with the mark you give them.

31. Storytelling method: Storytelling can take two forms: either the instructor tells a story, or the students tell a story. In some cases, the instructor might start the story, and have each student contribute to the tale. It is a great way to practice language, and make the students use their listening skills! Another way to use storytelling is for the instructor to read a story and then ask the students questions after to test understanding and listening.

32. Pyramiding method: Pyramiding is a method of teaching where you start with the individual and move to the whole group. Give your students a task to finish, a problem to solve, an assignment to complete, or an issue to think about. They are to do this individually for a specified amount of time. Next, have them get into pairs and compare what they have written.

As a pair, the students come up with a new answer together or verify that they have the same answer. Have the students move into groups of four. Again, they compare their answers and discuss. Last, get feedback from the whole class. You do not have to get every group to give an answer. Instead, pick specific students to share important points their group raised. If it is a problem that is solved, have one, two or three groups put their answer on the board. This

can be a great introductory activity, taking 20 minutes, or it can be expanded to last an entire class. You can also do stages of it as homework.

33. Case Studies method: You provide the students with two or more different situations or scenarios and the students have to study the situation and describe how they would deal with that situation. These studies should be based on real life, and force the students to make a decision on how they would deal with the situation.

34. Creative Writing method: Creative writing is when the students use their imagination to create a piece of writing. This can take the form of story writing, drama presentations, poetry, imaginary newspaper articles, magazines, creative research papers, and other fiction and nonfiction forms of writing. It is a good way for students to put knowledge into a creative context.

35. Crossover method: Students are divided into groups to discuss a specific topic (in any subject). After 5 minutes, 2 members of the group move to another group to share ideas from their original group. From their sharing, more discussion is developed. After 5 minutes, they will cross-over or “move” to another group. This will ensure that the information you want the students to learn, travels through the entire class. This avoids the need for a lot of feedback.

Remember that all the various active learning methods discussed above may not necessarily be used at the same time in one subject by one teacher. Their applicability depends on the type of the lesson/ topic, the subject, the students, and the situation. However, using two or more of the above active learning methods in one lesson is usually recommended in several subjects.

Major Criteria Used for Selecting Instructional Methods

- Objectives of the lesson;
- Content of the lesson;
- Time of the lesson;
- Availability of instructional media;
- Background of the learners, etc.

Read the following case studies carefully and identify whether the used teacher-centered methodology or student-centered methodology. In addition, discuss the skills to be developed and the expected objectives for each case study.

Case Study 1: Session Observation – Pedagogy

Diploma, 45 students, 21 of them are females. The teacher educator is a young man. He has a psychology degree. This is his first year teaching at the CTE. He is finding the change from high school teaching challenging, but feels he is beginning to teach well.

When you go in to observe the lesson, he welcomes you and directs you to a seat at the back of the room. He continues to talk to the students about a task he wants them to do. He reminds them of a previous lesson about Bloom's Taxonomy and asks them to write learning objectives for 'knowledge and understanding in the cognitive domain'. He tells the students to get into groups. The students are sitting on seats attached to desks, but they manage to arrange themselves into groups of about six by alternate rows turning round to work with the people behind. This happens with a minimum of fuss and the students begin discussing. There is an animated 'buzz' in the room which subsides after about five minutes and then gradually returns.

The students in all groups are able to take turns in speaking and they seldom interrupt each other. Females take an equal and active part in the groups' discussions. The discussions are animated, thoughtful and students seem well motivated. While the students are engaged in discussion the teacher educator moves around the room. He listens to what the groups are saying, encourages, answers questions, clarifies points, and joins in discussions. There was a good working atmosphere in the room, the teacher and students had a relaxed and friendly relationship, and the students showed respect and promptly did as they were asked. After about half an hour of discussion the noise level rose and the group discussion stopped. The students were talking in smaller groups and were no longer on task, having finished what they were asked to do. The teacher educator continued to move among the groups and brought individual groups back on task, checking what they had done, reminding them of things they had forgotten, and asking questions. The class was called to attention and groups were asked to report back. The students quickly faced to the front and were attentive. As the first group began, the lesson ended and the class was dismissed.

Case Study 2: Session Observation – Chemistry

Diploma, 43 Second Year students, 14 of them are females. The teacher educator is a tall, imposing man with considerable experience. He has been teaching at the College of Teacher Education for 10 years. He has an MSc in Chemistry for which he studied in Europe. His subject knowledge is excellent.

When you go in to observe the session, he acknowledges your presence and indicates where you can sit, with no break in his lecture. The students all have some typed sheets, stapled together and many of them are making notes on these sheets as the teacher educator is speaking. He talks as he writes formulae on the blackboard. His voice is loud enough for the students to be able to hear him and he writes high enough on the board for all the students to be able to see. He pauses occasionally to look at his own typed copy of the sheets the students have and sometimes tells them to follow as he reads out a sentence to them. At no time does he have any eye-contact with individual students. As he talks, he looks over their heads. He asks two questions, but does not wait for an answer; a few students murmur a response. At the end of the session he asks whether anyone has any questions. The students look at their sheets and avoid eye-contact with him. No-one asks a question.

The students all appear to be listening throughout and many of them write many notes as he speaks, or copy formulae from the board. This is an organic chemistry session and he cites examples where the chemical effects he is describing are used.

Case Study 3: Lesson observation – Biology

Degree; 30 third year students; 24 males and 6 females. The teacher is an enthusiastic young woman with a Masters degree in Genetics. Her students are arranged at random in the classroom, where there is adequate space and light, and an LCD projector. She has excellent subject knowledge and has planned a very well structured session on the crossing over of chromosomes. She starts by reminding the students of the work they covered in the previous session. Students are attentive and ready to work.

Most students write notes as she is speaking, using the key points that she has written on the blackboard as a guide. She uses a power point presentation. These are projected onto the wall so they are quite difficult to see. From the back of the room it is difficult to make out the number of chromosomes and the number of cross over points. Students try to copy the diagrams into their notebooks. Her explanations are generally clear, and she pauses occasionally to ask a question. The questions are usually answered by the same young man in

the front row. She asks for student opinion about the significance of crossing over; several students are able to contribute.

She finishes with a question for them to think about before the next session about why Gregor Mendel did not come across linkage.

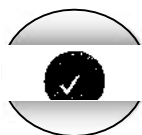
- **Read the descriptions of active learning methods below. These may be new for you. Read the descriptions carefully and write the correct name from the list below in column 2.**

Buzz Group; Microteaching; Jigsaw Groups; Hot Seating; Decision Line; Cooperative Learning; Case Study; Balloon Game; Crossover Group

Description of active learning method	Name of method
Student teachers have been asked to prepare a lesson on teaching an aspect of the grade 4 Environmental Science curriculum. You ask them to prepare a 15 minute lesson, with objectives, activities and resources using materials easily found in the surrounding environment. They present this lesson to their peers. You and their peers evaluate the effectiveness of the lesson and provide feedback on the quality of the teaching. This method can be used in any subject.	
You have divided the class into 10 groups. The topic for the next 4 sessions is child psychology. Each group is given a different aspect of child psychology to research over the next 3 sessions. In the fourth session, each group brings the materials that they have collected and you help to bring all the pieces of the topic together. This method can be used in any subject.	
During your session on curriculum, you stop every few minutes and ask students in a group of 4 sitting closely together to brainstorm their ideas on a particular aspect of the topic; e.g. their understanding of the word curriculum, which subjects are essential in the school curriculum, the relative value of different subjects, the abilities developed through different subjects. They are allowed a short period of time for each period of discussion (about 2 minutes). There is a ‘hum’ of activity in the room during these periods. This method can be used in any subject.	

In History, students are given the names of 10 important characters in Ethiopia who are floating in the basket of a hot air balloon in the sky above the Indian Ocean. The balloon is sinking, and the only way to keep it from falling into the sea is to ‘throw out’ one of the characters. Which character would you throw out first? Second? Third? Etc. This method can be used in any subject, for example with famous scientists, modern inventions, characteristics of good teachers etc.	
Students are divided into groups to discuss a given topic in any subject. After 5 minutes, 2 members of each group move to the next group to share ideas from the first group and to join a new discussion. After another 5 minutes they move again, so that during the course of the lesson all students have been able to share information. This avoids the need for a lot of feedback.	
One member of the class is assigned to be a character from literature, history, science etc. This member is placed in the centre of the room to role play the character. Other members of the group direct questions to the person in the centre who has to respond in role. After 10 minutes, change the person in the centre and the character.	
You organise students into groups for a particular topic, give clear instructions and explain how you want them to work together. You may assign different group behaviours to each member of the group eg facilitator, note taker, time keeper, leader, observer, reporter. Students are expected to interact, share ideas and ask their peers first if they need help. They are all responsible for the outcomes, which are evaluated against agreed criteria. Over a series of sessions, each group member can be asked to take on different responsibilities so that all students are encouraged to develop different skills.	
You are planning a lesson on the characteristics of good teaching. Instead of giving students a list of these characteristics, you provide a description of six different teachers and what they do in their classrooms. The students have to identify the positive and negative characteristics of each teacher. The whole class then comes to an agreement of the characteristics of good teaching.	
You want to encourage students to think about a topic and form an opinion that they can defend. E.g. genetic engineering can help in food security. Students are asked to physically move and stand in a line that represents a continuum from strong agreement with the statement to strong disagreement with the statement. Students then have to find a partner and explain why they chose to stand at a particular point on the line.	

Source: HDP handbook, 2011



Dear learner, analyze the following concepts critically. Insert tick mark in the following table to indicate your level of understanding. Finally, go back to the literature part whenever you feel less mastery of any concept.

S. no	Main points	Yes	No
1	Teacher-centered method		
2	Student-centered		
3	Active learning method		
4	Intrinsic reward		
5	Extrinsic reward		
6	Effective teacher		
7	Jigsaw method		
8	Brain storming method		
9	Methods of grouping students		
10	Micro-teaching		
11	Demonstration method		
12	Effective learning		
13	Principles of teaching		
14	Game method		
15	Pyramiding method		



Unit Summary

There are nine principles of teaching. These are:

1. uniting instruction with the political, economic and social policy of the country;
2. connecting instruction with social life;
3. integrating instructions of different subjects;
4. guiding the activities of learners (the principle of teacher's leading role and students' independent work);
5. making instruction comprehensive;
6. vividness in instruction (giving clear ideas in instruction);

7. understanding individual difference in instruction (approaching students personality based upon collective activity);
8. applicability and durability of the results of instruction (stabilizing the results of instruction permanently); and
9. shaping instruction systematically according to the curriculum.

Instructional methods are classified as Teacher-Centered and Student- Centered methods. In a teacher-centered method, the teacher monitors both the students' rate of classroom activity and the pattern of classroom interaction, which will result in the immediate disappearance of the knowledge acquired. However, in the student-centered instructional method, students are active participant in their own learning instead of passive receivers of information. The guiding principle of the student centered instructional method adheres that learning should be focusing on quality rather than on quantity and on understanding rather than on memorization.

Some of the types of instructional methods are lecture method, demonstration method, buzz-group discussion method, debating method, dramatization, role playing, field trip, project, problem-solving, active listening, jigsaw, brainstorming, goldfish, reflection, presentation, storytelling, game, etc.



Self- test Exercise.

I. Instruction: I. Write “True” if the statement is correct and “False” if the statement is incorrect.

1. Instructional methods are ends to achieve educational objectives.
2. Miming as type of dramatization method expresses communication using dialogue.
3. Cognitive memory questions require higher thinking.
4. Field trip method implies journey to historical sites.

II. Choose the best answer from the given alternatives and circle the letter of your choice

1. Identify the **wrong** idea. A. Lecture method solves shortage of teachers
B. Questioning method is helpful when the topic is new
C. Brainstorming method develops verbal skills
D. Student-centered method uses formative assessment

2. Which one of the following instructional methods refers to experimental activities?
A. Dramatization B. Questioning C. Goldfish D. demonstration
3. The grouping of students based on their potential is called_____.
A. Mixed B. Ability C. Arbitrary D. Compatibility
4. Identify the concept that **is not** characteristics of teacher-centered methods:
A. It integrates theory with practice B. It uses hard punishment
B. It focuses on mastery learning D. It makes students passive

III. Give short and precise answers to the following questions.

1. List five major characteristics of active learning methods.
2. Explain “the Principle of making instruction comprehensive” using three different topics from your major area.

General Approaches/ Methods/ Strategies:

Teaching methods that involve active learning methods shall be employed

- Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ Instructor’s activities

- Makes brief presentations on the daily topic(s)
- Groups students and make them discuss on selected items
- Makes a follow-up while they are doing their tasks
- Helps students present their discussion results group by group
- Provides short notes on selected contents
- Assesses each group’s presentation and gives feedback as well as a summary.

❖ Learners’ activities

- Attend the presentation and taking notes
- Participate in group discussion and presentation
- Make self-assessment and peer-assessments

- Ask questions for elaboration while they are working in small group or whole class.
- Receive feedback and take action for improvement.

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Unit Six: Planning Lessons, Organization and Management



Introduction

Dear learner, welcome to the fourth unit. One of the essential factors that determine the quality of education is an instructional plan. Therefore, school teachers should prepare a plan and use it effectively so that there will be successful teaching as well as learning. In this unit, you will be exposed to what-ness of plan, merits of instructional plan, fundamental questions of instructional plan, types of objectives, and types of lesson plans. This unit also deals with the definition of classroom management, indicators of effective teaching, major causes of classroom misbehavior, and types of seating arrangement and preventive techniques of classroom misbehavior. Generally, discussions on the aforementioned contents will definitely make you good classroom manager.

Learning outcomes:

After completing this unit, the trainees will be able to:

- Discuss why teachers need to plan.
- Relate the fundamental questions of instructional planning to the actual lesson plans
- Identify the core levels of instructional planning
- Plan their lessons at different level
- Design appropriate lesson plans in their respective fields of specialization
- Assess the merits of instructional planning
- Implement lesson plans effectively
- Define classroom management
- Demonstrate some indicators of effective teaching at secondary schools
- Organize their classroom for different tasks
- Identify the major causes of classroom misbehaviors
- Assess the classroom management techniques
- Major types of seating arrangements
- Manage their classes using appropriate classroom management techniques
- Apply preventive techniques of classroom management.

Definition of a Plan

Some of the definitions of the term “plan” are:

- A plan is a guide map for action;
- A plan is an experience in anticipatory teaching;
- A plan is a blue print;
- A plan is a direction for future activities, etc.

Thus, instructional planning is a process of the teacher using appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of students. It is a preparation for teaching and learning, including construction of goals, objectives, and instructional and assessment methodology. Instructional planning is a systematic planning, developing, evaluating, and managing the instructional process based on principles of learning and instruction.



Activity 23

1. Create your own definition for the word Plan.
2. What would be the challenges of teaching in the classroom without lesson plan?

Merits of an Instructional Plan

Different scholars have forwarded some of the following merits of having a plan

- Helps ensure subject mastery;
- Enables to select appropriate instructional methods;
- Avoids crisis in the classroom;
- Develops more confidence;
- Enables to use different instructional media;
- Realizes wise usage of time;
- Fixes the direction of teaching-learning process;
- Helps avoid needless repetition;
- Gives substitute teachers a basis for presenting real lesson;
- Gives outline to follow as one teaches a lesson;
- Enables to anticipate the implementation of activities;
- Assures the attainability of instructional objectives, etc.

Major Criteria that a Quality Plan Should Fit

- A. **Objectivity:** denotes that a lesson plan should be based on the existing reality of the country;
- B. **Logical Sequence:** implies that contents and activities in a lesson plan should be arranged in logical order. In other words, lesson contents should proceed from simple to difficult, from near to far, from known to unknown, from concrete to abstract, etc.
- C. **Flexibility:** expresses that a lesson plan should be open to make necessary amendments when unpredictable problems face and when there is transfer of teachers.
- D. **Comprehensiveness:** a lesson plan should include the major elements such as objectives, contents, methods, media, time, activities, evaluation mechanisms, etc.
- E. **Clarity and Simplicity:** an instructional plan should be written in clear and simple languages.

Fundamental Questions of Instructional Planning

There are seven fundamental questions of instructional planning as recommended by Ralph Tyler (1949).

- **Why to teach?** Understanding the objectives to be achieved.
- **What to teach?** Knowing and mastering the contents to be taught.
- **How to teach?** Selection of appropriate methods and media.
- **Whom to teach?** Identifying the grade level and background of the learners.
- **When to teach?** Knowing the solid number of working days and total allotted periods for the subject.
- **How much to teach?** Checking the harmony among the contents in the textbook and the total number of periods.
- **Where to teach?** Understanding the environment such as climate, location of the school and the reality of the country.

: Types of Instructional plan

There are different types of instructional plans as mentioned below:

- Annual lesson Plan;
- Semester plan;

- Unit plan;
- Course plan;
- Weekly plan
- Periodic (daily) plan

: Types of Instructional Objectives

General Objectives: are used in preparing the annual plan. We use some of the following action verbs:

- To know, understand, comprehend, devote, grasp, enjoy, appreciate, have faith in, believe in, admire, develop, be familiar with, be aware of, acquire, etc.

Examples: At the end of this unit, the students will be able to know the English alphabets.

Specific Objectives: are used in preparing periodic lesson plan. They clearly show what type of learning outcomes are expected from the learners. Some of the action verbs used here are listed below:

- To compare, design, infer, identify, differentiate, construct, write, debate, define, solve, select, evaluate, draft, change, list, arrange, practice, locate, match, plan, separate, draw, measure, express, perform, calculate, explain, etc

Examples: At the end of this lesson, the students will be able to write the first six English alphabets.

At the end of this lesson, the students will be able to pronounce the first six English alphabets.

: Guidelines for Writing Instructional Objectives

- Objectives should be stated in terms of students' performance;
- Objectives should be written in terms of the learning outcome, not in terms of the learning process;
- Statements of objectives should be an amalgamation of subject matter and desired behavior;
- Avoid the use of more than one objective in one statement.

: Taxonomy of Behavioral Objectives

Several decades ago, as interest in defining educational objectives was increasing, a group of experts in education led by Benjamin Bloom studied the idea of defining objectives very systematically. They developed a taxonomy, or classification system in to ordered group or categories, of educational objectives. Based on this classification educational objectives are divided in to three domains such as cognitive domain, affective domain and psychomotor domain. Each domain is comprised of hierarchical levels which proceed from basic to more complex learning. In real life, of course, behaviors from these three different domains occur simultaneously. While students are writing in a psychomotor domain, they are also remembering or reasoning cognitive, and they are likely to have some emotional response to the task as well (affective). Therefore, many objectives are an amalgam of cognitive, affective and psychomotor. But it often makes senses to recognize a given objective as falling primarily into one category or another. One reason for considering these areas separately is to accentuate the affective and psychomotor areas, because schools often focus on cognitive changes alone.



Activity 24

- What is taxonomy and why is it important in education?

: The Cognitive Domain

Work on the cognitive domain was completed in 1956 and is commonly referred to as Bloom's Taxonomy of the cognitive domain. This domain refers to behavioral objectives which involve intellectual or mental abilities ranging from simple remembering of learnt materials to highly creative way of combining (synthesizing) new ideas and evaluation. This is the most common type of instructional objectives since it focuses on the transmission of knowledge and intellectual skills, which is the most prevalent view of the role of school both today and in the past (Jacobsen et al., 1989:85). The same authors have mentioned their intimacy that 80 to 90% of the average elementary and secondary students' school time is devoted to the achievement of cognitive goals, of course, to the lowest level of cognitive learning. The cognitive domain has six components.

Knowledge: is the lowest level of the cognitive domain. At this level students are expected to remember, recall recognize, retrieve information such as facts, terminologies, problem

solving strategies, rules, etc. Knowledge is the easiest of thinking levels, where we need to describe and identify things to show as we have remembered or learned. It is distinguished from the remaining five which are together called intellectual abilities for the simple reason that the latter requires organized mode of operations and generalize techniques for dealing with materials of problems. Some action verbs that describe learning outcomes at this level include define, list, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, select, outline, state, recite, match, recall, etc.

Example: The students will be able to define terms such as diffusion and osmosis.

Comprehension: This level requires that students not only remember information, but also understand it and be able to explain or express it in their own words. At this level, students are expected to be able to change the form of communication; translate and restate (paraphrase) what has been read, seen, etc, connecting or making relationships among parts of a communication, interpret, see consequences from information (inference) and extrapolate a piece of communication.

Action verbs that can be used at this level include: summarize, interpret, associate, predict, convert, estimate, infer, defend, explain, paraphrase, discriminate, distinguish, generalize, contrast, discuss, differentiate, etc....

Example: the student will be able to give his/her own examples of recent Supreme Court decisions on man's protection under the law.

Application: refers to the ability to use learnt material in new and concrete situation. At this level, students are expected to use previously acquired information in a setting other than the one in which it was learnt. Some of the action verbs are: change, modify, solve, demonstrate, organize, transfer, develop, prepare, use, apply, produce, implement, construct, conduct, perform, etc.

Example: when provided with known numbers, the students will be able to apply the formula necessary to solve geometry problems.

Analysis: refers to the breaking down of informational materials in to their component parts, examining such information to develop divergent conclusions by identifying motives or causes, making inferences and/or finding evidence to support generalizations. Therefore,

students are expected to identify logical errors/e.g. point out a contradiction or erroneous inference/ or differentiate among facts, opinions, assumptions, hypothesis and conclusion. Students are expected to draw relationships among ideas and to compare and breakdown, distinguish, point out, deduce, illustrate, relate, diagram, infer, separate out, differentiate, outline, subdivide, analyze, order, classify, arrange, divide, compare etc.

Example: the students will be able to breakdown the components of the compound in to its constituent elements.

Synthesis: is creatively or divergently applying prior knowledge and skills to produce a new or original whole. Therefore, at this level students are expected to produce something unique or original; here, they are expected to solve some unfamiliar problems in a unique way. Some action verbs that describe learning outcomes at this level are; categorize, create, formulate, compile, design, compose, produce, etc.

Example: the students will be able to create an environment for a hypothetical animal

Evaluation: Objectives written at this level require the students to form judgment and make decision about the values of methods, ideas, people, or products that have a specific purpose. Students are expected to state the bases for judgment (e.g. external criteria or principles they drew up on to reach their conclusion).

Some action verbs that describe learning outcomes are: appraise, criticize, justify, compare, defend, support, contrast, judge, validate, assess, evaluate, rank, grade, test, measure, recommend, conclude, etc.

Example: The student will be able to evaluate objectively the best of two students' essays on HIV/AIDS.

Reflection: What is the difference between the sub-levels of the cognitive domain?

: The Affective Domain

This domain focuses on attitudes, values and feelings, (e.g. rules of respect and relationships, getting along in groups, appreciating art and nature, sense of confidence, positive self-esteem, and resolving moral/ethical dilemmas). This taxonomy is ordered according to the principle of internalization. Internalization refers to the process whereby a person's affect toward an

object passes from a general awareness level to a point where the affect is internalized and consistently guides or controls the person's behavior. Affective goals are seldom made explicit and then consciously translated into teaching procedures. This domain consists of the following five levels.

Receiving: The key feature at this level is that of students exhibiting a degree of open mindedness for without this trait they may not be willing to receive the information under study. Hence, awareness, willingness to hear, and selected attention are very important. At this level students are expected simply to listen or be attentive. Some action verbs that describe outcomes at the receiving level are attend, discern, be aware, hear, notice, listen, ask, choose, follow, hold, locate, etc.

Example: the students will illustrate an awareness of the importance of ecology by supplying pertinent newspaper clippings.

Responding: is active participation on the part of the learners. Students attend and react to a particular phenomenon may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). For example, students participate in class discussions; give presentation, question new ideals, concepts, models, etc. in order to fully understand them. At this level, students are exhibiting some interest, involvement, or even commitment. Some action verbs used at this level are applaud, follow, play, comply, discuss, participate, volunteer, etc.

For example: the students will demonstrate enjoyment of the subject by volunteering to join in the role-playing of Ras Alula Aba Nega.

Valuing: the worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. For example, one demonstrates beliefs in the democratic process, is sensitive towards individual and cultural differences (value diversity), shows the ability to solve problems, proposes a plan to social improvement and follows through with commitment and informs management on matters that one feels strongly about.

Objectives at this level require the students to display behavior consistent with a single belief or attitude in situations where she/he is neither forced nor asked to comply. Here, behavior is initiated by the students who is committed to particular position and is willing to openly discuss and support that position.

Some action verbs used here are: Act, debate, help, argue, display, organize, convince, express, prefer, complete, demonstrate, differentiate, follow, form, initiate, invite, join, justify, propose, read, report, select, etc.

Example: The students will demonstrate a continuing desire to learn to use the microscope by volunteering to work after school.

Organization: Organizes values into priorities by contrasting different value, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, recasting, and synthesizing values. Organization requires a commitment to a set of values. It involves two important issues.

1. Forming a reason why one values certain things and not others;
2. Making appropriate choice between things that are valued and are not valued.

Students are expected to organize their likes and preferences into a value system and then decide which one will be dominant. Some action verbs that describe learning outcomes at the organization level are adhere, alter, arrange, compile, compare, complete, formulate, generalize, abstract, decide, select, balance, systematize, theorize, etc.

Example: the student will freely express her opinion to her class mate about the importance of sex education.

Characterization: Individuals have a value system that controls their behavior. The behavior is pervasive, consistent, predictable and most importantly characteristic of the learner. Instructional objective are concerned with the student's general patterns of adjustment (personal, social, emotional).

In general, this level allows the students to develop personal yet global views about such things as the nature of universe or a philosophy of life. Some action verbs that describe learning outcomes at this level are avoid, internalize, resist, display, manage, resolve, exhibit, require, revise, act, discriminate, display, influence, practice, etc.



Activity 25

1. Discuss briefly about the hierarchical levels of the affective domain.
2. Give your own concrete examples for each level. Identify how one level is different from the other level and why these levels are arranged in the given way.

: The Psychomotor Domain

It refers to skill development (E.g. kicking a ball, measuring in sciences, drawing shapes in Mathematics, handwriting, using tools or equipment). No matter how much information we have, without appropriate skills, we will not be able to use it. The psychomotor behavior concerns itself with levels of attainment on neuro-muscular coordination. As the level of coordination goes up, the action becomes more refined, speedy and automatic. Each level is presented in the following way.

Imitation: Learners observe a skill and attempt to repeat it, or see a finished product and attempt to repeat it while attending to an exemplar. Objectives at this level require that the student be exposed to an observable action, and then overtly copy or repeat it, such as when an instructor demonstrates the use of a microscope by placing a slide on the specimen tray. Here, students are expected to observe and be able to repeat it (although imperfectly) the action being visually demonstrated. This level is usually lacking neuromuscular coordination. Some of the action verbs that describe learning outcomes at this level are copy, replicate, repeat, align, grasp, balance, hold, rest on, follow, place, step, etc. Example: the students will be able to familiarize themselves with soccer kicking techniques.

Manipulation: the student is required to perform selected actions from written or verbal directions without the aid of a visual model or direct observation. Students are expected to complete the action from reading or listening to instructions, although the behavior still may be performed crudely and without neuromuscular coordination. The action verbs used here are the same as that of the imitation level except they are performed from spoken or written instructions. Example: Students will use the power saw safely to cut out a desired form for a bookstand.

Precision: At this level, learners independently perform the skill or produce the product with accuracy, precision and exactness; at an expert level. Few errors are apparent. Here the students are expected to perform an action independent of either visual model or a written set

of directions. Proficiency in reproducing the action at this level reaches a higher level of refinement. Students are expected to reproduce the action with control and to reduce errors to a minimum. Expressions that describe outcomes at this level include performing the behavior: accurately, with control, independently, errorless, proficiency, with balance, refine, succeed, surpass, etc.

Example: Students will be able to blow the trumpet skillfully to produce a high “F” Nota for one minute.

Articulation: The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation. Here, the students are expected to display coordination of a series of acts by establishing the appropriate sequence and performing the acts accurately with control as well as with speed and timing. Some of the action verbs used here to describe outcomes include confidence, integration, speed, coordination, proportion, stability, harmony, smoothness, timing, adapt, alter, change, excel, rearrange, etc.

Example: Students will be able to head the soccer ball forwards, to the left and to the right.

Naturalization: At this level, response is automatic. The individual’s experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. One acts “without thinking”. Therefore, objectives at this level require a high level of proficiency in the skill or performance being taught. The act is performed with the least expenditure of energy and becomes routine, automatic, and spontaneous. Students are expected to repeat the behavior naturally and effortlessly. Some of the action verbs which describe this behavior are arrange, combine, compose, construct, create, design, originate, etc. And some of the expressions that describe this level of behavior are automatically, naturally, effortlessly, professionally, with perfection, roughly, with posies, with ease, spontaneously, etc.

Example: Students will be able to catch and pass the ball accurately while on the move during a basketball game.

Concerning the inter-relationship between the three domains, the division of educational objectives in to domains is not water-tight or exclusive one. The achievement in one domain is to a quite appreciable degree dependent upon the learner’s status in others. For instance,

understanding (comprehension) may be a prerequisite for attaching proper value to an object or proper cognition necessary for arousing proper interest. Similarly, interests and attitudes affect the quality of performance in both cognitive and psychomotor domains.



Activity 26

1. Discuss clearly about the hierarchical levels of the psychomotor domain.
2. Give your own concrete examples for each level and try to relate each level with your practical life.
3. Evaluate the balance of the cognitive, affective and psychomotor domains in your respective major areas by referring to the primary school textbooks.

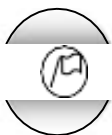


Activity 27

1. Discuss the characteristics of any plan.
2. Why do we say that teaching without written plan is sloppy and ineffective?
3. Why should objectives be stated in what the students do?

Definition of Classroom Management

Classroom management is the art of carefully preparing, presenting, disciplining and controlling class activities. Classroom management is also the process of organizing and coordinating a class so that there can be efficient and effective learning. Students are composed of diversified attitude, values, maturity, age, family background, etc. Thus the teacher is highly expected to manage such varieties of behaviors. Classroom management is also defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.



Activity 27

1. How do you evaluate the classroom management of your primary and secondary school teachers? Did they treat female students and male students equally?

2. Identify some teachers who were effective in their classroom management using their characteristics.

: Approaches to Classroom Management

The teacher's personality, philosophy, and teaching style will directly affect his/her managerial and disciplinary approach. There are different approaches to class management, all based on a mixture of psychology, classroom experience and common sense. Their difference is only in the relative importance given to prevention and intervention, degree of control and supervision exercised by the teacher. Some of them are listed below.

- 1. The Assertive Approach:** This approach expects teachers to specify rules of behavior and consequences of misbehaving or disobeying and communicate them to the students clearly. Teachers hold students accountable for their actions. The idea is for teachers to respond to a student's misbehavior quickly and appropriately.
- 2. The Behavior Modification Approach:** Such an approach involves a variety of techniques and methods, ranging from simple rewards to elaborate reinforcement training. The assumption in this approach is that behavior is shaped by environment and little attention is given to the causes of the problem. The basic principles are:
 - Behavior is shaped by its sequences not by the causes of the problems;
 - Behavior is strengthened by immediate reinforcers;
 - Students respond better to positive reinforcers than to punishment.
- 3. The Group Managerial Approach:** This emphasizes on the importance of responding immediately to group behavior among students that may be inappropriate or undesirable in order to prevent problems rather than having to deal with problems after they emerge. The idea is, if misbehavior is not noticed, is ignored, or is allowed to continue for too long, it often spreads throughout the group and becomes more serious and chronic.



Activity 28

Which of the above approaches do you support? Why?

: Organizing the Classroom

One of the vital factors is learning the environment. This implies that the teacher has to create homely atmosphere at his/her classroom. For doing so knowledge of the different seating arrangements is so important. In any discipline, every classroom is a mixed ability group. Whether dealing with high flyers, or low achievers, teachers must allow for the fact that some learners will work more rapidly and accurately than others. On the way to the ideal of individualizing educational programs for all their learners, teachers can start by splitting their class into groups. The amount and difficulty of work demanded from each group can then be related to their abilities in that particular subject. There are three ways of doing this: by Rota, quota and branching.

Rota: as in rotation of crops, refers to groups moving round the classroom from one activity to another.

Quota: similarly requires the teacher to work out an appropriate amount of work to be completed during a session by each group. Each learner has an assignment card or booklet, which becomes a record of work, completed as the teacher check it.

Branching: involves starting all the class together on a particular activity, doing an exercise from the board, or working together from a textbook.

Types of Seating Arrangement

There are four most popular seating arrangements that we observe in most classrooms.

- A. **Row type of seating arrangement:** where the students sit in rows, facing the teacher and the chalkboard. Usually learners are arranged in accordance with their height where the tallest seat at the back and the shortest in the front. In situations where you have students with short-sighted, hard or hearing you need to place them in one of the front seats.

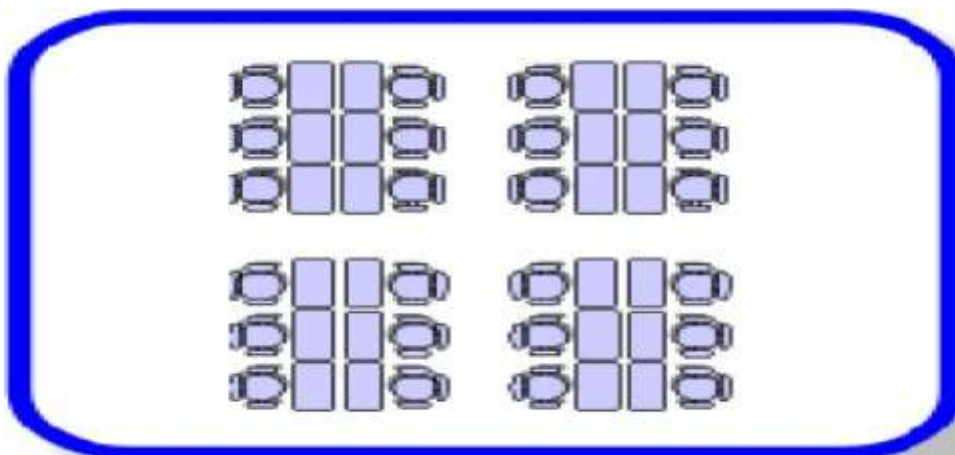


Merits

- This type of seating arrangement seems to be convenient for formal lecture.
- It helps to have easy movement in between rows and orderly collection and distribution of materials.

B. Cluster Pattern of seating arrangement

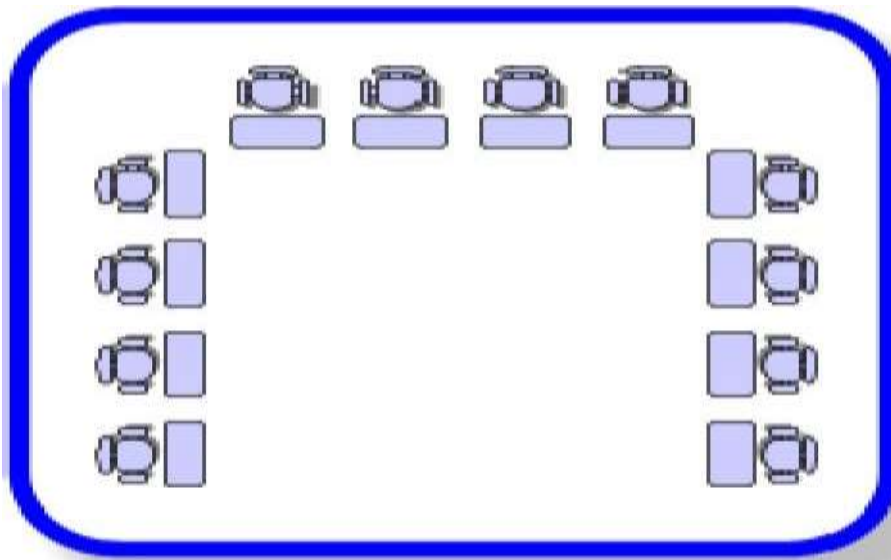
This is characterized by the formulation of little cluster of students in different positions in the class. This type of seating arrangement is very convenient for buzz group discussion.



Merits

- Students communicate easily with each other;
- Easier for students to work as a team;
- Movement from one cluster to another is not too difficult.

C. **The horse shoe pattern of seating arrangement:** A seating arrangement in which students are arranged in the form of “U” shape. In here the teacher sits at the centre.

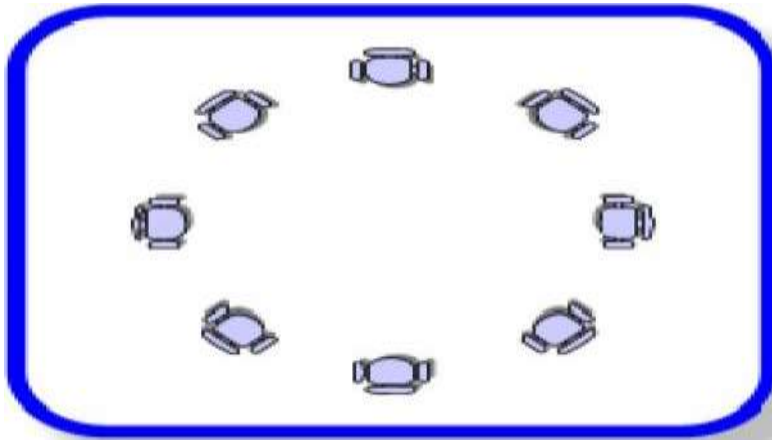


Merits

- Used when the lesson requires a lot of discussion among the students and with the teacher as well;
- Easy for students to consult each other.

D. The Round Table Pattern/ Circular Seating Arrangement

Is this also a good formation of groups' discussion lessons? Unlike the horseshoe, the authority of the teacher is completely decentralized. In sum, although many teachers may not find it too easy varying their students seating arrangements, they should try to vary them as much as they can.



Effective Classroom Management

Effective class managers make use of one or a combination of the approaches mentioned above. They have a well-planned and relevant lesson which they encourage students to take seriously, who make it clear what the class rules are and teach disciplinary skills with as much care as they teach academic skills, who realize what kind of things stimulate student attention, and who know and enjoy each one of their students. Being an effective class manager is not a talent, which some people just have, and others do not – it is a set of skills and an attitude learned through patience and practice. There are a number of things we know about effective class managers. For instance, effective managers have a workable system of rules and procedures which the students follow and do not ‘turn them loose’ without careful directions. They do not appear to treat inappropriate behavior differently from the less effective managers, but they stop it sooner.

We also know that good class managers establish classroom with routines and procedures which ensure that teaching and learning take top priority, and that the students are informed about their responsibilities for performing the work, as well as about the importance of the work to the teacher. These good managers seem to consider the task of controlling student behavior as an instructional challenge, which requires the same approach taken to instruction in other curriculum areas. They analyze the task at hand, deciding what skills are necessary for the students to perform as desired. Class management, then, involves things such as routines, beginning a lesson, planning for instruction, lesson presentation, rapport with students, response to questions and proper use of the chalkboard, to mention only some.

: What Kind of Learning Atmosphere is Ideal?

A busy class is usually a happy class. Provide activities, which stretch the students' abilities and afford sufficient work to keep them busy. Develop a sense of timing-know when to speed up, slow down, or change the activity, but avoid creating pressure. In addition, rules for behavior should grow out of the purposes of the group and should be developed jointly by the classes and the teacher.

Easily recognizable rewards should follow approved behavior without delay. Give recognition whenever possible for superior work or behavior. Try to respond to poor work with encouragement rather than scolding. This is possible if you as a teacher are prepared in terms of outlines, material, equipment, and activities. Start and end on time.

: How Should you Approach Individual Differences?

Providing for individual difference is a major class-management concern regularly cited by teachers. Perhaps you also consider it as your major concern. Teachers always recognize an obvious manifestation of a problem relating to individualization. Solving this critical management problem requires an understanding of both the nature of the concept of individual differences and the attempts to devise suitable educational arrangements. Individuals differ from each other physically, temperamentally, intellectually, and in their special aptitude. Those individual differences are naturally obvious in physical attributes, psychological attributes: subject-matter knowledge, intellectual development, motivation, intellectual curiosity, study habits, ability to think independently, creativity, and so on.

In order for teachers to make working units of instruction for individual students, therefore, they must fully concentrate on teaching small groups and individuals. Only if they have organized the program in such a way that other students are fully self-directive, responsible for their own behavior and for the completion of assignments, will teachers be able to concentrate on individual students-hence respond to individual differences. Independent activities are ones that students do without continual supervision from the teacher. While the teacher is engaged in instructing individuals and small groups of students, the rest of the students are doing independent activities. The following points help to create a good classroom environment if practiced by a teacher.

1. Know your students. Learn their names immediately;

2. Be aware of students' feelings. Pay attention to attitudes revealed in writing and discussions. Respect the personalities of the students. Don't talk down to them.
3. Student's participation is necessary for good morale. Help the students to become members of the group.
4. Emphasize the strengths of each student. Always look for the good points in a student. Build up the confidence of each student-help him/her feel important to the group. All people, young and old, like praises. Use it.

As a teacher you are supposed to do the following in order that you can have a good classroom environment:

1. If you make a promise, keep it. Students expect to be, and should be, treated fairly by their teacher. If you make a mistake, apologize. Share with the students the fact that everyone makes mistakes.
2. Be willing to try out ideas. A teacher must be flexible. Be as creative and innovative as you know how to be.
3. Employ a procedure, which is friendly and informal but businesslike and consistent. Treat all students with the same degree of fairness, impartiality, and consideration.
4. The teacher should possess a good sense of humour.
5. Establish a good rapport with students so that they feel confident in approaching you with problems or questions. Be as courteous as you expect them to be with you. Never act in anger, or use threats as a deterrent.
6. Teacher example will set the stage for many things. Be well groomed and speak and act like a lady or gentleman.



Activity 29

1. Were your primary and secondary school teachers gender sensitive in managing the classroom? How?
2. Identify your model teachers who were effective in managing the whole teaching learning process and share to your classmates

: Principles of Class Discipline

Here are some principles that may help the teacher under the concept discipline clearly.

Principle 1: the aims of education and class discipline are the same: to help students become self-directing people.

Principle 2: Discipline should be dynamic, helping students to channel their energies towards learning goals.

Principle 3: Discipline is inseparable from teaching.

Principle 4: Discipline should change with the learners' stage of development and help them move to the next stage.

Principle 5: Behavior is determined by rational demands of the specific situations.

Principle 6: teaching effectiveness, as perceived by learners, gives the teacher classroom authority.

Principle 7: Discipline is the ability to attend to a task.

Principle 8: No matter what the classroom design or how learners are organized for instruction, the principle for effective teaching and discipline apply.

Principle 9: By identifying and dealing effectively with the factors under their control and influence, teachers can, in most cases, tip the balance in favour of discipline.

Principle 10: principle of redirection: Socialization requires the redirection of destructive behavior into socially useful behavior.

Principle 11: Principle of agreement: ways of dealing with misbehavior should be in agreement with developmental goals.

Principle 12: Basic discipline can be achieved only when basic needs, such as food and safety, are met. Schools should recognize that all students need to be valued and respected as people- which they need to have some measure of control over their lives and activities, in school and out.

: Leadership Styles

Teaching style is viewed as a broad dimension or personality type that encompasses teacher stances, pattern of behavior, mode of performance, and attitude toward oneself and others. It also refers to the choice of instructional activities and materials and methods of involving the

students in the process of instruction. A teacher and his/her students communicate under three types of teaching styles. There are:

- i. **Visual:** charts, demonstrations and other things that can affect the sight of the learners assist learners;
- ii. **Auditory:** learners are assisted by explanations of what is to come next. Brainstorming, questioning, and debriefing allow students to make links between what they have acquired; and
- iii. **Kinaesthetic:** the learners do their best when they touch and move. They show fewer tendencies to learn if there is little or no external stimulation or movement.

A teacher and his/her learners communicate through various styles of classroom leadership. And the presence or absence of relationships between or among the learners and the teacher are influenced by the teacher's styles of guidance. The following are some of them.

Authoritarian style: The teacher who subscribes to this style of classroom management determines school policy alone and assigns duties without question in prescribed manner. Such teachers centralize all powers in themselves and teaching is completely teacher-centered. Students are the followers of the orders of their teacher and listeners of the information; the teacher imparts knowledge to a passive audience of learners. This type of teaching style has no place for free discussion and expression on the part of the learners. When people are coerced, controlled and threatened, individuals' initiatives may be stifled and self-motivation may be discouraged. This may lead to low morale amongst both the staff and the learners, which may become the root causes of strikes, riots.

The students taught by the authoritarian teachers:

- Lack the capacity for initiation and group action;
- Show no interest in their work in the absence of their teacher;
- Develop hostility and aggression towards other fellow members.

Laissez-faire style: The teacher believes that there should not be rules and regulations since everyone has an "inborn sense of responsibility. Such a situation may well exist amongst mature, experienced teachers. But how would it work with new, young teachers fresh from "freedom years of university or college?" This is a mismanagement where the head sits back and allows everyone to do as they please. This may lead to anarchy, and chaos, which would

hardly be conducive to the provision of quality education. The laissez-faire (literally let-do) style is opposite to the autocratic style. These often considered as unorganized or ineffective teachers. They don't direct or guide their students' activities. Rather they provide no (or few) goals and directions for group of individual behaviors leave them free to do what they like. Students taught by these teachers:

- Feel insecurity;
- Show dissatisfaction against their teachers;
- Are cooperative.

Democratic style: in the head or teacher believes that the staff or students should be involved in decision making process. Decisions are arrived at after consultation with the staff or and with the students. This person allows freedom of thought and action within the framework of the mission and objectives of the school. This style is based on the belief that where people are committed to the services of ideas, which they helped to frame, they will exercise self-control, self-direction and be motivated. In sum, a teacher of this style respects the individuality of their students and don't impose orders or restrictions on their learners. They create such an environment in which students freely communicate with each other. Teachers work as leaders of the group. The teachers and students work on the principle of give and take and respect each other and let the students share in the decision making process.

The following characteristics are developed in a democratic classroom.

- Friendliness and more cooperative atmosphere.
- High level of efficiency and habit of independent work.
- Initiative of working effectively in the absence of their teacher
- Mutual cooperation and recognition.

These three types of leadership (characteristics) overlap in the process of classroom instruction, because teachers could not always show authoritarian, laissez-faire or democratic behavior in their teaching. Thus, the specific conditions should be considered.



Activity 30

Which style of leadership do you support? Give rationales for your preference.

: Guideline for Effective Classroom Management

- ❖ Have a good plan;
- ❖ Have good subject mastery;
- ❖ Use rewards;
- ❖ Apply better methods of teaching;
- ❖ Respect professional code of ethics;
- ❖ Respect the students;
- ❖ Evaluate your students fairly;
- ❖ Encourage students participation;
- ❖ Keep your promise;
- ❖ Use humour, etc.

There are also the following **eight factors** that provide the foundation for an effective classroom management and discipline strategy. Each is discussed below. Addressing these enables a teacher to use the “winning ways” in classroom management that help create an environment in which the teacher is respected the classroom is peaceful for all and learning proceeds unhindered.

1. Letting students know classroom rules and consequences for not following them:
This critical factor, described further below, is the step through which clear and specific classroom guidelines are established. There are three components to this. The first is establishing classroom rules-the set of standards that all students will follow. The second is determining the consequences if these standards are not met-the things that occur in the situation that rules are not followed. The third is the identification of rewards those ways in which adhering to standards is recognized and rewarded.
2. Providing instruction that matches students’ abilities: Instruction should be at a level that is not too easy for students, leading to boredom, and not too difficult, leading to frustration. The ideal instructional level is that which is somewhat challenging to the student and which the student can attain-consistent with the principle of the zone of proximal development. If instructional materials are not at the appropriate level for a student, there is a good possibility that the student will be frustrated and misbehaved. Hence, assessing students’ knowledge levels and identifying instructional materials

that will enable them to learn in challenging ways is a key to effective classroom management.

3. Varying the instructional approaches used in the classroom: Research shows that elementary grade children tend to be able to attend carefully to one style of presentation for approximately 10 minutes, and secondary school students for approximately 15 minutes. When students are no longer paying attention, behavior problems occur. Hence, a valuable strategy for preventing classroom management problems is for a teacher to vary the style of classroom presentation and of classroom activities. If there is a change of pace with some frequency and if students have the opportunity to move from one type of learning to another during any class session, it is most likely that inattentiveness and restlessness will be minimized.
4. Providing a number of learning choices: Giving students a number of choices for undertaking a class assignment enables them to choose the one that is most personally meaningful to them and makes clear that they do have influence on what occurs in school. It can prevent the difficult situation in which, with only one learning path, some children do not succeed, with the result that they act out because they feel like failures. We know from the work of Howard Gardner that children learn likelihood of a well-managed classroom.
5. Expecting students to be responsible for their own learning and behavior: We know that the best way to foster responsible behavior is to give students responsibilities, and the way to foster irresponsible behavior is to deny students responsibility. Teachers need to remember that if they “demand a lot,” they will get a lot. If they “expect a lot,” they will get a lot. But, if they “ask for little,” that is exactly what they will get. Students should be expected to complete and turn in their homework. They should be expected to be in class on time and ready to learn. They should be expected to try hard and apply themselves in every assignment. And, they should be expected to help create a well-managed classroom, free of discipline problems. If they know they are responsible for these things, there is a far greater likelihood that they will consider them meaningful, personal priorities than if they consider them someone else’s responsibility.

6. Listening to what students are thinking and feeling: One of the most important things a teacher can do is to listen empathetically to students' needs. This has the potential for preventing or eliminating misbehavior. We need to recognize that behavior problems occur when students feel anxious, hurt, afraid, and angry or rejected. If a teacher listens to a child who is having negative feelings, the need to resort to misbehavior is eliminated. This means more than simply letting the child or adolescent talk. It means having a teacher communicate with empathy the concern the teacher feels for the student. It means having a teacher communicate with empathy the concern the teacher feels for the student. It means helping the student try to find an avenue to solve the problem that is causing the negative feelings.
7. Legitimizing behavior that cannot be stopped: There are some behaviors, such as conversation among adolescents that is difficult to keep away from the classroom. With peer culture of great significance to adolescents, they continually want to interact with one another. There are many ways that teachers can build learning environments that recognize the traits of students and build on the behaviors that are characteristics of groups of learners at particular stages or of various backgrounds.

Collaborative learning, for example, enables adolescents to work together, turning their need for peer interaction into an asset rather than a liability. Similarly, young students want to be active. Creating learning environments that require them to be active, moving about the classroom as they solve problems, for example, builds upon the characteristics they bring to the educational environment.

8. Recognizing that there are some students who have serious behavior problems: It is often stated that you can best understand the patterns of behavior in a classroom if you recognize the 80-15-5 rule. The rule states that approximately 80% of students will not be a behavior problem in a well-managed classroom. If instruction is matched to their level of ability, they are likely to adhere to the expectations for them and will rarely if ever be a behavior problem. Approximately 15% of students will be a discipline problem some of the time. These are children who may be experiencing difficulties at home or in learning, thus feeling frustrations that they deal with by misbehaving. Their behavior is acceptable some of the time, but not acceptable other times. The remaining 5% are students who are under serious stress, who have learned

in the past to misbehave, or who are involved in non-school behaviors in the past to misbehave, or who are involved in non-school behaviors (drinking, taking drugs, etc.) that lead to significant non-school behaviors (drinking, taking drugs, etc.) that lead to significant problems in school behavior. It is very important that teachers not develop a sense of failure due to difficulties in dealing with this type of student. Rather help needs to be sought from administrators at the school or from a psychologist to give the student the kind of assistance beyond the classroom necessary to identify and address the problem.

: Major Causes for Classroom Misbehavior

There are two major causes for classroom misbehavior:

: Teacher-Related Problems

Teachers can be sources for classroom misbehavior in the following aspects:

- ❖ Poor preparation;
- ❖ Ineffective style of presentation;
- ❖ Poor handling of questions;
- ❖ Nagging;
- ❖ Hasty judgment;
- ❖ Overreacting;
- ❖ Lowering academic marks;
- ❖ Corporal punishment, etc.

: Students-Related problems

Some of the aspects at which students can be cause for classroom misbehavior are mentioned below:

- Cheating ;
- Lack of clear rules;
- Unclear instruction;
- Not doing assignments, home works, etc;

- Coming late;
- Quarrelling each other;
- Breaking rules and regulations;
- Changing Seats without permission, etc.



Activity 31

Discuss in pair to what extent your primary and secondary school teachers were effective in managing disciplinary problems in the classroom.

Preventive Techniques for Classroom Misbehavior

A) Some of the preventive techniques are listed below:

- Use sign;
- Approaching towards the misbehaving student;
- Boosting students interest;
- Use humor
- Reprimand;
- Placement;
- Tolerance;
- Focusing, etc.

B) In addition, teachers should apply the following preventive techniques so as to make effective classroom management:

1. Create a warm and nurturing classroom climate.

The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the golden Rule is the key for maintaining this climate.

2. Democratically develop a set of rules and consequences.

Teachers and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

3. Develop a daily routine, yet remain flexible

Students will often misbehave if they don't know exactly what they should do and when. Teachers can avoid this dilemma by installing class routines and procedures, which allow the students to begin and complete work expeditiously.

4. Make learning more attractive and fun for the student;

Schools exist for the students, and not for the teachers. It is important for the teacher to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

5. Deal with misbehavior, quickly, consistently, and respectfully.

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences.

C) Techniques for Better Classroom Discipline

1. Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

2. Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

- An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And think we have some time at the end of the period for you chat with your friends, go to the library, or catch up on work for other classes."

3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress. An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. He/she checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers.

4. Modeling

"Values are caught, not taught." Teachers who are counters, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior. If you want students to use voice in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

5. Non-Verbal Cuing

Non-Verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

6. Environmental Control

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject. Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

7. Low-Profile intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She/he monitors the activity in her/his classroom, moving around the room. She anticipates problems before they occur. Her/his approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

Controlling Student-Related Misbehavior

There are times, however, that students may create problems that disrupt the classroom discipline no matter how the teacher is without any of the problems listed above. This could be because the students may have some problems related to inattentiveness, or other problems they might have at home. The following are some of the general or classic preventive measures that you as a teacher can use so as to help the students develop self-control.

- a) **Signal interference:-** in some cases a subtle signal can put an end to budding misbehavior. The signal or body language, if successful, can stimulate the student to control him/or herself.
- b) **Proximity control:** place yourself close to the misbehaving student. This makes a signal more apparent.
- c) **Interest boosting:-** convey interest in the incipient misbehavior, directing such students so that they will concentrate on the school work.
- d) **Humor:-** humor is an excellent influence, especially in tense situations. However, remember that it should not convey any irony or sarcasm.
- e) **Retribution:-** when efforts at prevention and subtle control fail, you may occasionally have to resort to forms of retribution. If the misbehavior is an accomplished fact, you have no choice but to require the guilt party to suffer consequences. This is because retribution teaches the students that they should not break rules. Retribution can have such forms as withholding privileges, detention,

putting them in a quiet room for some time, discussing in private, and sending them to the principal.

- f) **With-it-ness:** means teacher's knowledge and understanding of what is occurring in his/her classroom. This refers to the ability to demonstrate that the teacher knows what was going on. That is it is defined as a teacher's communicating to the students by his/her actual behavior that she/he knows what the students are doing, or has "eyes in the back of his/her head"

Read the following scenarios and identify possible barriers to learning and suggest possible strategies for support by an effective teacher:

1. Mr. "A" suffered from measles very badly as a small child, which has left him with both hearing and visual impairment. He has had special help through elementary and high school which has enabled him to cope with his disabilities. He cannot read printed materials easily but he can write and read Braille.
2. Ms. "B" is an orphan and has two small children of her own. She has worked extremely hard to complete her education, supporting herself by growing and selling vegetables.
3. Mr. "D" has just been diagnosed as HIV positive. He is a friendly, outgoing young man who seems to be coping well.
4. Ms. "F" has been on crutches following an accident when she was a small child. She has limited mobility from the waist down and relies on her mother for support. In school, she had supportive friends who looked after her
5. Mr. "H" has epilepsy. When he reached adolescence, he began to have seizures more frequently. His doctor hopes that he will be better as he becomes more mature and that new medication will help him.
6. Ms. "J" finishes the work before everybody in the class. Her work is always excellent. She says she is bored with the work because it is too easy.
7. Ms. "K" has language difficulties. She copes very well in her local language and was given language support by a family friend to help her achieve good results in her grade 10 exams. Her Amharic and her English are very limited.

8. Mr. “L” becomes angry very easily and he loses his temper and hits other students in the class when he finds the work difficult. His new Maths teacher realizes that he can only count up to 10.
9. Ms. “M” was involved in a car accident and is now in a wheelchair. She is good in all her subjects.
10. Mr. “N” is in Grade7. He is good at Mathematics, but he can hardly read the simplest material.
11. Ms. “P” finds it difficult to read the board when she is near the back of the class. Her work in all subjects is above average for the group.
12. Mr. “R” works at the same speed as everybody in the group and his written work is good. He never talks to anybody else in the group – he is always on his own.

D) The LEAST Approach:

Where:

“L” stands for leave it alone. Many actions may simply be left out.

“E” stands for end the action. Many teachers can simply end the misbehavior without undo emotion.

“A” stands for attend more fully; that is, a teacher must take further steps beyond merely ending the disruption at the moment, and then it is time to get into the root of the problem.

“S” stands for spell out direction. If the procedures listed so far do not work, it is time to clearly tell the student what to do.

“T” stands for track (follow up). The student’s progress as she/he moves along specified measures.

The following are also very essential for managing classroom misbehaviors:

1. **Planned ignoring:** if it appears that the behavior will not spread to others, it is sometimes best to ignore it.

2. **Engaged time;** enough work is assigned to fill the scheduled time. This is also named as “time on task”. As there is students work involvement exhibit fewer disciplinary problems as there is Less chance for boredom.

The “time on task” has been known as a critical factor in learning. Active student engagement in learning provides valuable clues as to adjust what teachers are doing with their time.

3. **Placement:** the teacher has to put noisy student with a well-behaved student.

4. **Hurdle lesson:** due to frustration, with a particular assignment, not understood, etc then they translate their frustration into disruptive behavior and the remedy is re-teaching.

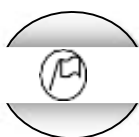
4. **Antiseptic bouncing (time out):** removing the student from the room for a few minutes (this happens when the student becomes uncontrollable)

5. **Reprimands:** talk with the misbehaving student in private rather than in front of the class.

6. **Stop troubles before it starts:** knowing the right moment to interrupt behavior is a valuable asset.

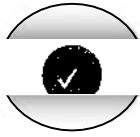
7. **Praise:** needs to be natural and sincere and should never become dull and routine. It is a good idea to try to think of at least different but similar synonyms for “good” like “great”, fine”, “splendid”, “remarkable”, are some examples. The way the teacher talks to the class reflects his/her attitude to them not only in what is said, but how it is said.

8. **Facial expressions and tone of voice:** are as important to communication as making sure that attention is gained, by getting the class to stop work and listen carefully to what has to be said.



Activity 32

1. Compare and contrast the above mentioned preventive techniques for classroom misbehavior.
2. Identify some preventive techniques for classroom misbehavior which had been used by your primary and secondary school teachers.



Dear learner, assess your level of understanding about the following concepts.

Insert tick mark in the following table for your own decision.

S. no	Main points	Yes	No
1	Plan		
2	Objectives		
3	Taxonomies		
4	Cognitive domain		
5	Psychomotor domain		
6	General objectives		
7	Specific objectives		
8	Interaction		
9	Classroom management		
10	Misbehavior		
11	The LEAST approach		
12	Causes of classroom misbehavior		
13	Preventive techniques of classroom misbehavior		
14	Modeling		
15	Styles of leadership		
16	Principles of classroom management		
17	Humor		
18	Visual learner		
19	Auditory learner		
20	Kinaesthetic learner		
21	Types of seating arrangement		



Unit Summary

An instructional objective is an intent communicated by a statement describing a proposed change in the learner: a statement of what the student is to be able to do upon completion of the learning experience. Once teachers have decided the type of objectives required, they must express them in such a way that they are clearly understood by

all. Objectives should also be expressed in behavioral terms that can guide teaching and enabling the teacher to assess whether students have or have not attained them. Since objectives play such an important role it is essential that they be written in a clear manner. If there is any doubt about what an objective implies, teaching and learning will be adversely affected. Clarity is, thus, the name of the game.

For this reason, great emphasis is placed upon the verb that is used verbs like “to understand” to learn” to know’ are ambiguous. They are alright for an aim or goal, but not for the more specific objective because they can be interpreted in a number of the more specific objective because they can be interpreted in a number of ways. They do not suggest what to look for in a students’ behavior. It is better to use verbs that exactly identify what you want the student to do. These are called action verbs.

A teacher who does not have a lesson plan will create the following problems:

- Omission of important elements;
- Inaccurate facts taught or accepted as correct;
- Poor timing;
- Lack of logical presentation;
- Lack of interesting details, illustrative materials;
- Boredom and restlessness in class, etc.

Classroom management is a way of creating conducive environment for students’ learning. In a class where there is disciplinary problem, the attainment of instructional objectives is questionable. Therefore, the teacher has to be skillful in managing whatever disciplinary problems may arise in his/her class. The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the golden Rule is the key for maintaining this climate. Teachers and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

Students will often misbehave if they don’t know exactly what they should do and when. Teachers can avoid this dilemma by installing class routines and procedures, which allow the students to begin and complete work expeditiously. Schools exist for the students, and not for

the teachers. It is important for the teacher to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences. Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks. An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And think we have some time at the end of the period for you chat with your friends, go to the library, or catch up on work for other classes."



Self-check exercise

I. Choose the best answer from the given alternatives and circle the letter of your choice

1. Identify the concept that **cannot** be classified as preventive technique for disciplinary problems in the classroom: A. Eye contact B. Over-reacting C. Signal interference D. Humor
2. Which one of the following concepts can be defined as the process of creating conducive environment for better learning? A. Instructional planning B. Communication C. Classroom management D. Instructional media
3. Which one of the following characteristics of instructional planning requires the teacher to consider the economic level of a country? A. Comprehensiveness B. Simplicity C. Objectivity D. Flexibility
4. Which one of the following **cannot** be classified as the major component of a plan? A. Name of the school B. Methods C. Objectives D. Contents

5. Which one of the following action verbs is different?

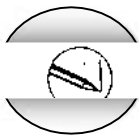
A. Explain B. Identify C. Appreciate D. Compare

6. Identify the third level of the affective domain.

A. organization B. valuing C. responding D. characterization

II .Write short answers to the following questions

1. What are the major causes for classroom misbehaviors?
2. Explain some indicators of effective classroom management.
3. What are the major characteristics of a lesson plan?



Assignment

1. Prepare annual plan in group of four persons and then prepare a periodic lesson plan individually.
2. Make analysis on the quality of lesson plans by taking sample from nearby primary schools.

General Approaches/ Methods/ Strategies:

Teaching methods that involve active learning methods shall be employed

- Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ Facilitator's activities

- Makes brief presentations on the daily topic(s)
- Groups students and make them discuss on selected items
- Makes a follow-up while they are doing their tasks
- Helps students present their discussion results group by group
- Provides short notes on selected contents
- Assesses each group's presentation and gives feedback as well as a summary.

❖ Learners' Activities

- Attend the presentation and taking notes
- Participate in group discussion and presentation

- Make self-assessment and peer-assessments
- Ask questions for elaboration while they are working in small group or whole class.
- Receive feedback and take action for improvement.

Modes of Assessment:

Continuous assessment and summative assessment will be implemented.

- Every student needs to attend for not less than 80% of the course work. Project work at individual level **(20 %)**, Group work and presentation **(10%)**, At least two **tests (20%)**, Individual's contribution in the presentation and discussion session response **(10%)** and Final written exam **(40%)**.

Grading System: Criterion referenced

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UNIT SEVEN: Trends of Curriculum Development in Ethiopia (7 Periods)

Introduction



This chapter mainly deals with the historical development of Ethiopian education. The core areas of discussion embrace indigenous education, religious education, the introduction of modern education and its characteristics as well as the new education and training policy of Ethiopia.

Learning Outcomes



At the end of the unit, the trainees will be able to:

- Know the nature of indigenous education in Ethiopia;
- Understand the structures and centers of religious education;
- Know the expansion of modern education in Ethiopia from ancient to present time;
- Appreciate the role of modern education in the development of our country;
- Grasp the roots and manifestations of the new education and training policy of Ethiopia;
- Comprehend the difference, and similarities between the former systems of education and the new education and training policy of our country.
- Know the nature of curriculum at different periods.

Key Terms: indigenous education, Traditional education

7.1. Traditional Education

Activity 33



1. What is the difference between indigenous education and religious education?
2. When was the introduction of modern education in Ethiopia started?

Traditional education has played a great role in the development of modern education and on the transmission of cultural heritage to the new generation. In this regard, Ethiopia has a long and rich history of traditional education. A detail discussion about this issue is presented hereunder.

Indigenous Education

Indigenous education is a system of education which is offered by all ethnic and linguistic groups with the aim of conveying cultural elements to the young generation. It plays a crucial role in equipping the children with the attitude and skills which are appropriate for male and female social roles, based on cultural values. Indigenous education gives due attention to the concrete problems of local communities. It also serves as a source of political leaders and ordinary farmers from within the community. The Ethiopian nations and nationalities do have various mechanisms of implementing the indigenous education so as to create members of the community who respect cultural values.



Activity 34

1. Identify concrete examples from the nations and nationalities of Ethiopia.
2. What are the major merits in indigenous education?



Religious Education

It encompasses Church education and Quatrains education. These types of religious education are treated in the following manner.

Church Education

According to various sources, Christianity has been introduced to Ethiopia by a pope called Frumenties from Egypt, Alexandria in 4th century (Aba Selama Kessate Berhane) 330 E.C. During this period, king Ezana was in power at Axum. He was primarily baptized by Aba Selama Kessate Berhan. Due to this reason, Ezana is assumed to be the first Christian king in Ethiopia. According to World Bank (1988:11), church education has founded a comprehensive system of education that provided Ethiopian cultural, spiritual, literary, scientific and artistic life. As mentioned by Teshome Wagaw (1979:11), the primary purpose of the Ethiopian church education was to prepare young men for church services such as deacons and priests. Church education has also served as the main source for civil servants such as judges, governors, scribes, treasures and general administrators. Church education has four major structures (levels). These are:

1. **Nibab Bet:** is the first level of the Orthodox Church education. It has four sub-levels as elaborated below:

- a) **Fidel Bet:** here, the students are expected to master the 27 alphabets.
 - b) **Apostle (Abugida):** the students start reading the first verse of St. John.
 - c) **Acts of the Apostle:** Here, the students are expected to read loudly the acts of the Apostle. The task of the teacher is to clarify the idea.
 - d) **Dawit Bet:** the students, here, are expected to mediate the contents of the ‘Dawit’.
The students also develop the skill of how to write a letter.
2. **Zema Bet:** the following contents are included at this stage: church music (song), dancing, playing, beating of time and tsome-degua. The zema bet takes seven years for graduation.
 3. **Kine Bet:** here, the students begin to study ‘Geez’ language learning takes place through group discussion and criticisms of compositions of a given theme (topic). Some of the activities (content) include here are: ‘Geez’ grammar, translation of Geez text into Amharic and composition of verse.
 4. **Metshaf-Bet:** implies higher education. There are four areas of specialization. These are: the Old Testament, the New Testament, Dogma and philosophy, and astronomy (astrology).

Though it is usual to specialize in one of the above mention areas, there are scholars who specialized in two, three or even four. Any person who has succeeded in specializing the four areas is called as the “four Eyed”.

Quranic/Islamic Education

According to Markosis (1994:156), Quranic education was introduced to Ethiopia during the 7th century. Arab culture and faith were adapted in most of the southern and south east Ethiopia. Ayalew (1989:31) has mentioned that the operation of Islamic education was confirmed to the centers of faith due to lack of the church. Like that of church education, the Quranic education has four phases/structures as discussed here under.

Mejlis Quran: at this phase, the students study the Arabic alphabets. They start writing on a wooden tablet know as “loh”. The following three aims are expected to be implemented.

These are: learning Arabic letters, reading Quran and recitation of prayers.

Fiqh: is the second phase where students learn about Islamic laws; the contents to be covered are: religious, political and civic life.

Nehawiya: is also called as the grammar school. The expected major contents are: Arabic terminology, Arabic grammatical rules and usage, sentence construction, meaning and usage of Quranic terminology.

Tefsir Quran: Tefsir means reparation, commentary particularly on Quranic and the sacked books. Here, the students learn and practice the translation of Quranic literature into vernacular languages.



Activity 35

1. What is the principal medium of instruction in the Orthodox Church education system?
2. List the major factors that affected the expansion of Islamic education in Ethiopia
3. How do you evaluate the contribution of religious education to the development of modern education?

Development of Modern Education in Ethiopia

The History of Ethiopia Education Before the 20th century.



Activity 7.4

1. Discuss the nature of education in Ethiopia before the 20th century.
2. What was the core objective of the mission school?



Western education was introduced into Ethiopia through Portuguese missionaries, starting from the 16th century. The first group of missionaries was Portuguese Jesuit missionaries. They opened Catholic schools and taught reading, writing, arithmetic and the Catholic faith. The students were taught to read and write both in Amharic and Portuguese. In 1632, the Portuguese missionaries were expelled from Ethiopia. The years from 1632 to 1769 were a period of isolation and as a result no missionary was allowed to enter Ethiopia. Fear of Jesuit intervention was a factor in creating a climate of isolation. This fear kept Ethiopia badly closed to missionary activities for over a century. With the opening of the Suez canal

(1869), the 19th century marked the coming of many protestant and catholic missionaries. They engaged in certain amount of teaching. Books were translated into Geez and Amharic.

Secular books like spelling and reading books, geography and history books were translated. Secular books are books pertaining to worldly things or things that are not regarded as religious, spiritual, or sacred. Missionaries like Isen Berg and Krapf (1830), the Lazarist father, father from Italy (1847) and the Sedish Evangelical mission had organized some schools in Ethiopia. Increasing foreign contacts in the 19th century resulted in sending some Ethiopians to abroad in countries like France, India, England, Rome, etc. They were sent for religious studies.

Tewodros II (1855-1868) was highly interested to introduce western civilization and education. But because of misunderstanding, Tewodros imprisoned the missionaries. This led grave conflict with the British which precipitated the battle of Maquedella. Missionaries were welcomed during the regime of Menilik II and schools began educational works. The government confined to the places where the Coptic church had not strongly extended its educational influence. The aim of mission education was to convert the student or to qualify him for the conservation or others. Generally, the objective of the missionaries was religious. By 1935, it was reported that 43 mission schools operated by commission organizations were in existence in Ethiopia (Tegegne Bayou et al., 1999-2000).

The development of Modern Education During the 20th century.

Activity 36



Why do you think the introduction of modern education to Ethiopia was failed before the 20th century? Explain briefly by considering the objective reality of the then Ethiopia?



It is appropriate to trace the historical background of modern education in Ethiopia so as to understand how it went about at various phases. As whole, the victory of Adwa (1896) and the foundation of Addis Ababa have witnessed new developments. According to Tegegne et al. (1999-200:84-86) the historical development of modern education from French period to the Derge period is discussed in detail as follow:

➤ French Influence (1906-1935)

The first modern government school was opened in 1905 in Addis Ababa. The name of the school is Menelik II primary school. The second modern government school which was

opened in 1925 in Addis is said to be Teferi Mokonen. The expansion of modern schools also continued to Harar, Dessie, Ankober, Jima, Debremarkos, Gonder, Awassa. Egyptian Coptic teachers were used.

The schools served for teaching languages such as French English, Italian and Arabic. The medium of instruction was French language because of its dominant influence. In other words, Ethiopia had adopted the French system of education. Elementary students had annually to sit at the French Legation for French government examination of competence. Many students were sent to colleges in Marseilles, French. By 1935, there were 21 government schools on function with a total enrollment of 4,200 students. Diribsa Defera et al. (1990) have pointed out that modern education officially commenced in 1908 marking significant step in the history of education in Ethiopia.

➤ **Italian Influence (1936-1941)**

During the Italian invasion, all schools were closed. The buildings in some cases were used for Italian troops and later taken over for Italian children. The pre-war education system was changed. Education during the Italian war was political in nature. The Italians were interested to build up the youth with education centered on their political ideology. During this period, the native education was restricted to elementary schools. The curriculum was designed to train people who can handle manual labour and also to foster loyalty to the Italian government. This instructional process focused on the following areas: language, agriculture and crafts.

➤ **British Influence (1941-1952)**

In 1941, Ethiopia regained its independence with the help of Great Britain. The end of the war ushered in a new educational era. The main concentration was the production of teachers and various personnel for the state machinery. This was done mainly with British assistance, during which English become the medium of instruction. In 1943 the first secondary school was inaugurated and teacher training schools were opened. The curriculum, the structure and textbooks used were that of British East Africa and students were prepared for the London certificate examination (GCE).

➤ **American Influence (1952-1974)**

The primary, Junior, and senior secondary structure was adopted in 1962 and Amharic replaced English as medium of instruction up to grade six. Attempts to produce national curriculum and to expand primary education were made. Secondary schools were opened in

provincial capital and Awrajas. A national University called Haile Selassie I University college (the present Addis Ababa University, 6 killo campus) was opened in 1950 and higher education system began to develop thereafter.

A low cost teacher supply was organized by the Ethiopian University service which imposed one year's teaching in secondary schools. However, in 1961 UNESCO sponsored conference on education in Africa which took place in Addis Ababa revealed Ethiopian's poor educational progress.

The dramatic expansion of education notwithstanding Ethiopia was very far from meeting the target of Universal primary education set out by the conference on African education. By 1974 primary education was accessible to only 12 percent of the primary schools age population.



➤ **The Derge (Military) Period (1974-1991)**

The derge regime influence began in 1974. The education system was under the influence of the Soviet Union. An attempt was made to establish a socialist education system. To this effect, curriculum was developed and textbooks were prepared. The attention of teachers and students was directed to political and propaganda activities. During this period, quality education deteriorated. Marxist-Leninist philosophy was the central theme that guided the political, economic and social life of the country.

The curriculum during this period was highly politicized that students were required to take courses in political education. The education system of the Derg regime was influenced by several factors. These factors included the strong determination and commitment of the Derg government for expanding the communist ideology and the development of curriculum based on the philosophy of Eastern European education system. Consequently, the overall education system was aimed towards the attainment of communist ideology. This view was articulated through National Democratic Revolution in 1976, General Directives of Ethiopian Education in 1980, and the guidelines of the Working Party of Ethiopia in 1984.

Under the Derg, Eastern European governments (East Germany, Bulgaria, Hungary, etc) served the Ethiopian government as policy advisors.

The central theme of the Eastern European Socialist ideology was "serving better the interests of the masses and enhance its contribution towards the establishment of a socialist society". As a result, the education system of the country strongly followed the Eastern European

educational system and the aims, content, and materials of education were designed in alignment with socialist principles. The fundamental aim of education was to cultivate Marxist-Leninist ideology in the young generation, to develop knowledge in science and technology, in the new culture and arts, and to integrate and coordinate research with production to enable the revolution to move forward and to secure a productive citizenry. These broad objectives were later summarized into three slogans, namely, "Education for production, for scientific research, and for political consciousness."

Some specific aims of this educational system were:

- Eradicating illiteracy through the provision of universal education to the public masses.
- Providing schooling to help citizens develop their consciousness, participating in class struggle, and using the principles of Marxism and Leninism.
- Enabling students to acquire and own progressive cultures so that they abide by the principles of socialist morality and discipline.
- Providing education that would enhance scientific research and practice so that students would be able to integrate theory with practice, know their environment, and the society in which they live.
- Providing education that liberates the society from primitive systems of production by producing manpower trained in various professional disciplines.

It was believed that a student developed by these educational objectives would not have a narrow academic education, nor be a producer alone. He would be provided with academic and a productive education. He would be a humane and productive worker. He would not be living on the produce of others, nor would he be dependent on others for his livelihood. This statement implies that the schools were supposed to consider the relevance of the curriculum to producing a workforce in the attempt to create a modernized Ethiopia. To implement these new socialist ideas, a task force was set up with the aim of revising the curriculum to align with the new educational goals. The new curriculum was referred to as the Transitional Curriculum. General polytechnic education, with the aim of producing middle-level trained manpower, was proposed to ameliorate the problem of unemployment of graduates of secondary education.

However, a lack of sufficient financial investment and the downfall of the communist ideology led to the collapse of the programme in the late 1980s. The reasons for the failure of polytechnic education were not well documented. Aside from the government's announcement that the programme was discontinued due to budgetary problems, the pros and cons of the programme were not studied. Even the schools which were serving as experimental sites did not have the necessary data. This period brought a dramatic increase in enrollment at primary and secondary schools. One of the immediate measures taken by the revolutionary regime was to address the issue of primary education. Accordingly, in a policy directive issued on December 20th, 1974, it was proclaimed that "under the banner of education for all" citizens shall have the right to free fundamental education.

On the basis of this declaration, the Ministry of Education took a step to reconcile its educational priorities so as to advance universal primary education within the shortest period of time using the available resources. To accomplish this educational reform, the Ministry of Education designed a new curriculum, developed new textbooks, teachers' guides, and other materials for nearly all subjects and grades of the regular schools. The instructional materials were produced in consonance with government guidelines, the National Democratic Revolution Programme, and later on the Workers Party of Ethiopia's Programme, the 10-years Economic and Social Development, Prospective Plan and other economic, political, social and cultural proclamations. Proclamation No. 103 of 1976 ensured the public ownership of schools to reconcile the management of schools with the socialist system of ownership. However, some schools for the children of the politicians and wealthy families remained free from government control. Consequently, there was a difference in the quality of education for upper class and lower class children, reflecting the idea that in any society, education serves the dominant class.

One of the significant contributions of the Derg regime was its launching of a vigorous national campaign against illiteracy in 1979. By July 1990, which marked the Eleventh Anniversary of the Literacy Campaign, a 75.3 percent national literacy rate was reported. The reduction in illiteracy rate from 95 percent at the start of the Ethiopian National Literacy Campaign (ENLC) to 24.7 is certainly an outstanding achievement. In terms of expansion, the number of primary schools increased at a high rate in all parts of the country. The national enrollment rate reached 34.1 percent. The slogan of the Ethiopian government was to spread education as much as possible and the nation's economic and social development problems would take care of themselves. Though a quantifiable expansion of the educational system on

face value appears to be quite impressive, significant problems lie behind the figures. Firstly, it was not possible to make education equitably accessible to all regions.

The southern part of the country received greater educational resources than the northern part. Secondly, the quality of education had gradually started to deteriorate, due to a number of factors. For example, the meagre educational resources had to be thinly spread because of the uncontrolled expansion of schools. Most of the literature indicates that educational quality was decreasing as compared with the previous periods.

These problems were identified by the Derg government, including a review of the country's economic and educational needs. The review was primarily aimed at solving the problems created in the employment sector due to rapid expansion of secondary schools. To address this concern, the government passed a resolution to expand technical and vocational education to meet the employment demands of the country. Soon after the resolution, the MOE initiated a project known as The Evaluation Research on the General Education System of Ethiopia (ERGESE). The evaluation of the education sector was carried out by four committees organized from MOE and Addis Ababa University. The study focused on curriculum development and teaching, learning process, educational administration, structure and planning, educational logistics, supportive services, and manpower training and educational evaluation and research. The major findings of the study were:

- Though the syllabus of secondary school subjects reflected the national objectives; textbooks do not reflect national educational objectives and they focus on the instruction itself rather than learning dimensions.
- The subjects suffer either from lack of clarity, coherence, and consistency of content, or from poor style of presentation.
- Amharic as a medium of instruction in the primary school (grade 1-6) has created difficulties for students whose mother tongue is not Amharic.
- Using English as medium of instruction from grades seven to twelve created difficulties for both teachers and students.
- The educational structures, namely primary (grade 1-6), junior secondary (7-8) and senior Secondary (9-12), are not satisfactorily integrated and coordinated.

- The expansion of the education system is not in accordance with the economic resources and capability of the state.
- The problem of Ethiopian education is a result of poor textbooks, lack of instruments and widespread incompetence among teaching staff.

Most of the recommendations forwarded by the ERGESE were already considered by the Ten Year National Perspective Plan (1984-1994). Consequently, the recommendations were not implemented. The Derge education system was somewhat inhibited by problems such as budget shortfalls, which in turn affected the supply of basic educational materials including textbooks and a shortage of qualified teachers both at primary and secondary schools. To resolve the problem of the shortage of qualified teachers, the government took an aggressive measure by recruiting 5,500 untrained teachers, recruited immediately after the completion of 12 grade. It is not difficult to imagine how the huge recruitment of untrained teachers affected the quality of education. But, this measure has to be seen from its contribution to the expansion of education to the rural part of the country and equal educational opportunity for all. To resolve the problem of teachers' qualification at elementary level, the government designed a summer program, lasting over three years, to certify teachers. This strategy continues to be employed as one of the mechanisms to train teachers at the primary and secondary levels today.

The Current Education and Training Policy (1991)



Activity 37

1. What are the major elements contained in the Current Education and Training Policy document of Ethiopia.
2. List the core reasons for launching the Current Education and Training Policy of Ethiopia.



Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes.

The current Education and Training Policy of Ethiopia was set with a major objective of education aimed at strengthening the individuals and society's problem-solving capacity, and developing the ability and culture starting from basic education to all levels. The education policy has several general and specific objectives which include: enabling citizens to identify harmful traditions and replace them by useful ones; helping the citizens to improve, change,

develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society; playing a role in the promotion of respect for human rights and democratic values; and creating the condition for quality, mutual understanding and cooperation among people.

Education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards an all-rounded development of society. The policy was established with the awareness of the country's education problems of relevance, quality, accessibility and equity. The current objectives of education are set considering the society's needs and with the intention to indicate future direction. The education system had faced problems of inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided.

The gross participation rate at the primary education was below 22% of the relevant age cohort. Of these a large number discontinues and relapse is high. Illiteracy is an overall problem of the society. Opportunities for high school education and technical and vocational training were limited to big towns. Higher education institutions were found only in very few regions, and they were overcrowded and their research capacity was very low. The necessary infrastructure to provide relevant quality education to the rural population, which is over eighty-five percent of the population of the country, was at an insignificant level of development. With the awareness of these complex problems, the transitional government of Ethiopia has embarked on charting the right direction of development to break the vicious circle we have been entangled in. Education, as a very important factor to human development is of a high priority in the overall development endeavor of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation. For this, a comprehensive education and training policy formulated.

The policy encompasses overall and specific objectives, implementation strategies, including formal and non formal education, from kindergarten to higher education and special education.

It emphasizes the development of problem solving capacity and culture in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum. Along with this, it directs that there be appropriate nexus between

education, training, research and development through coordinated participation among the relevant organizations.

The policy incorporates the structure of education in relation to the development of students profile, educational measurements and evaluation, media of instruction and language teaching at various levels, the recruitment, training, methodology, organization, professional ethics and career development of teachers.

Due attention is also given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management so as to strengthen the teaching-learning process and expansion of education. The evaluation of a decentralized, efficient and professionally coordinated participatory system is indicated in respect of administration and management of the education system. It is also stated that the financing of education be just, efficient and appropriate to promote equity and quality of education.

Overall, the education and training policy envisage bringing-up citizen endowed with human outlook, countrywide responsibility and democratic value having developed the necessary productive, creative and appreciating capacity in order to participate fruitfully in development and the utilization of resources and the environment at large.

Summary

In Ethiopia, traditional education has played a great role in the development of modern education and on the transmission of cultural heritage to the new generation. Indigenous education is an education which is offered by all ethnic groups with the aim of conveying cultural elements to the young generation. Indigenous education in Ethiopia includes church education (i.e. Orthodox Church education) and Quranic/Islamic education.

The four major structures in church education are nibab bet (includes: fidel bet, apostel, acts of apostle and dawit bet), Zema bet, kine bet, and metshaf bet. Quranic education has four structures such as: mejilis quran, fiqh, nehawiya and tefsir quran.

The development of modern education in Ethiopia was influenced by France, Italy, Britain, America and by socialist oriented system. The new educational structure of Ethiopia constitutes basic, general higher and specialized education on formal and non-formal bases.

The core overall strategies of the current Education and Training Policy of Ethiopia includes the curriculum, educational structure, educational measurement and evaluation, teachers,

language and education, educational support inputs, educational organization and management, and educational finance.



Self-test Exercises for unit seven

I. Choose the best answer from the given alternatives and circle the letter of your choice.

1. Which one of the following is unique to the current education and training policy of Ethiopia?

- A. Using mother tongue language as medium of instruction
- B. Using English language as medium of instruction
- C. Using formal curriculum
- D. Using professional teachers

2. When was modern education introduced in Ethiopia?

- A. 18th century B. 19th century C. 20th century D. 17th century

3. The second level of church education is_____.

- A. Kene bet B. Metshaf bet C. Nibab bet D. Zema bet

4. Identify the problem of educational system during the Derge regime:

- A. Equity B. Relevance C. Access D all

II. Give detail answers to the following questions

1. Compare and contrast the four structures of Quranic education with the recommended level of church education.

2. Discuss the contribution of Indigenous education in Ethiopia using concrete examples from nations and nationalities context.

❖ **General approaches/methods/strategies:** Teaching methods that involve active learning methods shall be employed: Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ **Instructor's activities**

- Makes brief presentations on the daily topic(s)

- Groups students and make them discuss on selected items
- Makes a follow-up while they are doing their tasks
- Helps students present their discussion results group by group
- Provides short notes on selected contents
- Assesses each group's presentation and gives feedback as well as a summary.

Students' activities

- Attend the presentation and taking notes
- Participate in group discussion and presentation
- Make self-assessment and peer-assessments
- Ask questions for elaboration while they are working in small group or whole class.
- Receive feedback and take action for improvement.

❖ Modes of assessment: Continuous assessment and summative assessment will be implemented.

- Every student needs to attend for not less than 80% of the course work. Project work at individual level **(20 %)**, Group work and presentation **(10%)**, At least two **tests (20%)**, Individual's contribution in the presentation and discussion session response **(10%)** and Final written exam **(40%)**.

Grading System: Criterion referenced

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