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DIRECTORATE OF DISTANCE EDUCATION BACHELOR OF EDUCATION SECONDARY

HIS 4203: ADVANCED HISTORY TEACHING METHODS II

FIRST EDITION 2020

AUTHOR: DORCAS M KANEMANEMA

**CHALIMBANA UNIVERSITY
PRIVATE BAG E1
LUSAKA**

Chalimbana University

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Background and Rationale

This course provides pre-service and in-services teachers with a comprehensive overview of effective approaches to teaching and learning history. Emphasis will be placed on exploring the relationship between the teacher and the pupil and the development of practical teaching techniques for everyday use in the secondary History classroom. Students will also be provided with the knowledge of developing a curriculum and professional ethics.

Learning Outcomes

At the end of the course, students will be expected to:

- a) State the professional relationship between the teacher and the child
- b) List the various methods of teaching and where each is applicable
- c) List types of audio-visual aids and their significance in teaching.
- d) Identify resources used in the teaching of history
- e) Use different teaching and learning aids and resource
- f) Use electronic maps and other technologies in the teaching and learning of history
- g) Run a secondary history section and the social science department
- h) Organize and carry out school history project satisfactorily
- i) Establish and administer school history clubs
- j) Utilize community resources as educational inputs
- k) Discuss the Dimensions of Professional Ethics.

Methods of Teaching

2 hours of Lecturers per week

1 hour of peer teaching per week

1 hour of tutorial per week

Assessment

a) Continuous Assessment	50%
One Assignment	20%
One Test	10%
Two Peer Teaching	20%

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UNIT ONE

THE TEACHER AND THE CHILD

1.0. INTRODUCTION

The main duty of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which they will learn effectively. Teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community. Teachers play vital roles in the lives of the students in their classrooms. Teachers are known for the core duty of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students and become role models.

1.1. LEARNING OUTCOMES

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

- Identify the duties of a professional teacher
- State the professional relationship between the teacher and the learner
- Appreciate the factors that affect learning
- Explain the necessity of motivation in teaching.

Have you ever stopped to think of who a teacher is, even if you are a teacher? Who then is a professional teacher? What are the duties of a professional teacher? You might have already provided responses to such questions from your background of Sociology of Education. Your responses may include some of the points noted below.

1.2. DUTIES OF A PROFESSIONAL TEACHER

- To teach and educate learners according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority.
- To teach and educate learners according to the educational needs, abilities and attainment potential of individual learners entrusted to his/her care by the Head of the School or Head of Department.
- Planning, preparing and delivering lessons to all students in the class.
- Teaching according to the educational needs, abilities and achievement of the individual students and groups of students.
- Adopting and working towards the implementation of the school development plan.
- Assigning work, correcting and marking work carried out by his/her students.
- Assessing, recording and reporting on the development, progress, attainment and behaviour of students.
- Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students.
- Participating in arrangements within an agreed national framework for the appraisal of students' performance.
- Promoting the general progress and well-being of individual students, groups of students or class entrusted to him or her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice.
- Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students.
- Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines.
- Advising and co-operating with the Head of the School, Deputy Head, Heads of Department, Education Officers, and other teachers in the preparation and

- development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and any other student welfare arrangements.
- Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned.
 - Participating in In-Service education and training courses as well as in continuing professional development (CPD) opportunities, and taking part in action research exercises.
 - Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times.
 - Participating in staff, group or other meetings related to the school curriculum for the better organization and administration of the school.
 - Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head of the School.
 - Providing the necessary information and advice to the designated staff in the school regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her.
 - Ensuring the safe custody and optimum use of equipment normally used during lessons and sees to its regular servicing and maintenance.
 - Participating in school assemblies.
 - Registering and monitoring the attendance of students under one's care.
 - Sharing in any possible and reasonable way in the effective management, organization, order and discipline of learners in the school.
 - Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners.
 - Ensuring that schemes and forecast of work carried out in class are handed in to the supervisors in good time so that the necessary adaptations and resources are made available for use with students with individual educational needs in class.

1.3. OTHER RESPONSIBILITIES OF A TEACHER

- a) The teacher has a responsibility towards the profession.

As a teacher, you should be a member of a professional association. In the case of Zambia, this means that as a teacher of History, you need to be a member of the Social Sciences Teachers' Association of Zambia (SOSTAZ). When elected to a position of responsibility in the association, you should execute your duties to the best of your ability. If you are the local representative of the association, you should encourage colleagues to join as active members. It is also mandatory for all teachers in Zambia to register with the Teaching Council of Zambia, which among other functions provides for the regulation of teachers, their practice and professional conduct.

- b) The teacher also needs, in any case, to be a model worthy of imitation by the pupils by carrying himself or herself in a professional manner.

As a teacher, you should be a person of modest habits and moral integrity, sociable and reliable so that learners, other teachers and members of the community can count on you to execute conscientiously any tasks given to you. Professional conduct is readily noticeable and learners are easy to administer once they admire the professionalism of a teacher. Teachers who put the profession into disrepute never make successful administrators, as the learners and the general community will hold them in contempt.

- c) The teacher has responsibility toward the school.

In the struggle for general societal progress, as a teacher you must play the role of ensuring the general advancement of your own school. When given duties to perform or when appointed to various committees, you must carry out the duties with enthusiasm and expertise or at least at the best of your ability. A teacher should always be able to look back in later life and pinpoint one or two unique contributions made to the school. Areas of responsibility that a teacher may take on his or her own initiative in consultation with relevant authorities are organizing pupils' clubs (sports, cultural clubs, etc), staff clubs and development projects depending on your area of interests and abilities.

- d) The teacher has a responsibility towards the community.

Many teachers, seeing the poverty of the community and backwardness of the school tend to seek transfers as the easiest way out. The progressive teacher will always endeavour to see what could be done to improve the school and thereby helping the community.

- e) The teacher also has the responsibility of accounting to all the people who are involved in the education of the child by providing information on how the pupil under his or her tutelage has progressed over the term or year. This accounting is shown through the school report which the teacher writes for each of the pupils usually at the end of the term. The report should be written on the basis of the record of marks including any examination given. A report must be given either directly, or posted to the parents and guardians. In Zambia, school administrators conduct *Open and Visiting Days* to give an opportunity to parents, guardians, learners and teachers to interact and chart the way forward on the academic progress of the learners.
- f) A progressive teacher cooperates with colleagues but does not hesitate to point out instances of deviation from the people's cause even to the administrators of the school. This does not mean that you must have a self-righteous attitude. In other words you should not be a deliberate impediment to the school's administration neither should you be a passive yes-person. You should participate in decision-making and implement what has been collectively decided even if the decision has gone against your wish.
- g) The Teacher as a Counsellor

Guidance and counselling is the process of helping another individual to solve their own problems. It covers emotional, professional and career problems. It is inevitable that you may be called upon to solve some problems for your pupils or even for colleagues.

- o Counselling pupils

Let us consider pupils' problems. For the teacher to give any meaningful advice to the pupils, he or she should make every effort to know and understand the pupils very well in terms of their personalities, their aspirations, their abilities, their home backgrounds, their health and many

other factors. Characteristics of an affective nature are very difficult to quantify but interaction with one's pupils tends to provide the necessary insights into their personal qualities. It is a useful thing for the teacher to keep a record of observation made and information gathered on the pupils. Such information can be used as a basis for providing appropriate advice.

- Counselling colleagues

Playing the role of counsellor to colleagues can be challenging but, again, it is inevitable as colleagues will always, in one way or another, bring their problems to you. It is important to remember that your colleagues are adults who should be able to make up their own minds on their problems. Hence it is important to correctly categorize problems presented to you before offering advice which may turn out to be disastrous. Professional problems are the easiest to handle as they usually involve technical aspects of executing duties, for example, a colleague may not know how to go about presenting a complaint to the relevant authorities or when two teachers engage in a fight. There are laid down rules which you can use to make your colleagues be aware of how to conduct themselves.

To the contrary, social problems concerning colleagues are difficult to handle. A colleague seeks advice on a quarrel with his wife or her husband. What can you do if a colleague insists that you should intervene even after you have vigorously tried to stay aloof? These are difficult situations. However, as a wise teacher you should:

- i. Take all social problems presented to you by colleagues in the strictest confidence and desist from divulging information;
- ii. Avoid being definitive in your advice, that is, you must not take a stand whereby you consider your opinion to be a judgment;
- iii. Express only your opinions, looking at both sides of the matter, and leave your colleagues to make their own decision.

Sometimes colleagues ask for career guidance, that is, they may want to raise their teaching qualifications, or break out of teaching altogether and pursue new careers. As a progressive teacher, who should always try to improve, should encourage

others to fulfil their positive ambitions. You should not discourage others through cynicism, sarcasm or jealous expressions. However, you should always let colleagues make their own final decisions once you have expressed your own positive opinions.

1.4. FACTORS THAT AFFECT LEARNING

Learning can be considered as a process by which, skills, attitudes, knowledge and concepts are acquired, understood, applied and extended. All human beings, whether grown up or children engage in the process of learning, either consciously or unconsciously. It is through learning that learners' competences and ability to function in their environment can be enhanced. It is important to understand that while we learn some ideas and concepts through instruction or teaching, we also learn through our feelings and experiences. Feelings and experiences are a tangible part of our lives and these greatly influence what we learn, how we learn and why we learn.

Learning can be considered partly a cognitive process and partly a social and affective one. It qualifies as a cognitive process because it involves the functions of attention, perception, reasoning, analysis, drawing of conclusions, making interpretations and giving meaning to the observed phenomena. All of these are mental processes which relate to the intellectual functions of the individual.

Learning is also a social and affective process, as the societal and cultural context in which we function and the feelings and experiences which we have, greatly influence our ideas, concepts, images and understanding of the world. These constitute inner subjective interpretations and represent our own unique, personalized constructions of the specific universe of functioning. Our knowledge, ideas, concepts, attitudes, beliefs and the skills, which we acquire, are a consequence of these combined processes.

What factors do you think affect learning? You response may include factors such as; intelligence, aptitude, goals, interests, readiness and maturation, motivation, attitudes and values, learning approaches and socio cultural determinants.

Each of these factors play a significant role in learning. There are some personal factors affecting learning that deal with the innate aspects of an individual and are unique to him or her. These factors are extremely significant as they influence what the individual can learn, how much time, effort and energy he or she is required to put in and how well he or she is likely to learn. The environmental factors are other factors, which mediate the learning process.

As a history teacher it is important to vary learning approaches and be learner centred. Being learner centred means that you have an awareness of some basic cognitive processes that impact learning for all people. (Darling-Hammond & Bransford, 2005). It is also important to personalize learning and teaching in order to make sure that all learners are able to progress, achieve and participate. Close attention should be paid to learners' knowledge, skills, understanding and attitudes. Learners are active and curious: they create their own questions, coach one another, set goals for themselves, monitor their own progress, knowing that making mistakes and being stuck are part of learning. Work should be sufficiently varied and challenging to maintain their interest but not so difficult as to discourage them. As a teacher, you will need to monitor the progress learners make and support their learning process.

Teachers should have a clear idea of how learning takes place, how motivation can be encouraged and how concentration works. You should also monitor student's learning to set goals and track their progress in acquisition of desired competences. As teachers, you will handle a cross section of learners, among them gifted and slow learners. Such learners can pose a challenge during teaching and learning. Depending on the situation, each category of learners should be adequately catered for in terms of learning activities.

1.5. SUSTAINING MOTIVATION

Motivation is the desire that a learner has to want to learn and the ability to endure a period of learning with full alertness. Stressing the necessity of motivation for learning, Farrant (1964) notes that motivation, “is all important for getting children to learn once their attention has been captured. Once children want to learn the battle is half won.”

The teacher usually has to figure out how he or she is going to keep the pupils interested in learning for 40 or 80 minutes of lesson time. While an inspiring and interesting introduction to a lesson is an attention captor or drawer, motivation is the urge that keeps learners awake to the end of the lesson time.

WHAT IS MOTIVATION?

According to Farrant (1964), motivation “is the force that determines how much effort an individual puts into his learning... externally imposed, motivation includes the fear that drives children to slave at their work for a stern teacher and the hope of reward that spurs them to fresh efforts of diligence.” Successful teaching which results in fruitful learning depends on the teacher maintaining a high level of motivation among his or her pupils. How does the teacher maintain motivation among pupils in class?

1.6. WAYS OF SUSTAINING MOTIVATION

Acknowledging Pupils’ Correct Responses

Good teachers are experts at acknowledging the efforts their pupils are making. They reward their pupils’ correct responses with a nod of the head or by making motivational remarks such as; ‘good!’ ‘Correct!’ ‘Good try!’ and other similar remarks.

Voice Projection

A quiet and monotonous voice sends people to sleep while a loud, varying and well-modulated voice keeps learners awake.

Lively Presentation

A teacher who stands at one spot to deliver a lesson, depending on the mouth as the most active organ does not inspire interest and eagerness to learn in pupils, but the one who makes calculated paces around the classroom, punctuates his presentation with well-timed questions to pupils and gestures, surely captures their attention and holds it. A well-

planned teacher exposition followed by engaging questions which indulge pupils in providing necessary answers involves the learners actively. By calling pupils by name, each child is made to feel they are special and can contribute something to the lesson. This is accomplished by ensuring that questions are well distributed among pupils and the teacher speaks in a loud and undulating voice and emphasizes important points.

Sense of Humour

A sense of humour by the teacher keeps the pupils expectant and attractive to catch the jokes that the teacher usually crack during lessons. The humour should not however be made at the expense of learning time at all. A joke from the teacher releases tension from pupils by giving them something to laugh about.

A Non-Threatening Learning Atmosphere

Some pupils start being mischievous because the teacher is solemn, always anticipating some indiscipline and is always ready to pounce on wrongdoers. If a teacher has a violent or short temper, pupils are always afraid to participate in class activities and tend to talk behind his back. Hence, the teacher should create a friendly, free and non-threatening atmosphere which allows pupils to participate freely.

Variation of Classroom Activities

No one classroom activity can occupy pupils for the whole 40 or 80 minutes without causing them to be bored. Even in a 40 minutes lesson, variation of classroom activities is essential for maintaining interest and motivation in the lesson. No one activity no matter how interesting can hold the attention of the class for more than 15 – 20 minutes. Variation of class activities should therefore be carefully planned and these should be thought of in pupil terms, not teacher terms. A lesson may start with;

- Map study
- Developed by question and answer session before engaging pupils in a written exercise and

- Culminate in a conclusion where the teacher summarizes the main points of the lesson.

A lesson such as the one depicted above has enough variation.

1.7. MERITS FOR MAINTAINING HIGH LEVELS OF MOTIVATION IN CLASS

Teachers variously attach a lot of importance to efforts to motivate learners and to sustain it in the course of the lesson because;

- Motivated pupils learn easily and quickly.
- They make the teacher's efforts at controlling the class easier.
- Highly motivated pupils work with minimum supervision thereby allowing their teacher time to monitor the learning process.
- Motivated pupils are less likely to be distracted from the lesson outcomes set by the teacher.
- Highly motivated pupils are competitive and develop a positive self-concept.

Generally, motivated pupils are usually better learners and they like their subjects, teachers and school.

1.8. REFLECTION

Think of learners in your career you could consider gifted and talented. What strategies did you use to challenge such learners?

1.9. SUMMARY

In this unit, we note that the practice of teaching goes beyond the classroom and embraces many other aspects of life in which the teacher is involved. The effective teacher should be one who has a "total" view of his or her profession, playing his or her role vigorously towards social transformation. Learning is a universal phenomenon mediated by a number of factors, both personal and environmental in nature. Motivation is an essential ingredient of good and effective teaching we cannot do without. Motivation is what keeps learners looking forward to their teachers' lessons.

1.10. ACTIVITY

1. What are the duties and roles of a professional teacher?
2. Suggest ways in which professional associations such as SOSTAZ can play a significant role in the teaching of social sciences subjects such as History.
3. Assuming that you are a class teacher at your school, analyse the report forms for your students. Based on the marks or grades and comments given, try to arrive at the possible factors which have influenced the performance of your class.
4. List down characteristics of a child considered gifted or talented.
5. Describe **three** ways a teacher can use to maintain motivation in her / his class.
6. What are the benefits of teaching a highly motivated class?

UNIT TWO

UNDERSTANDING LEARNERS

2.0. INTRODUCTION

Understanding learners is one of the key factors to effective teaching. Unless you understand how each student learns, you won't be able to help them learn at their maximum potential. Since you will encounter students from diverse backgrounds and socio-economic statuses, understanding learners is essential to your effective delivery of lessons. This unit will focus on different categories of learners namely, slow learners, gifted learners, and the physically challenged learners.

2.1. LEARNING OUTCOMES

After studying this unit you are expected to;

- State characteristics of different types of learners.
- Suggest some strategies for handling slow learners.
- Suggest some strategies for handling gifted learners.

2.2. TYPES OF LEARNERS

Slow Learners

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his or her age. This child will

go through the same basic developmental stages as other children but will do so at a significantly slower rate. Hence it is commonly misunderstood that these children fail to learn or are merely ‘dumb’. The truth is that every child has his own pace to learn and develop. Some children naturally learn much faster while others are known to take their time to learn the same concepts and lessons.

2.2.1. Characteristics of slow learners

A slow learning child is one that struggles to hit basic developmental milestones that can broadly be categorised into four groups or characteristics – developmental, social, personal or educational. Here are a few characteristics of a slow learning child:

- **Developmental:** The characteristics of a child with developmental learning disorders include poor memory and a delay in speech and language developmental patterns. This means the child could take longer to start speaking than others or needed more prolonged and repetitive lessons to learn most concepts.
- **Social:** A child who has social learning disabilities is usually known to relate to children younger to him more often and avoid interacting with peers. Such children are also prone to behaviour that is associated with children younger than their age. These children are often just labelled as introverts due to the inability to connect with their peers leading them to be quieter or more reserved.
- **Personal:** Children with personal learning problems seem to have less control over their emotions. They tend to fall back to anger quickly, get frustrated faster, express emotions like anxiety for seemingly minor issues or get depressed over setbacks. These children are most likely to

have significant problems with self-esteem, confidence and are prone to acts of aggression or emotional instability.

- **Educational:** Children with learning or educational disabilities take longer to process and understand the information provided to them. These children may be proficient in intellectual knowledge, but it takes them longer to understand & grasp the concepts.

2.2.2. Possible causes of slow learning in children

Most parents and teachers may wonder why some children are slow learners. The truth is that there is no clear answer. Yet, there are a few underlying reasons that can be the main causes, but these causes may not be specific to your learners.

- Prenatal
 - **Diet** – when an expectant mother does not take the right diet, slow learning may occur. For instance, if an expectant mother takes too much tinned foods, the brain of the unborn child may be affected due to the lead which is found in tinned foods. Lead retards the brain.
 - **Alcohol Consumption** – if the expectant mother consumes a lot of alcohol, the brain of the unborn child will be affected hence causing slow learning or mental retardation.
- Perinatal
 - **Premature birth** – One of the reasons for problems while learning is the premature birth. This can also be the reason behind your child having a slower rate of brain development.
 - **Very low birth weight** – 1000 to 1500g

- **Prolonged labour** – the baby lacks enough oxygen during prolonged labour and after being born it looks bluish and it takes a long time to cry after its born.
 - **Forced Labour** – the use of forceps at times makes the brain to shake during the process of child delivery.
- Postnatal
- **Medical** – One common cause for learning issues could be medical - diseases of the brain or nervous system can cause problems for children to hit learning milestones. These are often treatable, but when not treatable, they are manageable.
 - **Trauma** – Your child could have gone through a traumatic experience in the past which is causing a delay in his or her development. It is now widely accepted that trauma of any nature - be it physical, psychological or emotional – can have a similar impact on children.
 - **Pampering** – Another most common cause for learning delays is the over-pampering nature of parents. At times, the learning process requires action and failure. A lot of children who are pampered are known to have problems solved for them, which is why they never learn or adapt.
 - **Head injury – accidents which may injure the internal system of the head. For instance, a road accident where the victim bangs the head on a hard surface may cause loss of memory and slow learning due to the affected brain.**
 - **Environmental Deprivation – when the home environment is deprived of basic needs due to the socio - economic status of parents.**

2.2.3 Identification Of slow learners

It is easy sometimes for teachers to identify a slower for they may display many challenges in their lifetime and during learning experiences. Slow learners may;

- i. Struggle to keep up with his/ her peers,
- ii. find it difficult to stay motivated while learning, go through many bouts of depression or anxiety or
- iii. Struggle to communicate and build connections with people.

2.2.4. Help that teachers could render

From your Education Studies, you may have discussed so many ways of handling slow learners. Here are a few strategies that are known to help slow learners:

- **Praise and Rewards**

Motivation is one of the most essential requirements for children who are slow learners.

- **Smaller Targets**

These must be achievable tasks and within reach. Such learners should not be given too much work as it would be a huge task to accomplish and in the process discourage them.

- **Encourage learners to keep trying when they fail**

Make sure you reinforce the notion that failure isn't a bad thing. Instead, encourage the learner to try again.

- **Be open with Caregivers**

Talk to the parents or guardians about the learner. Let them know the situation and educate them about how to handle the situation for the child who is a slow learner.

- **Be Patient**

Do not compare a slow learner to other children. This will only demotivate you as well as your learner. Stay patient when working with such learners knowing too well that they will eventually catch up even

if it is at a much slower rate. Make sure you do not lose your patience and scream at such learners, as this will only demotivate them.

- **Be Supportive**

Together with parents and guardians, encourage your learners to keep trying until they succeed.

2.3. GIFTED AND TALENTED LEARNERS

This is another category of learners that you shall encounter as you teach history in the classroom situation. Unlike slow learners, these possess high learning ability and hit basic developmental milestones faster. However, what every teacher will confirm to you is that teaching gifted and talented learners can be very dramatic and interesting indeed as gifted and talented learners make very special students any time. This is definitely related to their innate gifts and talents. Renzulli (1986) considers that above-average ability, task commitment and creativity are the salient characteristics of giftedness, independent of a specific area of talent. In a similar vein, Winner (1996) proposes that the following three **characteristics** are typical of gifted children, whether their ability is in intellectual, academic, artistic, musical, physical, interpersonal or other domains.

2.3.1 Characteristics of talented learners

- 1. Precocity.** Gifted children demonstrate advanced ability in a specific domain. They make more rapid progress in the acquisition of knowledge and skills than do other children. Learning appears to come easily to them.
- 2. An insistence on marching to their own pace.** Gifted children not only learn at a faster rate, but they learn in a qualitatively different way. They need little adult input or scaffolding, and they are capable of teaching themselves. It is not uncommon for gifted children to approach tasks and solve problems in unique and novel ways.
- 3. Highly motivated.** Gifted children have high levels of intrinsic motivation in their area/s of interest and ability. This interest can be intense and can even appear to be obsessive. For example, such children comprehend and

assimilate whatever they have been taught at an astonishing rate especially when compared with their peers. In addition, they also seem to reason 'outside the box' and keep churning very innovative ideas to complicated problems.

4. Possess unlimited mental energy and an amazing level of curiosity and inquisitiveness, particularly those that are suffering from Attention Deficit Hyperactivity Disorder (ADHD).
5. They are sometimes restless, mischievous and plainly irritating or annoying. As a result, if you have one of these gifted and talented learners, you really have to be very understanding.

2.3.2 Handling Gifted and Talented Learners.

You can identify gifted and talented learners as from above characteristics in 2.2.1 above. However, to the teachers of history, it is worth noting that such children have to be properly tutored in order to bring out the very best in them and ensure that their gifts are utilized to the optimum. This must be stressed, as majority of the schools available have little consideration for this special class of learners. For some parents, this means homeschooling their children, and sometimes making them skip grades. This may affect their learning. However, gifted learners can also help you nurture slow learners; hence the need to make good use of such pupils. As a teacher you will need to give gifted learners extra tasks than the rest to keep them in check.

2.4. NORMAL LEARNERS

These are learners who possess certain characteristics that make them ideal learners. They are naturally endearing to teachers, and it is difficult not to embrace them because they make the job for the teacher easier.

2.4.1 Characteristics of Normal Learners

A normal learner must satisfy the following characteristics.

1. **Self-direction** (Autonomy)

Normal learners feel the need to take responsibility for their lives and

decisions and this is why it's important for them to have control over their **learning**. Therefore, self-assessment, a peer relationship with the instructor, multiple options to learning, yet subtle support are all imperative.

2. **Practical and results-oriented** (Goal-oriented)

Normal learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence.

3. **Less open-minded** and therefore more resistant to change.

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Hence teachers of history need to provide the “why” behind the change, new concepts that can be linked to already established ones, and promote the need to explore on more information.

4. **Use personal experience as a resource** (Learning by experience)

5. **Motivation - normal learners have the interest to learn. They will** usually volunteer to do tasks in class and attending school is their first priority.

The teacher of history must therefore, view each learner as unique hence prepare learning experiences that will yield results. Most **teachers** will tell you that they don't have favourites, but the truth is that there are pupils who possess certain **characteristics** that make them ideal pupils. These students are naturally endearing to teachers, and it is difficult not to embrace them because they make your job easier.

2.5. PHYSICALLY CHALLENGED LEARNERS

This category falls under what we call Special Education Needs (SEN). In the teaching of history you will have students who are differently abled. Some may have the following characteristics.

2.5.1 Characteristics of physically challenged learners

There are many types of physical disabilities, including mobility-related disabilities, health and medical disabilities, and disabilities that result from brain injuries. Sometimes physical disabilities are obvious; however, it is not always possible to identify someone with a physical disability or a medical or health-related disability.

Some physical disabilities require the use of an assistive device (for example, a wheelchair or walker). However, those with arthritis or multiple sclerosis, for instance, may not show any visible signs of disability. Physical disabilities may affect someone's ability to stand, walk, sit or move around. Some physical disabilities are episodic; they can flare up, and then go through periods of remission. Some persons with physical disabilities may be accompanied by a Personal Support Person.

2.5.2 Some strategies for teaching a physically challenged learner

2.5.2.1 Classroom

Avoid making assumptions about a pupil's challenges or capabilities. Many persons with disabilities talk about being frustrated with people assuming what they can or cannot do. Remember that although persons with disabilities might have specific needs, every individual is different.

2.5.2.2 Prior to the start of the course

- Choose course materials early.
- If possible, choose accessible electronic versions of course readings.
- When digital formats are not available, provide print material sufficiently in advance to ensure that transcription requirements (for example, into audio-digital or another e-format) can be met in time. Be as precise as you can regarding the texts and pages that will be used.
- Ensure that course components are complete.

2.5.2.3 When the course begins

- Encourage students to tell you about any accessibility concerns.

- Identify and clearly express the essential course content and recognize that students can express understanding of essential course content in multiple ways. Diversify assignments or allow for exceptions to enable all students to demonstrate their specific talents (for example, oral presentations, poster presentations and written assignments).
- Insist on professional and civil conduct among students to respect people's differences and create an inclusive environment.
- Consider providing your classes with information about the accessible features of their immediate environment (for example, accessible washrooms).
- If the classroom is not easily navigated by students using a mobility device, such as a wheelchair or scooter, consider if reserved seating or an adjustment to the seating arrangement is an acceptable modification. If this does not meet the learning needs of the student, requesting a change in teaching location may be necessary.

2.5.2.4 While the lesson is in session

- Make sure the student can see the instructor, chalkboard or whiteboard and/or screen always.
- Be aware that students with upper-body weakness or paralysis may be unable to raise their hand. Make eye contact to include the student in classroom discussions.
- Allow scheduled breaks during lessons, tests and examinations.
- Try to be considerate if the student with a physical challenge is coming from across campus; it may take the student longer to reach the classroom.
- Allow for the use of adaptive technology (for example, screen reader or screen-enhancement software such as screen magnification).

2.5.2.5 Tests and Examinations

- Ensure that the student is comfortable and has all the resources needed.

2.5.2.6 Field trips

- Plan any activities outside the classroom with accessibility in mind. Contact the office for students with disabilities to discuss any potential considerations and to seek advice on changes you may need to make.
- Provide additional time for the activity and for transportation from one location to another.

2.5.3 Suggestions for interacting one-on-one with a student with a physical challenge

The following are some practical tips for teaching students with physical challenges.

- Remove obstacles and arrange furniture to ensure clear passage to where such a learner will sit and conduct any meeting.
- Consider an assistive device as an extension of the person's personal space.
- Remember that most power wheelchairs are controlled by a hand-held device and should be left for the individual to control.
- If a conversation is expected to last longer than a few moments, suggest an area nearby that is comfortable for all parties to be seated.
- Where necessary, speak directly to the learner, not to an accompanying support person.
- If you are not sure what to do, ask, "Can I help?"

2.5.4. Accommodating a student with a physical challenge

As an educator, you have a responsibility to accommodate students with challenges in your history lessons.

The following are common academic accommodations that may be required for students with physical challenges. This list is not exhaustive though.

2.5.4.1 Classroom Environment

- If possible, send your teaching material to the student electronically, or transfer it onto a USB flash drive for the student.
- Assist in identifying potential tutors and note-takers.
- Allow students to audio-record lessons.
- Allow for preferential seating, either to facilitate better listening or to allow for proximity to an electrical outlet or the exit.
- Lean towards flexibility for absences and late assignments. Allow for extensions on assignments and essays.
- Arrange to meet with the student to discuss specific learning needs, strategies for success, alternatives to course assignments, and methods of evaluation when the student provides his or her letter of confirmation as a learner with special needs. Remember that some special learning needs may not be easily detected as such require specialized medical staff to give confirmation.
- Provide extended time for tests and examinations.
- Allow for alternate scheduling of tests and examinations.
- Provide a separate, distraction-free room for writing tests or examinations.

Remember that students with disabilities do not have to disclose their disability to their teachers or anyone else in the academic environment in order to receive special treatment. Unless a student chooses to disclose to you the nature of his or her disability, you will only receive information on the accommodations the student is entitled to receive. It is important to familiarize yourself with the accommodation and the accessibility resources and protocols at your university to ensure you are following recommended practices.

2.6. REFLECTION

Think of learners in your career you could consider as slow learners. What strategies did you use to motivate them?

2.7. SUMMARY

In this unit we note that there are different types of learners and that these require careful handling for them to benefit from the learning process. The unit has highlighted a few strategies that are known to help different learners. However, the study is not exhaustive as it should just stimulate you to study further.

2.8. ACTIVITY

1. State Characteristics of gifted and talented learners.
2. Assess the implications of different types of learners to the teacher.
3. Suggest ways in which a teacher can help learners with physical challenges to improve on accessibility to learning resources.
4. What are the advantages of having normal learners in a learning process?

UNIT THREE:

CURRICULUM OF HISTORY

3.0. INTRODUCTION

The Zambia Education Curriculum Framework (ZECF), provides guidelines for education providers on the curriculum coverage, teacher-learner contact time, subject combinations and other curriculum priorities. Although determination of the curriculum in our country has been done in consultation with many stakeholders, teachers are also associated with this important task. Teachers are part of the implementers of the curriculum. It is, therefore, important that as a teacher, you should fully understand the principles for selecting the content to be studied at various levels of teaching and learning History.

3.1. LEARNING OUTCOMES

By the end of this unit, you will be expected to:

- Use the approved Curriculum Framework to improve efficiency
- State the principles for selecting content for History
- Explain the methods of organizing History Curriculum
- Identify the roles and responsibility of teachers in Curriculum development and implementation.

What is a Curriculum?

The term Curriculum (plural Curricula) has been defined differently by various scholars and institutions. Gwarinda (1993) contends that some educationists use the term to refer to *course content* thus referring to the lists of subjects and their outlines of topics to be studied. Others use the term to refer to the *intended learning outcomes* in a school programme. Still

others use “curriculum” to refer to the actual experience “had” by the learners. Yet others use the term to refer to the whole *programme of activities* that learners follow. This includes academic activities and extra-mural activities.

The Ministry of General Education defines a curriculum as a specialization of the desired knowledge, competences, skills, values and attitude which learners in Zambia need to achieve. The curriculum includes an overall plan of how the schools are to achieve these goals, detailing syllabuses, timetables, recommended textbooks, examination requirements and other Ministry of General Education directives affecting teaching and learning experiences. Simply put, a curriculum is the sum total of the planned teaching and learning experiences. In which ways has the above definition of curriculum affected your work as a teacher?

From the above definition we can deduce that a curriculum include, among others, the following aspects;

- Subjects
- Syllabuses
- Content/topics
- Teaching and learning strategies
- Teaching and learning materials
- Timetable
- Examinations

3.2. GENERAL PRINCIPLES FOR SELECTING CONTENT FOR HISTORY IN THE CURRICULUM

- **The curriculum selected should help in the achievement of aims of teaching history:**

The curriculum selected should make possible among those taught a growth of the knowledge, skills, attitudes and values. Every item of the curriculum should have an educative function. For instance, if we believe that promotion of national integration is one of the objectives of teaching history in Zambia, we shall have to

see that some material is introduced to create a sympathetic attitude towards one another. Similarly, if one of the objectives of teaching history is to develop international understanding, the history of other countries will have to be taught for better understanding.

- **Define target students and their needs:**

The curriculum selected should be appropriate for the level of that group of learners to whom it is to be taught. Teachers as part of the curriculum designers need to define those students for whom the curriculum is being developed. By first identifying groups of students and their needs, curricula will be both more efficient and more effective.

- **Identify instructional objectives:**

After teachers and designers have defined the target students and their needs, they should state specific instructional objectives in the cognitive, affective and psychomotor domains

- **Organize sequenced and structure:** The contents of study should have functional relationship between them. Taken together they should appear as an organic whole, and not as isolated experiences. The program of study should be well arranged in a sequence or structure that will best accommodate the targeted students' academic levels. In the first place, each year's course should be built on what has been done in previous years and, at the same time, serve as a basis for subsequent work. In the second place, the entire curriculum for each grade should be connected.

- **The curriculum should be comprehensive:** Let the pupils learn about the story of humanity starting from the local history, proceeding through the regional and national history and ultimately reaching the world history. The curriculum should be comprehensive as to enable the pupils to comprehend the present world of human thought and activity. New excavations and researchers are throwing a flood of light on the past happenings; old theories and beliefs are being modified every day. So, the latest information needs to be provided to give the pupils an idea that History is a growing and developing subject.

- **Select presentation methods:**

Methods are the strategies or ways by which content is delivered to the learner for the learning outcomes to be realized. Following the arrangement of content, teachers and curriculum designers should select suitable methods in which to present the planned sequence or structure of the course content. Effective presentation methods are more likely to engage students in the learning processes and, thus, to accomplish instructional objectives.

- **Assessment and Evaluation**

Assessment and Evaluation are critical components of curriculum development. Assessment and Evaluation of student learning based on stated objectives, use of appropriate methods of teaching, appropriate content (both in quantity and quality), produces data with which to determine the overall success of curriculum design and implementation.

- **The curriculum selected should lay emphasis on national and world unity:** It should lay stress on the idea of national unity and the unity of humanity, throughout the school course, with due regard, of course, to the pupil's age and understanding. It should bring out not only the political, social, cultural and economic features of the different societies that are studied but also the process of inter-communication and cooperation between different nations and continents. The curriculum should serve as an instrument of social integration.

- In line with the national policy on education, *Educating Our Future* of 1966, the aim of education is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her own fulfilment and for the good of society. The Zambia Education Curriculum Framework of 2013 was developed so that the provision of education through the various study areas was well focused and directed.

- *Reflective Education:* The Zambia Education Curriculum Framework of 2013 notes as one of its principles that education involves the passing on of cultural heritage, values, traditions, language, knowledge and skills from generation to generation. In the past, traditional education was provided by adults and peers in a formal setting.

With the introduction of formal education, learning institutions share the responsibility with the home and local communities of passing on to learners that part of the cultural heritage which is meaningful and useful in today's society.

The curriculum should, therefore, respect and retain elements of the past and also be able to develop and assess competences needed for tomorrow's Zambia.

3.3. SELECTION OF THE SUBJECT MATTER FOR DIFFERENT STAGES

Various theories have been advanced to select the subject matter. Some of them are discussed below.

3.3.1 Biographical Approach

It is believed that History consists of the study of great men and their exploits whatever their realm of thought and action, of the challenges they encountered and the inspiration they provided. It is a record of the "heights great men reached and kept", of their impact on human race, of their contribution to human knowledge.

According to this theory, history is taught as a series of stories of the great men in a chronological order. It is argued that great men represent their time. They influence great historical movements. At the early stage, general history is beyond the comprehension of children who understand individuals but not institutions, particular facts but not principles. Hence, a preliminary study of these lives gives the learners an insight into history and, at a later stage, they would be prepared to study in more details.

Some of the objections to the great man theory are obvious.

- i. The great men of history may not represent their times holistically.
- ii. They do not represent the mainstay life of the community.

These objections are more or less valid but some of them exaggerate the defects of the theory. The theory has been greatly influencing history teaching in schools and has been responsible for the selection of content for the early classes.

What is needed, therefore, is the proper selection of personalities. Along with the heroes, warriors, states men, rulers who have shaped the destiny of mankind, scientists, explorers, inventors, artists, peace makers, religious leaders, etc., should be included in the history curriculum.

3.3.2. The Psychological Theory:

This theory aims at selecting the subject matter that satisfies the needs of the child in the successive stages of his mental life. 'A process of progression', so to say, will be followed. This process has three definite categories or stages. This may be termed as study of personalities, events and ideas. In the initial stages, history will be taught through the medium of personalities. For the young minds, personalities are easy to understand; we are sure of them; they stand on documents and are above evasion or dispute. History will be made as concrete as possible at the early stage which is 'presentative' in nature.

At the second stage, actions of the personalities resulting in events will be studied. Events such as the Mfecane, the struggle for independence in Zambia, can be taught as learners' progress to the next level. This is the 'representative' type of history which needs to be presented to the child who has strong imagination and takes interests in facts.

But, of the greatest importance, greater than personalities and events, are ideas, which prompt humanity, through the ages to accomplish great ideas and achieve great heights. Ideas are the basis of all actions of personalities and are behind occurrence of all events and are, therefore, superior to both. 'Ideas which, in religion and politics, are truths, in history are forces.' This 'thought history' which aims at giving deeper understanding of historical movements, and helps pupils to draw inferences and unify conclusions, will be taught in the third stage of child's development.

It is believed that History can be correctly and properly studied through the process of progression – personalities, events and ideas all play their part in the making of History. Naturally, therefore, this is the psychological approach for selecting the content.

3.4. METHODS OF ORGANISING HISTORY CURRICULUM

A number of methods can be used for organizing the subject matter of history. These are, Chronological, Topical, Concentric, Regressive, Lines of Development, Patch method, etc.

3.4.1. Chronological Method

According to this method, the whole course of history is divided into certain marked stages called periods which have to be taught in chronological order. Zambian history, for instance, can be divided into the pre-colonial, the colonial, and the post-colonial period. Chronology helps to show how an event, a movement, a custom or an institution has developed into its present form.

Merits:

- The method helps the student to see the natural development of the history of a particular country.
- The students are led from century to century, and they get a clear idea of the ‘time factor’ in history.
- It provides an intensive study of a topic which lends itself to the use of interesting details.
- New subject matter is presented in each class. Thus interest is aroused and maintained.

Chronological method avoids confusion for it takes full advantage of the only continuous element of order in the story of the past, the sequence of events; it accustoms learners to a chronological outlook.

Demerits:

- The plea that the sections of history conform to the stages of mental development is not altogether correct. There are several events in the early history of different countries which are neither simple nor easy and therefore,

do not suit the childhood stage. The economic and social problems that arose in Southern Africa because of colonial rule or the problem of feudalism because of the Norman Conquest is, by no means, simple.

- The pupils who leave school early and never reach the vitally important recent times, possess an inadequate knowledge of the history of their country. Even in the case of those students who jump grades (not common in secondary schools in Zambia), a gap is left never to be bridged afterwards.
- The strict adherence to chronology breaks up a topic into too many fragments and makes it difficult to comprehend by some learners.

3.4.2. Concentric Method

According to this method, the whole history of a country is taught in ever widening circles, with increasing details for each standard or stage.

The concentric approach is nothing but devising a strategy that fosters continuous, unbroken learning of the subject matter of history through the elementary and secondary stages.

Demerits:

- Repetition makes learning monotonous and fails to hold the attention of pupils. It is argued that the joy of discovery, the freshness of historical events, the adventures and achievements of great personalities, the atmosphere of an age or era, the essential aspects of history, are denied to learners in a strictly concentric approach.
- Learners develop a sense of familiarity without the fullness of knowledge. The results of hurried pace of history teaching covering centuries in a short time, are similar to the swift passage of a transcontinental traveller who has flown across the country from sea to sea, who catches only vague glimpses of the countryside but who neither knows nor understands what he has just covered.

3.4.3. Topical Method

In this method, certain topics of study suitable for the age, ability and interest of learners make up the whole syllabus. Each topic, in a way, stands by itself and all

the topics are, or rather, could be connected together by the teacher with the help of individual lessons, which may be called link lessons.

This approach is quite worthwhile as far as the learners in secondary classes are concerned. A careful and detailed study of the topics provide opportunities to the learners for an intensive study of a particular problem. Instead of repeating the content a number of times, we can discuss all the aspects of a problem, once. For instance, when teaching economic activities of pre-colonial Bantu communities such as subsistence farming, hunting, fishing, weaving, pottery etc, these were activities that were common among Bantu communities.

Merits:

- Under the topical arrangement, the teacher finds it easy to teach and convenient to organize projects and other activities.

Demerits:

- This method has the disadvantage of not emphasizing upon interrelationships of events in a given period.
- If the topical approach is used, a large time chart of all the basic themes should be used constantly.

3.4.4. Regressive Method

In this method, we start from the present and work backwards. The past is studied as an outgrowth of the present. The teacher chooses a certain vital social or economic problem of today as a starting point or introduction, goes back to the origin of the problem in the remote past, again comes back to the period that immediately concerns him or her. Thus, the teacher regresses to come forward again.

This method impresses on the learner's mind, the essential connection between the present and the past by bringing out the truth that the present is only an evolution of the past and that it is of more fundamental interest to us than the latter. It supports the contention that "History traces growth and development."

Merits

- The pupils gain a more intelligent outlook on some of the familiar features of modern life. The learners' attitude and their self-activities are enhanced at almost every point.

Demerits:

- This method completely reverses the chronological order which is the hallmark of history.
- Problems of today do not necessarily form a satisfactory criterion for the content of history. They may be solved without reference to the past. Also, the curriculum needs to be arranged that it prepares us for the problems of tomorrow and life skills.
- The method demands too much from learners. A liberal and correlated knowledge of the social sciences is needed to understand a contemporary problem. The young learner is not expected to possess such knowledge.
- The enriching aspects of history enshrined in arts and literature cannot be studied through the regressive method.

3.4.5. Lines of Development

The essence of this method lies in the choice of certain specific themes of study suitable for the age and ability of learners. Themes such as housing, farming, transport, trade, clothing, political and social organization, can be studied at any age level and could be traced through centuries on a global scale. Moreover, a good teacher or writer of a textbook, using this method will take a topic, which, in following its line of development, will deal with many significant events and significant lines in history which learners will be taught. In this way, the significance of History will be assimilated naturally by the learners. The line of development is flexible and from the main line one can easily branch off into activities linking with other subjects from the curriculum. It is a natural method for a learner to follow.

Merits

- It brings out one of the characteristic features of the historical procedure. It is not a mere procession of events but of significantly related changes pointing out the growth of institutions and movements.

- It focuses our attention on a particular theme. It supplies a central theme from which sub themes can be generated as far as time and pupils' intelligence allows.
- It offers a solution for dealing with the vast historical material. It provides the central core around which suitable material could be included and the unsuitable could be discarded. It is easy to organize the whole syllabus from this point.
- Lines of development is perhaps the only method by which, without grossly overloading the syllabus, historical study can be carried through considerable stretches of time establishing at least a foothold in ancient cultures, while at the same time, maintaining connection with them to the present times.

Demerits

- An erroneous picture of the actual development of a historical phenomenon may be gotten if history is not studied in full context in different periods of the past.
- Pupils may be unaware of the parallel events, because of the narrow path that is followed.
- In this method, the present is given prominence and the past is treated as a mere background.
- There are no suitable textbooks. This can be remedied if an interested teacher could build up such a course by the use of books, reproductions of old pictures and the daily newspapers.

Some of these limitations can be minimized if we use this method along with certain other valuable approaches.

3.4.6. Patch Method

The patch method or concentration on a few topics, aims at illuminating the past and making it clear for the learner. By a careful selection and detailed study of the patches, opportunities are provided for imaginative experience that would help the learner to get the 'feel' of the period studied.

This approach is getting popular these days. Attempt is made to choose a number of 'patches' or 'units', taking into consideration the age and aptitude of the learners. For an effective use of this approach, some guidelines are suggested below;

- Patches must be selected carefully. Suitability and not importance should be the deciding factor because what is important from the point of the subject, may not be suitable for the learners. We must balance both the criteria of selection - *importance* as well as the *suitability* of the theme. Some significant and vital units of History are not suitable just as some exciting and attractive units are not important.
- Since the main idea of this approach is to encourage imagination and creative understanding of the past, themes which offer contrast between the past and the present should be chosen.
- The teacher should “choose any theme, possibly a sequence of events, or a biography or a visual representation which symbolizes the spirit of the age.”
- This approach can be effective only when the units are placed in their ‘historical context.’

This method is useful in a number of ways:

- Patch study is concrete. Opportunities are available for the utilization of varied resources and this imparts reality to the whole study.
- It is also claimed that the value of historical study in schools lies precisely in the process of selecting appropriate content for a particular grade, in the thorough cultivation of a particular ‘patch.’
- It provides opportunities for entering into another age; it quickens the interest of the learners; kindles their sympathy and enhances their capacity for understanding.
- Pupils get a chance to immerse themselves in the past and thus, History is appreciated for its intrinsic worth.

3.5. PRESENTATION OF THE SUBJECT MATTER OF HISTORY AT SECONDARY LEVEL

While deciding the content of History, effort should be made to give an adequate coverage to world history, national history, local history, social, economic, cultural history and contemporary history or current affairs.

- *World History*: From the emergence of man as a distinct creature to the present day needs to be given sufficient thought for presentation to the different levels of learning. It will reveal to the learners the underlying unity of mankind. It will highlight what people have in common and where they differ.
- *National History*: It has to be the core of every History syllabus. The contribution of different cultures to the national history needs proper emphasis.
- *Local History*: This history should be a valuable part of the syllabus with lower grades as the story of how the child's own neighbourhood developed can form a vivid and attractive way of stimulating the historical imagination of young pupils and also introducing very elementary techniques of historical study.
- *Social, Economic and Cultural History*: In addition to the political history, social, economic and cultural history needs to be taught to make history meaningful and impress upon the pupils the interdependence of humanity.
- *Contemporary History*: The story of the recent past, of the immediate background to the day's news as they say, deserves a place in the syllabus, particularly for the advanced grades.
- *The History of Developing Countries*: The pupils should be made familiar not only with the achievements of the great developed powers but also with how developing countries are struggling hard to progress. This is essential to encourage the growth of a balanced and tolerant outlook.

THE ZAMBIAN SECONDARY SCHOOL CURRICULUM

Junior Secondary School Curriculum

The Zambia education curriculum framework has provided for two career pathways at this level, namely the **Academic** and **Vocational** pathways. The subject of History has been placed under the academic pathway. The framework has provided for the integration of subjects with similar competences and content into learning areas in a bid to avoid curriculum overload and fragmentation. At junior secondary school level, History, Civic Education and Geography have been integrated into Social Studies because some content in these subjects is interrelated and some competences are similar too. The ministry attaches a lot of importance to these subjects and therefore it cannot afford to make them

optional at this level. The framework further notes that, of late, History is becoming a very unpopular subject among learners at this level and if it was made optional, many learners will not take it thereby not benefiting on what the subject has to offer.

SENIOR SECONDARY SCHOOL CURRICULUM

The career pathways at this level has been linked to the pathways at Junior Secondary School. It is expected that Senior Secondary School learners will be adequately prepared for tertiary education and the world of work. Although appearing as an optional subject, History has been given full recognition at Senior Secondary School level as it has not been integrated with any other social sciences subject. Overall, the subject matter of History in the Curriculum Framework is designed to produce a learner who among other factors;

- Is free to express his or her own ideas and exercises tolerance towards other peoples' views.
- Cherishes and safeguards individual liberties and human rights
- Appreciates Zambia's ethnic cultures, customs and traditions and upholds national pride and unity.
- Appreciate the civilization of humanity at both local and global level.

3.6. REFLECTION

Reflect on the assumption that History is becoming unpopular among learners in secondary schools. Think of the values that learners would acquire after learning History and how this would promote national unity.

3.7. SUMMARY

The different forms in which History content can be organized are not exclusive of one another. They overlap and supplement one another. It is essential that the teacher combine these forms into useful patterns to prepare teaching documents such as schemes of work and lesson plans in order to efficiently deliver lessons.

3.8. ACTIVITY

1. Outline the principles which will guide you in the selection of content in History for the secondary level.
2. The content of History at different stages should contain a fair share of topics in world, national and local history. Discuss.
3. Suggest ways of improving or coming up with common schemes of work and lesson plan formats in your section.

UNIT FOUR

APPROACHES OF HISTORY TEACHING II

4.0. INTRODUCTION

Education is a systematic training and instruction designed to transmit knowledge and develop skills in individuals. The success or failure of any educational endeavor depends on among other factors, the method adopted by the teacher. As student teachers, you should endeavor to know or understand some of the methods that could be employed in teaching different subjects. The goal of teaching is to bring about desired competences in students. Methods are as important as the teacher undertaking them. This unit explores further, some of the methods that as History teachers you can use to deliver lessons.

4.1. LEARNING OUTCOMES

After studying this unit you are expected to:

- Discuss the individualized instructional method.
- State the advantages and disadvantages of individualized instructional method.
- Discuss the inductive and deductive methods of teaching history.
- Define Open Education.
- State the advantages and disadvantages of Open Education.

4.2. APPROACHES OF HISTORY TEACHING II

As a student, you could have noticed that your lecturers presented course material differently and they developed all kinds of strategies to get the best out the teaching and learning experience. This entailed that they used various methods and approaches to deliver their lessons. Teaching methodology is concerned with the method and approach individuals or a group of teachers select to use in the actual classroom situation. Therefore,

the following methods will be discussed in order to help student teachers of History appreciate variety in the presentation of History material to the learners. These are:

- Individualized Instructional Method
- Inductive Method
- Deductive Method
- Open Education

4.2.1 Individualized Instructional Method

Individualized instruction is an instructional method that personalizes instruction to the needs and learning style of the learner. This is done by varying the **pace of instruction**, the **method** of learning employed and the **content** to be learnt. Often this is accomplished within the context of a larger group through the use of high-quality instructional materials and reduced lecture time. Individualized instruction is not the same as one-to-one instruction; it is simply varying the process to meet the needs of each individual learner in the group by allowing content to be varied to a certain degree according to the interests and strengths of the learner. Primarily, the purpose of using individualized instruction is to ensure all students' needs are met.

Each student is unique and learns in a different way. You may have one student who learns better kinesthetically, while another learns best visually. You may have an analytical learner or an interpersonal learner, or even a few students who need to use all of their senses in order to understand a concept better. In order to ensure that you are meeting the needs of all your students, you may have to use **teaching strategies** to individualize instruction.

As teachers of History this method could be used in the classroom in order to support the development of your students' skills in the following ways. You could use a **multi - sensory** learning approach which involves using two or more senses in one activity. Another effective teaching strategy that helps to individualize instruction is to **scaffold**. Scaffolding is what is known in education as a bridge that is used to build upon what students already know. Teachers can do this by building

upon each student's experience and knowledge as they learn, as well as modeling and having students practice the required skills. You can give your learners a task from known to unknown. For example, a discussion on migration may start by asking learners, why people shift from their communities, then go to unknown on Luba Lunda migration. Lastly you can **tailor your instruction to suit students' interest**. For example, if you find that most of your students like cultural dances, then you can incorporate social organization of a people or historical period under review. It's a great way to meet the needs of your students while motivating them to learn more about what they are interested in.

Every student can benefit from individualized instruction. When you understand that learning is not a "One-size-fits-all" approach, it will be easier for you to teach to your student's individual needs. Below are the advantages and disadvantages of this method.

4.2.2. Advantages and Disadvantages of Individualized Instructional Method

4.2.2.1. Advantages

- It helps meet the needs of each learner in a learning situation by varying the pace of instruction.
- By allowing learners to progress through content at their own pace, more knowledge is retained and less time is wasted.
- The use of individualized instruction can also meet individual learner needs by allowing content to be varied to a certain degree according to the interests and strengths of the learner.
- Individuals who are able to grasp a concept quickly are able to move on, while those who need more time to understand can take as much time as they need without pressure to match the pace of the group.
- Allows the teacher to move learners at different levels in different subjects while, progressing rapidly through subjects that involve areas of strength, and slower through those that require more effort.

- It also allows the teacher to carefully select instructional materials. Individuals with different **learning styles** may use different materials to study the similar content. For example those who learn best through listening may use materials with a strong audio component, while visual learners may use a more traditional textbook, or materials with a video component.
- It also allows use of computer-based instruction as it allows a multimedia approach that is useful with a variety of learning styles. Some examples include features that allow text to be heard as well as seen for audio learners, and the incorporation of videos for the visual learner.
- Also learners with strengths in certain areas can spend extra time on them, and have them incorporated into other subject areas where possible.

4.2.2.2. Disadvantages

- The quality of the instructional materials becomes extremely important when individualized instruction is being used. Materials need to be of exceptional quality, fully explaining the content to be learnt. Schools are often under resourced hence this can easily affect this method.
- It leads to labelling of some learners as slow while others as gifted hence discriminatory.

4.3. REFLECTION

How do you individualize instruction in your classroom? Do you have any tips or teaching strategies that you would like to share? Please feel free to share with your colleagues during your tutorial.

4.3.1. Inductive Method of Teaching History

Two very distinct and opposing instructional approaches are inductive and deductive. Both approaches can offer certain advantages, but of importance is the role of the teacher. Inductive teaching philosophy allows learners to discover and experience phenomenon to achieve learning on their own. Inductive reasoning is one in which premises are viewed as a way of providing strong evidence for the

truthfulness of a conclusion. While the conclusion of an inductive argument is certain, the truth of that conclusion is likely, based on the evidence provided.

To induce (in relation to science and logic) means “to derive by reasoning; to lead to something as a conclusion, or inference, to suggest or imply,” and induction “as the process of inferring a general law or principle from observation of a particular instance.” Inductive instruction is a much more student-centred approach and makes use of a strategy known as ‘noticing’.

Discovery Teaching and Inquiry-Based Teaching are other strategies associated with Inductive Teaching. As the terms suggest, the learners are provided with opportunities to observe, experience, raise questions and formulate generalizations from the learning experience that they are exposed to. It is up to the teacher to create and present activities for the students to generate sound generalizations. While the students are in the exploration process, the teacher must guide them so that ambiguities may be avoided.

4.3.2 Characteristics of Inductive Teaching

- Inductive instruction makes use of students “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works. A teacher using this approach avoids a situation where the learners are passive listeners for a long period of time.
- Information is not directly supplied by the teacher, but by the students hence this method allows students to use more avenues to think and make sense out of what they have observed and experienced. It also allows learners to take some control over their own learning.
- The teacher presents the rule through situations and sentences and does guided practice, and then the learners do free practice. After that, the teacher deduces or elicits the rule form from the learners. An inductive approach to teaching a History topic starts with examples and asks learners to find rules. It can be

compared with a deductive approach that starts by giving learners rules, then examples, then practice.

- Independent thinking is developed in this strategy, and the students learn to analyze and process the information. Higher order thinking skills are utilized, and authentic learning is achieved.
- Inductive teaching allows opportunities for students to interact with each other. Brainstorming, Buzz Sessions, and Experiments are just some examples of how Inductive teaching methods may be applied. Since the students get to collaborate in discovering and learning a concept, they get to improve their personal and social skills. The road to learning becomes more fun, enriching and interactive for them.
- The advantage of this method is that students retain information longer which they acquired by means of self-discovery and experience. The learning process becomes meaningful for them, as they can take an active part in it. With Inductive Teaching, students are taught how to learn through the means that work for them.

4.3.2.1 Stages of Learning

These are the stages that a learner goes through in Inductive Teaching. They may overlap at certain points.

- Presentation of the area that is to be studied - The students must be given the most relevant and actual area where they would do the exploration. For example cultural history of a traditional ceremony may be studied. A history teacher would ask learners to use inquiry method to write a report or the history of the people who practice that cultural ceremony.
- Gathering and evaluating the data gathered - After the observation process, evidences of learning must be collected and scrutinized for their relevance.
- Creating ideas based on the learning experience - The students now produce questions or share their opinions about the topic.

- Producing hypotheses - The questions are refined and presented as hypotheses that are to be tested.
- Verifying the concepts gathered - This is done by testing the hypotheses created. By simply applying past schema, the students will be able to appreciate appropriateness of the hypotheses that they made.
- Utilization of the concepts learnt - After the acquisition of new knowledge, the students are given concrete opportunities to apply it.

4.4. DEDUCTIVE METHOD

A deductive approach to instruction is a more teacher-centred approach. History teachers usually apply this approach in propounding long topics. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. In this process reasoning starts from one or more statements to arrive at a conclusion. In short the teacher presents the rule, gives a model, then the learners do free practice and answer the activity given.

For example, when teaching a History theme on kingdoms; the teacher would explain one kingdom like Lunda kingdom of Mwata Kazembe based on origin, expansion and decline. Apply the same procedure on other kingdoms such as Undi's kingdom. From this the teacher would conduct class discussion, give notes and class exercises based on set rules. In addition, a teacher may present a lesson based on the Great Trek, then give a passage for learners to come up with a time chart of events during the Great Trek. The teacher can answer the first two with the class and allow the class to attempt the remaining tasks as individuals or in groups. Complete. See **4.4.1** the task below;

Time chart

The Great Trek

EVENT	COMPLETE YEAR
Great started	1835
Group 1- Louis Trigardt left the Cape	1835
The party of Jan Van Renseburg joined Trigardt's group	1836
Group 2-Hendrix Portgieter and Sarrel Celliers	

Battle of Vegkop took place	
Battle of Mosega took place	
Battle of the Blood River occurred	
The Sand River Convention was held	
The Bloemfontein Convention was held	

4.4.2 Comparisons between Inductive and Deductive Method

In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centred. Conversely, inductive instruction is a much more student-centred approach and makes use of a strategy known as ‘noticing’. In addition, the other main difference between the two methods is the approach to research. While the deductive method is oriented to test theories, the inductive method is more oriented towards the creation of new theories that arise from the data or the information.

Generally, the inductive method is associated with qualitative information since it is usually subject to subjectivity, is more open, is inductive, is more process oriented, is comparative and description is narrative. On the other hand, the deductive method is usually associated with Quantitative investigation such as objectivity, numerical estimation and statistical interference. It is also usually more result oriented.

However, Induction and Deduction are important elements in critical thinking. They are also somewhat misunderstood terms. Arguments based on experience or observation is best expressed inductively, while arguments based on laws or rules are best expressed deductively. Most arguments are mainly inductive. In fact, inductive reasoning usually comes much more naturally to us than deductive reasoning.

Inductive reasoning moves from specific details and observations to the more general underlying principles or processes that explain them (e.g., Newton's law of Gravity). The premises of an inductive argument are believed to support the conclusion, but don't ensure it. Thus, the conclusion of an induction is regarded as a hypothesis. In the inductive method, also called the scientific method, observation of nature is the authority.

In contrast, one characteristic of deductive reasoning is that it typically moves general truths to specific conclusion. In this process reasoning starts from one or more statements to arrive at a conclusion. It opens with an expansive explanation and continues with **prediction for** specific observations supporting it. Deductive reasoning is narrow in nature and is concerned with testing or confirming a hypothesis.

Another characteristic of Deductive reasoning is that it leads to a confirmation (or not) of our original theories. It guarantees the correctness of a conclusion. Logic is the authority in the deductive method.

Deductive reasoning works from the "general" to the "specific". This is also called a "top-down" approach. The deductive reasoning works as follows: think of a theory about a topic and then narrow it down to specific hypothesis (hypothesis that we test or can test). Narrow down further if we would like to collect observations for hypothesis (note that we collect observations to accept or reject hypothesis and the reason we do that is to confirm or refute our original theory).

In short, when we use deduction we reason from general principles to specific cases, as in applying a mathematical theorem to a particular problem or in citing a law or physics to predict the outcome of an experiment. On the contrary inductive reasoning works the other way, it works from observation (or observations) towards generalizations and theories. This is also called a

“bottom-up approach. Inductive reasoning starts from specific observations, look for patterns, regularities (or irregularities), formulate hypothesis that we could work with and finally end up developing general theories or drawing a conclusion.

In a conclusion, when we use Induction, we observe a number of specific instances and from them infer a general principle or law. Inductive reasoning is open-ended and exploratory especially at the beginning. On the other hand, deductive reasoning is narrow in nature and is concerned with testing or confirming hypothesis.

When examining the properties of the two methods critically. The conclusion can be made as follows:

In a valid deductive argument, all of the content of the conclusion is present, at least implicitly, in the premises. Deduction is *non ampliative*. If the premises are true, the conclusion must be true. Valid deduction is necessarily truth preserving.

If new premises are added to a valid deductive argument (and none of its premises are changed or deleted) the argument remains valid. Deductive validity is an all-or-nothing matter; validity does not come in degrees. An argument is totally valid, or it is invalid.

On the other hand, Induction is *ampliative*. The conclusion of an inductive argument has content that goes beyond the content of its premises. A correct inductive argument may have true premises and a false conclusion. Induction is not necessarily truth preserving.

A deductive method usually begins with a hypothesis, while the inductive will usually use research questions to surround or focus on the field of study.

For deductive methods, the emphasis is generally on causality, while on its counterpart the idea is to focus on exploring new phenomena or discovering new perspectives on phenomena already investigated.

The most important point when considering the use of the inductive method or deductive method is to explore the general purpose of the research.

Then, the most appropriate methods to test a certain hypothesis, to explore a new or emerging idea within the discipline or to answer specific research questions should be considered. Projects can have various approaches and perspectives; the method used is a determining factor in the research angle.

For the teacher of history, these teaching methods involve three general initiatives: **Planning** the activity, **executing** the activity, and **evaluating** the outcome. For students, they don't only learn content but they learn how to process data and how to use it to arrive at appropriate conclusions. For example topics in contemporary History themes such as gender, HIV/AIDS, terrorism, global warming, Conflict, Early Marriages, Corruption and COVID-19, can do great deal in both inductive and deductive approach.

Case 1: Deductive approach: Covid-19 has affected socioeconomic life globally.
Discuss:

NOTE: there is a hypothesis given by teacher – consequently **if the premises are true, the conclusion must be true.**

Case 2: Inductive approach: What could be the socioeconomic impacts of COVID-19 globally? **NOTE: true premises and a false conclusion can be arrived at after learners undertake task.**

4.4.3 Open Education

What is Open Education?

Open Education is an umbrella term under which different understandings of Open Education can be accommodated.

It goes beyond open educational resources (OER) and open research outputs to embrace strategic decisions, teaching methods, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available.

The European Commission defined Open Education as:

"a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making

learning accessible, abundant, and customizable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education..." (Opening up Education: A Support Framework for Higher Education Institutions, 2016).

In Zambia public and private universities offer what is commonly known as Distance Education under Open and Distance Learning (ODL). There are structures institutionally from national to district level in government under Ministries of Education and Agricultural Extension Services. Those wishing to undertake studies usually attend residential schools when Universities and Colleges are closed. This has become a vital tool in absorbing those busy or committed from undertaking higher education.

Open Education is becoming more important in Zambian higher education due digital technologies which have improved on access as well as the mode of delivery. Opening Education is increasingly becoming important for many reasons.

- Firstly, it can help to reduce or remove barriers to education (e.g. cost, geography, time, entry requirements). This gives learners the opportunity to up skill or re-skill at a lower or nearly no cost, and in a flexible way.
- Secondly, it supports the modernization of higher education in the world, since contemporary open education is largely carried out via digital technologies.
- Last but not the least; it opens the possibility of bridging non-formal and formal education.

World over, Open Education broadens access to the learning and training traditionally offered through formal education systems.

4.4.3.1 Open Education Resources

4.4.3.2. Advantages of OERs

- i. Flexibility for instructors to draw from multiple resources to support course learning without requiring students to spend money on multiple books. The biggest advantage of distance education is that

it gives an individual flexibility because one does not have to worry about attending or reaching on time for regular classes.

- ii. Infinite opportunities for collaboration among OER developers.
- iii. Promises to make higher education more accessible to people from all around the globe. The qualifier "open" refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning.
- iv. Web-based resources can be “living textbooks” that are constantly updated with new information and technology developments.
- v. Saves students on textbook costs. In short the fees or cost associated with distance education is less as compared to regular courses besides other incidental expenses like hostel fees, traveling cost, food expenses, and other such expenses are also saved when one is doing distance education course.
- vi. Another benefit of distance education is that if an individual wants to pursue some course but due to the job or business one is not able to take regular classes then distance education becomes an option for such people.

4.4.3.3.1 Disadvantages of OERs

- Inconsistent Quality Control.
- Inconsistent availability across disciplines and/or across specific content areas within disciplines. For instance it may be well developed in one subject area whilst the other area is struggling for manpower or tutors.
- Reliance on web-based resources presents potential problems with unequal access for students who do not have broadband internet connections. This could be solved with 24-hour computer labs on campus!
- Unrealistic expectations from administrators as to the extra time it takes for faculty to incorporate OER into their courses. To some

degree this can be just a cost-shifting exercise where the money the students save is due to uncompensated extra time put in by the faculty.

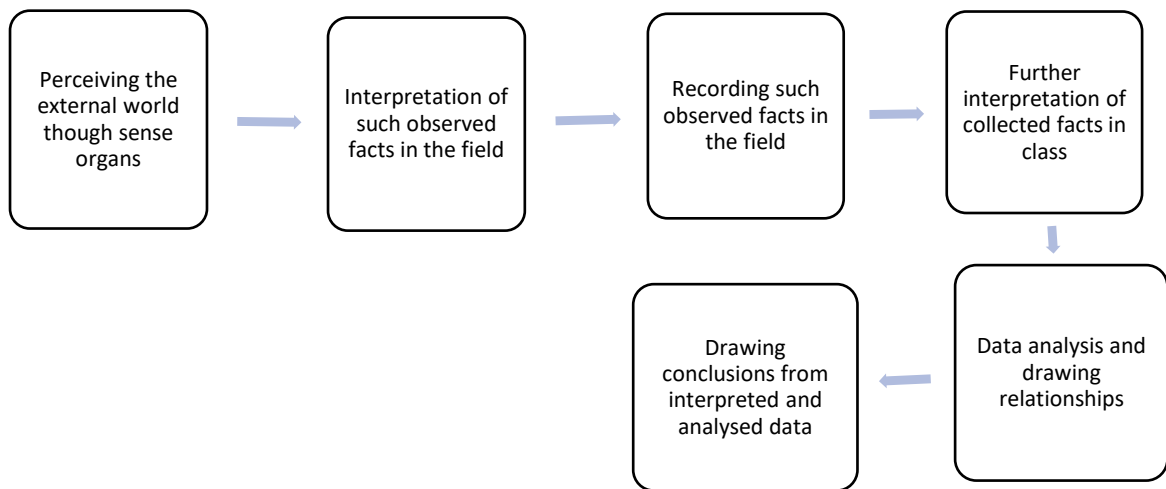
- Uncertainty in ongoing maintenance of web-based resources. What happens when the person who created the resource has moved on to other interests and the resource becomes obsolete?
- In case of regular classes, there is an environment of competitiveness which compels an individual to study harder while in case of distance education there is no such environment as an individual is studying alone and he or she has to self-motivate him or herself.
- In case of distance education there is no scope for improvement in communication skills as in case of regular classes where you meet several people and create friendships which is not possible in case of distance education as an individual never attend any classes rather he or she studies from home only which leaves no scope for making new friends or improving communication skills.

4.5. TEACHING AND LEARNING BY DIRECT OBSERVATION (FIELD WORK)

Learning by direct observation or by fieldwork is anchored in the philosophies of scientific empiricism and pragmatism. Scientific empiricism “suggests that only through the evidence of our senses is knowledge of the world possible”. (Langford, 1968: 20). In other words authentic knowledge of the world around can only be perceived through our sense organs (that is, eyes, mouth, nose, the skin and the ears). This, therefore, means that if we want to expose learners to the real-life situation existing on earth, we have to take them outside the confinement of the classroom to see reality face to face. Advocates of direct observation state that it is not enough to perceive the external world through our sense organs only but it is better to subject what is perceived to “reflection and reason” (Langford, 1968:20). The perceived world should be interpreted, analysed and related, to make it meaningful. Fien, Gerber and Wilson (1984) explained that pragmatism holds that,

“knowledge is founded upon the innate power of the mind to reorganize, interpret, relate and anticipate events. It affirms the primacy of ideas, theories and concepts which make sense of the external world.”

Pragmatism emphasizes intellectual operations such as comprehension, translation, application, analysis and synthesis and the products of such intellectual pursuits such as facts, concepts, models, principles and theories. The whole process of gaining knowledge through direct observation involves the following steps.



Simukoko (2007) noted that the present Social Studies (history inclusive) teacher-centred methods are textbook-based and confined to the classroom. Learning experiences are oblivious of the lived experiences and events of communities as such it is detached from social reality. As a teacher of History you are expected to have necessary knowledge, experiences and skills which will enable you to take pupils into communities to collect data. It is interactive, it is involving and makes the learner an active seeker of knowledge. The adoption of learning by direct observation will put pupils in a face to face encounter with the physical and social environments around them, touching objects of study, smelling the odours around them and where possible taste the fruits or foods of the area visited. In learning by direct observation all sense organs are alert to receive knowledge of the external world and each learner will react to being in a particular place by the sensations which

sense organs get. A child who is taken to Livingstone town for the first time may react to the place by;

- Sweating profusely as the sun intensifies
- Seeing the rising plume of vapour at the Victoria Falls
- Receiving a thundering noise (the smoke that thunders) as he or she gets near the Victoria Falls
- Getting wet and drenched as learners get close to the knife-edge bridge.
- Tasting the waters of the Zambezi that washes the whole body and runs down the face
- Smelling the natural odours of the place
- Seeing so many tourists attracted to see one of the Seven Wonders of the World.

4.5.1. Challenges of teaching and learning by Direct Observation

Learning by direct observation is rarely employed in Zambian schools for a number of reasons. Some of the reasons for not employing direct observation in Zambian Schools are that this method;

- Is alien to teachers whose initial training was on teacher-centred traditional methods.
- Makes Heads of Schools to think that a teacher who takes learners out for direct learning just wishes to play instead of doing serious teaching.
- In as far as it may require some means of transport to take pupils to study sites, it is quite expensive to use.
- Requires the teachers to get permission from parents and the head of the school before undertaking a study outside the classroom, which is tedious.
- Consumes much time for the teacher in making prior preparations, discussing the likely problem to be studied in the field, formulating aims and objectives for the study and developing worksheets for collecting information from the field.
- May expose learners to dangerous situations which may result in injuries and at worst loss of life.

4.5.2 Advantages of observation method of teaching and learning

In spite of the problems and concerns outlined above, learning by direct observation is still being advocated for as a good method for teaching certain topics in the History Curriculum. This approach is useful and favourable because,

- a) When pupils are exposed to real life situations, they appreciate the extent and gravity of the issues under study.

For example, an area devastated by floods and the ensuing problems such as outbreaks of diarrhoeal infections including cholera.

- b) It makes the pupils realize that the problems and issues they discuss in class about their communities are real and affect people negatively on a daily basis, for example, ethnic rivalries, poverty and unemployment.
- c) After pupils have studied a number of issues in their communities, they become responsible and make good suggestions aimed at solving the problems they have been exposed to.
- d) Exposing pupils to real-life situations is the best way of influencing pupil's attitude and behaviour in issues where teaching is aimed at attitude and behaviour change. For example, cultural history, population and environmental education issues, HIV/AIDS and human rights.
- e) Inquiry into community and social issues is one way of promoting active citizenship that is desired in democracy. In other words, carrying out reflective social inquiries serves as training for democratic living for pupils.
- f) Pupils enjoy learning outside the walls of the classroom. Field work is very motivating because children by their nature want to find out about many things around them.
- g) It is one of the ways of sensitizing pupils about significant problems and issues of their communities.
- h) Learners become active seekers for knowledge instead of being passive receptors of knowledge,

To make observation more accurate and purposeful, you the teacher should ask the learners questions to direct their observation towards the issues which you consider significant enough for them to learn. To improve pupils' observation skills, you should;

- Ask questions which draw their attention to relevant things you want them to perceive.
- Draw their attention to significant aspects of the feature you want them to see so that they do not miss the defining attributes of that feature.
- Ask them interpretative questions to help them find meaning in what they are seeing and understand its significance.

The products of observation are exhibited in written notes, sketches and diagrams among other forms of presenting data. The pupils who may have cameras will take pictures of relevant scenes. Data can also be collected using interviews, questionnaires and brochures.

4.6. REFLECTION

As a teacher of History, think of a teaching approach that you could use to teach learners of varying abilities in your class. How can this method help each learner to break through in what they are aiming to accomplish?

4.7. SUMMARY

In this unit we note that there are different approaches of teaching History. These approaches require careful selection for the teacher to get the best out of the learners. The unit has highlighted a few approaches that are known to help teachers to deliver skills to learners in a classroom situation and can help learners achieve different skills. However, the study is not exhaustive as it should just stimulate you to study further.

4.8. ACTIVITY

1. What is individualized instructional method? How can it be used to teach History lessons?
2. State the advantages and disadvantages of individualized instructional method.
3. What is meant by Inductive method of teaching History?
4. State the characteristics of the Inductive method.
5. What is meant by Deductive method of teaching History?
6. State the characteristics of the Deductive method.

7. Compare and Contrast between inductive and deductive method of History teaching. What is the role of the teacher in both methods?
8. State the advantages and disadvantages of Open Education.
9. Assess the advantages and disadvantages of learning History through direct observation.
10. Discuss some of the challenges of learning by direct observation.

UNIT FIVE

TEACHING AND LEARNING AIDS II

5.0. INTRODUCTION

Educators have been concerned about the effectiveness of lessons teachers present to their learners. They have talked about the use of teaching and learning aids as one of the ways of making any lesson effective as the use of aids accelerates the rate at which pupils learn. In addition to what you covered in HIS 2203 (History Teaching Methods 1), this unit will focus on exploring further, the importance and use of teaching and learning aids.

5.1. LEARNING OUTCOMES

After studying this unit you are expected to;

- Define Teaching and Learning aids.
- State the categories of Teaching and Learning aids.
- State the qualities of effective Teaching and Learning aids.
- Explain the importance of using Teaching and Learning aids.
- State the guidelines for using Teaching and Learning aids.

5.2. TEACHING AND LEARNING AIDS

Teaching and learning aids are materials that a teacher uses in a lesson delivery in order to help him or her teach more effectively. These aids also help the learners to understand what they are being taught more easily. Therefore, they help both the teacher and the learner in the process of teaching and learning. There are many different types of aids. Some examples of teaching-learning aids are the chalkboard, actual specimens, models, charts, pictures and so forth.

5.3. QUALITIES OF EFFECTIVE TEACHING AIDS

Some of the qualities of effective teaching and learning aids are that they should be;

- Accurate and relevant.
- Appropriate for a particular age group of learners.
- Attractive so that they can capture the attention of the learners.
- Clear and easy to use.

It is important that illustrations should be clearly visible from the back of the classroom. To achieve this, labeling should be bold enough for learners to read from any part of the classroom. Charts and pictures should be appropriately colored to help the learners read and identify different parts of the illustration without any difficulty.

5.4. CATEGORIES

There are three categories of teaching and learning aids, namely, visual aids, audio aids and audio-visual aids.

- **Visual Aids**

These aids help pupils to learn through seeing. Some examples of aids in this category include the chalkboard, specimens, models, pictures, charts, textbooks, etc.

- **Audio Aids**

Audio aids (Sometimes called aural aids) are materials or objects that process sound and therefore help pupils to learn through hearing. Examples of this category of aids include the human voice, whistles, drums, tape recorders and record players, etc.

- **Audio-Visual Aids**

Audio-visual aids help pupils to learn using both the sense of sight and hearing. Examples of audio-visual aids are video recordings, television programs.

5.5. IMPORTANCE OF AUDIO-VISUAL TEACHING AND LEARNING AIDS

If planned and used properly teaching and learning aids can be helpful to the teacher and pupils in the following ways;

- They arouse pupils' curiosity and motivation and at the same time sustain pupils' attention throughout the lesson.

- Teaching and learning aids also simplify for the pupils what is complex and difficulty.
- They help the teacher to clarify points.
- They reinforce memory.
- Aids help pupils in acquiring listening and observational skills.

5.6. GUIDELINES FOR EFFECTIVE USE OF AUDIO - VISUAL TEACHING AND LEARNING AIDS

Before you use any teaching and learning aids in a lesson, you need to plan their use, know what type of aids you will use, when and how best to use them. The following are some guidelines for using audio - visual teaching and learning aids effectively.

- The use of any aid should serve some specific objective which the teacher wants his or her learners to achieve.
- The use of aids should be well planned. The teacher should know when to use an aid during the lesson. If there are more than one aid to be used, the aids should be arranged sequentially (in the order in which they will be used).
- While using the aids, the teacher should guide the learners to identify what is to be learnt. Attention must be drawn to the specific relationships which the teacher wants to put emphasis on.
- Teachers must make sure that the aids they use are visible and audible to the whole class. For example, charts should hung high enough to be seen and the teacher's voice loud enough to be heard.
- If you will use an electrical appliance such as a television set during the lesson, it is advisable that you try it first to check if it is in good working condition.
- If you expect the pupils to bring to class any materials for use during the lesson, make sure that you inform them in advance.
- After the lesson, some aids can be left in the classroom for the pupils to continue utilizing them. They can be hung on the wall or placed on a nature table or in a history corner.

It is important to note that the preparation of teaching and learning aids can be time consuming. Therefore, it is advisable that the teacher should prepare the aids in advance.

Where there are school radio programs it is essential that the school timetable tally with such radio programs. In addition to the teaching and learning aids you studied in your previous course, we shall discuss a few more below.

5.7. SOME VISUAL TEACHING AND LEARNING AIDS.

5.7.1 Models

A model is a replica of a real object. Usually a model is similar to the original in every respect except in size. In modeling, an object may be reduced or enlarged. When reduced, the object is simplified to show only the essential parts. For example, a globe (a model of the earth) enables the learners to see the most essential parts of the earth and not all the details. On the other hand, an object may be enlarged to show the details of the object. For example, a model of a mosquito would be enlarged to allow all the details to be seen easily.

Importance of Models during lesson delivery

Models are useful in the following ways;

1. They make it easy for the pupils to understand the different parts of an object. For example, a teacher using a model of the globe would make it easy for the pupils to understand the regions of the world.
2. Models can simplify difficult concepts. For example, abstract concepts such as the rotation of the earth can be communicated more effectively through the use of a model of the globe.
3. Use of models in teaching help in visualizing into reality things like buildings, sculptures, etc. For example, when explaining the peculiarities of Lozi sculpture, observing a single work of art may be far more educative than a verbal description.

Types of Models

Models can be working or non-working. A working model is one that functions like the real object such as a toy car running on batteries. On the other hand, a non-working model is not operational. It is like a doll, which is stationary. A variety of models can be used for illustration in a history lesson.

- i. Models of personalities who have made their contributions in specific fields such as history, religion, politics, social, economic and culture. Such models help pupils to identify themselves with personalities and thus, every event connected with them becomes more meaningful and interesting. Models of personalities are useful for both junior and senior classes.
- ii. Models of armours and weapons of different ages directly convey military information. They could be used for class dramatization and exhibition, besides ordinary day-to-day lessons.
- iii. Models of human dwellings, utensils, ornaments, costumes, for different ages are very useful in teaching of people's culture. They could also be used for class dramatization and exhibitions, besides ordinary day-to-day lessons.
- iv. Models of pillars and rock inscriptions add to the effectiveness of history lessons.
- v. Models of sites or events of historical importance can develop learner's interest in the country's heritage. They can also be used in exhibitions.
- vi. Models of gods and goddesses worshiped during the different ages help in creating proper awareness among pupils regarding the process of religious development.

Schools can purchase models, whenever possible but it is advantageous to try to prepare most of these models through the joint effort of teachers and pupils. A variety of materials such as cardboards, clay, wood, bamboo, plastics, strings and many more can be used in model preparation. Imagination and availability of resources usually determine the use of such aids.

Qualities of a good model

- i. Accuracy – A model must be accurate. Models are meant to impress upon the learners' minds through the medium of sight; it is of little value to expose learners to inaccurate models.
- ii. Simplicity – The model should not be obscure or complicated.
- iii. Utility – The model must be of historical significance.

- iv. Interesting – The model must be interesting to enable it to motivate the learners and sustain their interest.

Guidelines for effective use of Models

Like other teaching and learning aids, models, if used correctly, can help the pupils to learn effectively. Here are some guidelines for the correct use of models in a history lesson.

- The model should be large enough to be seen easily by everyone in the classroom.
- Some models should be used with other teaching and learning aids so that the pupils can see their relationships.
- If the model needs to be taken apart and re-assembled, it is important that the teacher knows how to use the model before the lesson starts.
- During the lesson, the pupils should be encouraged to examine the models and seek clarification where necessary.
- Preparation of models should provide opportunities of participation to the whole class. For example, a collection of small stones to depict usage of stone tools when teaching on the Stone Age era.

It should be noted that colored models, if used, could stress important features of an object. This is so because colored models are more eye catching and attractive than the uncolored ones. The different colors in a model make it easy for the pupils to identify different parts of the object and how each part is related to the others in terms of function and position.

5.7.2 Text Books

What is a textbook? Any book used as the basis or partial basis of a concern of study can be called a textbook. It is a specially written book which contains selective and systematic knowledge. It is made simple to the degree that suits the intended learners. A textbook differs from an ordinary reference book mainly on

the score that it combines within its teaching-learning techniques and outcomes. Textbooks are in fact the most common teaching and learning aids frequently found in the classroom throughout the world. A textbook is an aid written to satisfy specific needs of a syllabus.

Importance of Textbooks in the teaching of History

Good textbooks are indispensable for the study and teaching of history for various reasons:

- (i) **To help the teacher to make lesson plans:** The textbook provides useful guidelines along which the teacher can plan day-to-day teaching. It serves as a reference book, it provides suggestions for some assignments, it suggests activities to be taken up in the classroom and outside. It can thus, be a constant standby of the history teacher.
- (ii) **To help the learners:** For the learner, a textbook is the most accessible guide, a dependable reference book and an all-time companion. The pupils make use of the textbook to prepare for lessons in advance, to revise and reinforce the classroom learning. Textbooks help the learners to do assignments at home, prepare for the examinations, read for pleasure and also seek guidance and references for further studies.
- (iii) **To provide logical and comprehensive material:** A good textbook provides material in a systematic and comprehensive form. That way, it sets a standard of achievement for learners of all categories. It gives the beginner a grasp of new content. It also gives direction for further studies to enthusiastic learners.
- (iv) **To ensure uniformity of good standard:** The textbook provides a highway for carrying better practices in all schools. Some sort of uniformity of good standard is ensured. The textbook furnishes a common basis on which to master the content through the process of reading, analyzing, outlining and summarizing. It thus enhances the development of study skills.

- (v) **To provide a basis which both the teacher and the learner may start and continue to work:** The textbook contains essential knowledge and can thus provide, a common ground which both the students and teachers may explore the content.
- (vi) **To provide both confirmation and sustenance:** The textbook is supposed to contain the facts which are carefully examined. Thus, it can confirm the content obtained elsewhere.
- (vii) **To rectify the limitations of the classroom situation in most schools:** Teachers face challenges such as;
 - a. Lengthy courses which makes teachers to worry about finishing the prescribed syllabus within the specified period.
 - b. Some divergent opinions regarding historical events.
 - c. Non-availability of other teaching aids which are indispensable for effective instructions.
- (viii) **To ensure intellectual rapprochement of people:** Good history textbooks can coordinate the activities and bring about the intellectual rapprochement of people. They can serve as organs of national coordination.

Pedagogically, there may well be some criticism of reliance upon single textbooks. However, many teachers find history textbooks useful for effective lesson delivery.

5.7.3 Criteria for a Good History Textbook

A textbook is only an aid or tool. To be helpful and useful, it must contain all the qualifications of an aid or tool. A good history textbook must satisfy the following criteria:

- **It should help in achieving the purpose of teaching history.** It should assume special responsibility towards the promotion of some national goals like national integration. For example, it should enable learners to appreciate Zambia's rich cultural heritage and also to recognize and get rid of what is undesirable. The textbook, through its content, style of presentation, exercises

and illustrations should provide the understanding that is necessary for addressing the objectives of the syllabus.

- **It should be child-centered.** A good textbook in history should be suitable for the age, ability and interest of learners. It should be primarily addressed to learners of a particular grade.
- **It should contain fluent narration.** History is primarily a story, and is, therefore, most easily readable as a narrative. Instead of a bare outline of a series of cut and dried facts, there should be chatty, descriptive and brightly colored details and a lot of explanation of why things happen. There should not only be, what of people and events but also, “how, why, where and when of them. The books should not only give the results but also the long, tedious and doubtful struggles that produce the results.
- **It should have a clear and self-explanatory arrangement.** It should have a detailed table of contents; the material should be arranged under headings and sub-headings to be easily comprehended by the learners.
- **It should open up various avenues of thought and study.** The history textbook should make it evident that what is given in the books is only a beginning. It should create interest and help to develop that interest by suggestions as what is given in the book may be followed up and developed. It should give references to other books on the same subject suited to the level of the learners and thus help develop their interest and open new avenues of knowledge and discovery.
- **The language of the textbook should be suitable for the “reading level” of the learners.** The textbook for junior secondary should be especially written in simple language to establish an effective communication with the learners at that level. The language used should also be accurate and appropriate so that it helps in enriching the learner’s language.
- **It should be well-illustrated.** The abstract concept presented in the textbooks should be illustrated through visual aids, such as maps, timelines, pictures, etc. The books should be attractive, inviting, a pleasure to look at and read. The illustrations should be well chosen and well connected with the topic.

- **It should be simple, interesting and attractive enough to take the form of self-study reader.** Learners should be able to take advantage of the textbook with the least help from the teacher and parents. The textbook should give exercises at the end of a unit or topic to enable the learners to focus their attention on the right points in the discussion for a concerned study. This will also help them to know whether they have gained what is expected from the topic of study. The textbook may contain such instructions such as, answer the questions given below, locate the following places on appropriate maps, and locate the following dates on the appropriate timeline.
- **It should be free from indoctrination.** It should present a comparative view of the ideas of different people expressed on a particular phase of life. It should not contain superficial and misleading anthologies and biasness. The textbook for the learners should tell the truth the whole truth and nothing but the truth.
- **It should provide adequate exercises and suggestions for activities at the end of each chapter.** The exercises should flow from the main text, supplement and complement it. They must include a variety of items so that the following purposes are achieved;
 - Pupils are helped in revising important information.
 - Pupils engage in practices which help in the better understanding of the various concepts and information.
 - Pupils are involved in activities such as discussions and debates, preparation of timelines and maps etc., which develop skills related to the chapter.
 - Pupils participate in activities which foster the desired habits, attitude and behavior patterns.
 - Gifted learners get suggestions for challenging assignments.
 - The teacher is helped in evaluating the gains of the learners in terms of the acquisition of desired understanding, attitudes and skills.

- **It should contain the lesson units which may be framed by teachers for a particular topic.** This will enable the pupils to take the maximum benefit from a textbook. They will find the textbooks material meaningful and relevant.
- **It must be up-to-date.** History is a subject whose content and emphasis is undergoing modifications in the light of new excavations and research. It is, therefore, essential that history textbooks be frequently revised to eliminate those things which no longer hold good and to add those which have to play a significant role. The textbook must contain the latest information, the result of recent research, for nothing but harm could result from perpetuating mistakes and stereotyped views. The sources from which the information is drawn should be authentic.
- **It should help in developing international understanding.** It should emphasize cultural relations between the nations of the world and the contribution of different nations to the pool of world civilization.
- **It should also cater for the needs of slow learners.** This can be done by giving small but leading questions at the end of every sub-topic.
- **It should promote group effort.** It should contain suggestions for group activities with every topic. Assignments may be suggested which could be jointly attempted by the groups of learners. It should contain suggestions on constructing models, preparing charts, etc.
- **It should contain the subject index at the end.** This is especially required for higher level classes. An index can be helpful in developing independent study habits in the learners. It will help in forming a habit of making references, comparisons and facilitating a combination of topical with chronological approach.

History textbooks, if used effectively, will not only vitalize instruction in the classroom but also give a new meaning to history teaching and learning.

5.7.4 Caring for Textbooks

- Always store the textbooks safely in the History office or departmental room.
- Discourage pupils from taking them home unless it is necessary for them to do so.

- All books should have appropriate covers to keep them clean and durable.

5.8. SUMMARY

Audio - Visual aids are indispensable for the study and teaching of History. A lesson that starts with a display of a model, diagram, graph or a video recording raises the interest of learners and makes them alert to what is to be covered. When we are planning history lessons let us pay attention to the possibility of using some audio - visual aids to deliver our lessons effectively.

There is no reason why a History lesson should be restricted to the use of one type of teaching and learning aid. To make History lessons interesting and realistic, teachers should make use of various teaching and learning aids.

5.9. REFLECTION

- i. Reflect also on a time when you observed a friend deliver a lesson and then answer the following questions;
- ii. Did he or she use any audio or visual teaching aids?
- iii. Were they appropriate?
- iv. Were the aids used at the right time?
- v. Did the aids contribute to the success of the lesson?

5.10. ACTIVITY

The following set of question is based on the various specific outcomes established for the unit. Attempt to answer them all.

1. Define the term Teaching and Learning aids.
2. What are the characteristics of an effective teaching and learning aid?
3. What do you understand by the following?
 - (i) Visual aids.
 - (ii) Audio aids.
 - (iii) Audio-visual aids
4. Why is it important for a teacher to use teaching and learning aids when delivering a lesson?
5. What are some of the qualities of a good textbook?

UNIT SIX

CONCEPT OF PROFESSIONAL ETHICS FOR TEACHERS

6.0. INTRODUCTION

The professionalization of education involves a modern, capitalist move towards securing a public market for schools and developing social status for educators. As a process that has produced knowledge, rationalized relationships, and controlled markets, professionalization of education has also defined an ethical discourse. Articulated in language, inscribed in state law, and embodied in conduct, professional ethics have been codified formally in “codes of ethics” and informally in professional identity and ways of thinking. Due to similar forms of codes of ethics across professions, in Zambia the government came up with the Public Service Code of Ethics for public servants in order to regulate their conduct of duty and provision of service. The codes discourse, and standards of professional ethics are historically grounded in the framework of modern rationalism. Teachers should look beyond the disciplinary enclosures of education to respond to an increasingly diverse understanding of professional ethics.

This unit explores further, some concept of professional ethics for teachers, history teachers inclusive.

6.1. LEARNING OUTCOMES

After studying this unit, you are expected to:

- Familiarize yourself with professional concepts for teachers.
- State various dimensions of professional ethics
- Define work ethics as enshrined in the public service code of ethics.

6.2. DIMENSIONS OF PROFESSIONAL ETHICS

Ethics, also known as moral philosophy, is a branch of philosophy that involves systematization, defending and recommending concepts of right and wrong conduct. The term comes from the Greek word “ethos” which means “character”. In philosophy, ethics studies the moral behavior in humans and how one should act.

Ethics can also be understood in the context morality. That is, ‘a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures’. It is often used to mean the moral principles of a tradition, groups or individuals; in this case teachers and educators.

6.2.1 What are Professional Ethics?

Professional people and those working in acknowledged professions exercise knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics.

Professional ethics are a set of standards adopted by a professional community. Professional ethics are regulated by standards which are often referred to as codes of ethics.

The code of ethics is very important because it gives boundaries that we have to stay in within our professional careers.

Professions are commonly understood in terms of several main aspects:

- ✓ They involve a body of specialized knowledge;
- ✓ they require qualifications involving years of study beyond secondary school;
- ✓ Their practitioners have considerable autonomy in their daily work;
- ✓ They involve a spirit of service to other people.
- ✓ Other issues, such as pay and prestige, are largely dependent on these more fundamental factors.

What makes an occupation a profession or only a ‘semi-profession’ depends on whether one or more of these factors is not fully established. Furthermore, these aspects of professionalism overlap and interact with one another. For example, professional knowledge goes with certification, and this is why occupations trying

to gain professional status usually seek to make formal qualifications a requirement of employment. Traditional professions guarded their secrets from outsiders, and their monopoly of knowledge corresponded to the hidden side of professional autonomy, - the culture of paternalism; today the public expects more openness and accountability from professionals, although how much it gets is another matter. Similarly, the knowledge professionals have is more widely available, especially to a literate and educated public. These professionals are respectful of others and work to develop a reputation of being honest and hard workers.

In Zambia, Public Service professional ethics are enshrined in the Code of Ethics for the Public Service. Unless stated otherwise, “Ethics” means values, beliefs, rules or standards governing the conduct of a person or member of a profession. These ethics apply to all Public Service workers, that is, the Civil Service, the Teaching Service, or any institutions duly established under the Constitution of Zambia or an Act of Parliament.

Professional Ethics are also known as Ethical Business Practice. In the Zambian Public Service context, the observance of the Code of Ethics serves to ensure that there will be no conflict of interest between an employee’s private interest and the government’s primary interest in providing service to the public efficiently, impartially and with integrity. Further the professional ethics in the Zambian Public Service demand that all public service employees, in the performance of their duties, shall demonstrate a high degree of professionalism and carry out their roles with dedication and commitment to the Public Service and its core values. In this respect, Public Service workers are expected to observe the core values of integrity, honesty, impartiality, objectivity, loyalty, respect, accountability, excellence, confidentiality and selflessness.

For teachers of history to effectively perform in the jurisdiction of their work, there is need to adhere to the standards of behavior as guided by the code of ethics required to suit operational requirements and circumstances. Therefore, any breach

of these professional ethics may lead to application of appropriate disciplinary action in accordance with the provisions of the existing Disciplinary Codes.

6.3. EDUCATION CODE

A code of ethics is a written set of guidelines issued by an organization to its workers and management to help them conduct their actions in accordance with its primary values and ethical standards. It is a guide of principles designed to help professionals conduct themselves with honest and integrity.

It may define the mission and values of the organization and how professionals are supposed to approach problems, the ethical principles based on the organization's core values and the standards to which the profession will be held.

Harris (1995) summarized in his analysis that the code of ethics first serves as collective recognition by members for its responsibility. Secondly, it helps create an environment where ethical behavior is norm. Third, it can act as guide in many situations. Fourth, it acts as an educational tool to give a focus point in classes and meetings, and that the profession is concerned about responsible and professional conduct.

An education code is primarily a guiding principle to all educational institutions supported in whole or in part by state tax funds unless specifically excluded. For Zambia this stipulates the way educational institutions and educators would conduct their activities to the public. The code can stipulate that all educational institutions cannot deny opportunities to any individual eligible to participate in a given programme. It can also guide to provide equal opportunities to all individuals within its jurisdiction pursuant to the code. This is guided by policy and currently, "Educating Our Future" is the motivating policy in educational provision in Zambia. Therefore, different codes have been developed in line with this policy. For teachers and all institutions of learning, the Education Act Chapter 134 of the Laws of Zambia, Article 24 provides the Education Code supplemented by a Code of Conduct which states that, "there should be no refusal of admission on grounds of

race or religion; that is, do not discriminate on grounds of race, color, creed, or national origin, nor interfere with the free participation of colleagues in the affairs of the association (s). Conduct yourself in a reasonable manner in the development of government policies affecting education.”

6.3.1 Aims of education code

Any education code is aimed at the following:

- To clarify the ethics of the profession.
- To inspire the quality of behavior. This reflects the honor and dignity of the profession.
- To encourage and emphasize those positive attributes of professional conduct that characterizes strong effective teaching.
- To enable members of the profession to appraise and reflect on their ethical decisions.

The education code in Zambia rely much on the Public Service Code of Ethics. The code explains that the various ‘commitments’ which it lays down for teachers are based on ‘four fundamental principles.’

- Autonomy - to treat people with rights that are to be honored and defended.
- Justice - to share power and prevent the abuse of power.
- Responsible - care to do well and minimize harm to others.
- Truth - to be honest with others and self.

The Code of Ethics for Zambian teachers is reinforced by creation of bodies that are aimed at supporting government effort in providing quality and balanced regulated education. One such body is the Teaching Council of Zambia which is a statutory body established in accordance with the *Teaching Profession Act No. 5 of 2013* of the Laws of Zambia. Following the enactment of this Act, a 14-member Council was appointed and inaugurated on 27th June 2014. Its Secretariat became operational on 9th February, 2015, and was given the task of provision of the Code of Ethics for the regulation of teachers; thus, their practice and professional conduct and provide for the accreditation and regulation of colleges of education...”

Another body that operates in this sphere of the public- service to enforce education codes is The Teaching Service Commission of Zambia which was established under *article 123 (2)* of the Constitution of Zambia whose areas of operation are specified in the Commission's *Act Cap 259* of the Laws of Zambia. The Constitution of Zambia (*Amendment No. 2 of 2016*) establishes 16 Commissions, including the Teaching Service Commission; whose mandate is “to appoint persons to hold or act in offices constituted for the Republic of Zambia, to confirm appointments, to exercise disciplinary control over such persons and to remove any such persons from office...”. The Teaching Service Commission work with other government institutions and teacher unions in carrying out its mandate. All these are aimed at strengthening the Education Code.

6.4. WORK ETHICS

Ethics are basic to any profession. Work ethics is the ability to maintain proper moral values within the work place. It is an attitude that shape the way an individual performs job duties with high moral standards. It is an inherent attitude that an individual possesses and it allows him make decisions and perform his duties with positive moral values that include elements like integrity, honesty reasonability, high quality, discipline, humility, attitude, behavior, accountability and teamwork.

Work ethics can also be defined as a belief in work as a moral good: a set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard. A teacher that possesses a positive work attitude will consider the moral implications of everything he or she does and will establish clear boundaries between what is appropriate and according to the values and principles of the profession.

Hence work ethics not only include how one feels about their job, career or vocation, but also how one does his or her job or responsibilities. Strong work ethics are an important part of being successful in your career. In other words, building strong work ethics will allow a person to train themselves so that hard work is almost automatic. Teachers must

strive to form good habits such as staying focused, motivated and completing tasks on time to create good work habits that will impress employers and the learners they serve. Work ethics are intrinsic hence orientation of workers to organizational values is, key.

In Zambia the government has established a code of ethics to be upheld by all public service workers, teachers inclusive that is aimed at promoting organizational values that connects all civil servants to their public service for good performance and coordinated effort. In fact, the teaching profession (code of ethics) regulations of 2018 have renewed hope for improvement of Zambia's education system. The code stresses the attributes of practitioners in what is commonly referred to as a "noble profession".

6.4.1 Ethics and Teaching Profession

The work of teachers involves genuine opportunities for autonomous and critical activity, motivated by a sense of responsibility to society, including a commitment to tolerance, inclusiveness and the elimination of unfair disadvantage. This is where the benefits of a critical professionalism may be identified, and radical educators have encouraged their colleagues to make use of the power they have, as individuals and as a group, to advance social justice through reforming the policies and practices of education. Codes of ethics take up where regulations defining misconduct leave on. This is most evident in the area of academic or scientific research, where the behavior that they guard against usually arises from good intentions, when combined with such familiar human failings as insensitivity, impatience and overconfidence.

This simply means that the code of ethics for teachers is designed to protect the rights of learners, all the learners. It is important that teachers understand that when they are appointed to a teaching position, they are agreeing to the education code of ethics. For example, teachers are expected to be fair to all learners and not take advantage of their position in any way. Teachers should not push their personal beliefs on learners because they are a "captive audience." Teachers need to have a professional relationship with all learners. Ethics will help the teacher not to abuse

his or her position over the learners. It is the teacher who can give the right direction to learners in order to raise their morality.

Among the key demands of the regulations, a teacher should uphold and foster the integrity and dignity of the profession both inside and outside of the classroom. The values that apply to the educators include impartiality and objectivity, loyalty and respect, and accountability.

As a Teacher, you bear the responsibility to promote confidentiality, selflessness, dedication, and commitment as crucial work ethics. This helps maintaining a desirable work environment as seen below as adopted from the Public Service Code of Ethics in Zambia. The Zambian code highlights these broad principles of basic values and behavioral standards that call for high level ethical conduct by Public Service employees both on and off duty designed to enhance confidence in the Public Service. This also creates a Public Service with enduring core values. This code applies to any person holding any post in the Public Service established by the constitution of the Republic of Zambia and any other written law and so on. It suffices to say that as a teacher you should do your best to fulfill the responsibilities expected of you to the employer, community and society.

The following are the core values that are aimed at giving Public Service workers like teachers in Zambia the ability to maintain proper moral values within the workplace.

The values have been adopted from the *Zambia Public Service Code of Ethics*

Integrity

Putting the obligation of the Public Service above one's personal interests and conducting oneself in a manner that is beyond reproach. This means discharging one's function reasonably and according to the law;

Honesty

Being truthful and declaring all private interests relating to one's public duties. This means setting out facts and relevant issues truthfully and correcting any errors as soon as possible.

Objectivity

Being open and basing one's advice and decisions on unbiased and rigorous analysis of evidence. This entails providing information and advice on the basis of evidence and accurately present options and facts.

Impartiality

Acting solely according to the merits of the case and serving the public fairly. This means not acting in a way that unjustifiably favors or discriminates against particular individuals or interests. For example, by considering different backgrounds of learners, the teacher has to strike a balance in satisfying their emotional needs without any impartiality or favoritism. The teacher's actions should be real motivator to all concerned.

Loyalty

Serving the Government of the day regardless of one's political, religious, social or cultural beliefs. At all times have absolute and undivided loyalty to the constitution of Zambia, other written laws and the lawfully constituted government?

Respect

Being considerate to the needs, beliefs, opinions and rights of others whether junior, equals, peers, or superiors, and the public in general. This entails being courteous and protect every person's dignity and rights as enshrined in the constitution of Zambia;

Accountability

Being responsible to the Government and the public for all decisions and for actions taken, and submitting to whatever scrutiny is appropriate to one's office. This means carrying one's responsibilities in a transparent and efficient manner;

Excellence

Being diligent, committed, efficient, and effective in executing one's duties.

Confidentiality

Being trustworthy, by not revealing or disclosing privileged information to unauthorized person; and

Selflessness

Being noble and avoid seeking personal gain or benefits for one's family or friend through one's official position. This syndrome is commonly referred to as *wako ni wako* or nepotism and has potential to erode public confidence in the public service and so it should be avoided.

The implication of this code for teachers is that it can help in maintaining the power of teachers in carrying out their duties and attaining academic freedom or in exercising their right to make professional decisions in their areas of responsibility. Strict adherence to the code means it will not only become an instrument of management for keeping teachers in line, but also a weapon the teacher would use to effectively serve without interference in the public service. Lastly strict adherence also means effective teaching and service.

6.4.2 The Golden Rule

The golden rule governing teachers' behavior in executing ethical values is as follows:

- ❖ Treaty the other person, as would like to be treated if you were in his or her position.
- ❖ Do not let the team down for personal gain.
- ❖ Try to contribute. We contribute for civilization.

6.4.3 Total Quality Teacher Has

- Knowledge, Humility, Commitment, Plans, Character, Integrity

- Good values, Positive Attitude, Courtesy etc.

Note: knowledge strategically applied translates into wisdom, ensuring success.

6.4.4. Teacher's Attitude and Consequences

Positive attitude an asset that:

- Increases efficiency
- Fosters team work
- Solves problems
- Bring about loyalty
- Improves quality
- Enhances a pleasing personality

Negative attitude is like liabilities. It Breeds:

- Bitterness
- Resentment
- Purposeless life
- Ill health
- Negative environment

“Therefore, for a teacher in general and a teacher of History in particular to be effective, should always be a learner. If he ceases to be a student, he ceases to be a good teacher”. Dr. S. Radhakrishnan

6.5. REFLECTION

Think of good attitudes to work that make people see a teacher as a professional person. What factors could make the community to look down on teachers?

6.6. SUMMARY

In this unit we have discussed the concept of professional ethics for teachers. We have seen that these ethics are aimed at stipulating broad principles of basic values and behavioral standards that call for high level ethical conduct by Public Service employees both on and off duty designed to enhance confidence in the Public Service. This also creates a Public Service with enduring core values. To any person holding any post in the Public Service

established by the constitution of the Republic of Zambia or holding any office, prudence can be achieved by having strict work ethics. The implication of this code for teachers is that it can help in maintaining discipline of teachers in carrying out their duties and attaining academic freedom or in exercising their right to make professional decisions in their areas of responsibility. However, the study is not exhaustive as it should just stimulate you to study further on dimensions of professional ethics for teachers.

6.7. ACTIVITY

1. What are professional ethics?
2. State various dimensions of professional ethics.
3. Define work ethics as enshrined in the Public Service Code of Ethics.
4. How do ethics help the teacher in the Teaching Profession?
5. What are the benefits of having an Education Code?
6. What is the role of the Teaching Council in reinforcing the Code of Ethics for Public Service workers in the Teaching Service?

UNIT SEVEN

INSTRUCTIONAL MATERIALS

7.0. INTRODUCTION

One of the fundamental requirements of all educational systems is the adequate provision of relevant and appropriate reading and other instructional and learning materials for use by teachers and their learners.

It is necessary to explore a variety of materials to find suitable aids for instruction to supplement what the textbook provides, to add more information, to broaden concepts and to arouse interest. In this unit, we will discuss some of the instructional materials that you can use in the course of preparing and delivering lessons in History.

7.1. LEARNING OUTCOMES:

After studying this unit you will be expected to:

- Identify some instructional materials in History.
- State the necessity of instructional materials in teaching History.
- State the criteria for selecting supplementary readings in History.

7.2. WHAT ARE INSTRUCTIONAL MATERIALS?

Instructional materials are any collection of materials that a teacher and a learner may use in teaching and learning situations to help achieve desired learning outcomes. Instructional materials are important learning and teaching tools for use by both teachers and learners. The teacher needs references both in the area of content and methodology.

7.3. TYPES OF INSTRUCTION MATERIALS

Instructional materials for learners will include among others;

- Textbooks
- Supplementary Materials

- General Reference Materials like Encyclopedias, Gazettes, atlases and teacher made pamphlets, newspapers, and Government Publications.
- Examination past papers

Instructional materials for the teacher will include among others;

- Curriculum guides
- School syllabus
- Examination syllabus
- Teacher's edition of textbooks
- Advanced books on the subject
- General reference materials as given under instructional materials for learners above.
- Samples of past papers

7.3.1 **Textbooks**

Textbooks constitute an inseparable part of our instructional resources in our schools. As far as history is concerned, a textbook is indispensable to all methods in the study of history. As a teacher of history, you should endeavor to source for appropriate textbooks.

Some functions of a history textbook

- For junior classes, it can be relied on for essential information, which is organized to show order, continuity and presented in simple language.
- For senior classes, it should contain well-arranged comprehensive information to enable learners to prepare for examinations.

For a further discussion on textbooks, you may refer to the unit on teaching and learning aids.

Reflection

There are certain factors you should consider for efficient use of textbooks by the learners. Should textbooks be studied before, during or after the lesson?

7.3.2 **Supplementary Reading Materials**

Importance of Supplementary Reading:

- Textbooks are written to support a specific course and relate directly to the syllabus of that course. Supplementary reading materials supplement course textbooks by offering alternative approaches, additional information and knowledge of the subject not directly covered by the school curriculum.
- In addition to the textbooks and lessons delivered by the teacher, supplementary reading is of potential value for good history teaching. The textbooks cannot satisfy all aspects of critical knowledge and may even be lacking details with regard to current references. Therefore, supplementary readers and other materials fill up the lacunae.
- The textbooks, with only rare exceptions, are not self-explanatory to the learners and thus stand in need of elaboration. Elaboration is possible in two ways – by the teacher and through the reference materials.
- Pamphlets on history topics occasionally published by teachers, National Historical Societies (for example the Historical Association of Zambia), books containing short but well-written historical plays on important occasions of the past provide admirable classroom material for learners.

Like any other educational activity, supplementary reading is intended to achieve certain outcomes such as;

- To enhance learning and teaching by widening the horizon of the learners and to add to their pool of knowledge.
- It should serve as a means for bringing out the relationship, between the past and the present. As a teacher, you can use the information from letters, diaries, etc., written by travelers, missionaries, traders to prepare lessons.
- It must help in the enhancement of the information already acquired through the textbook.
- It should encourage the learner to form an acquaintance with historical literature. This should be so treated as to emphasize the record as well as the recorder.
- It should help the pupils form the concept of how history is constructed.
- It should help in the self-study of the subject.

- It should help in making history teaching more interesting and inspiring. A teacher in possession of the knowledge of supplementary studies can put life even in the dry text and break the monotony of his teaching work.

In view of the above assertions, it is important to improve access to such materials by both teachers and learners.

7.4. PRINCIPLES FOR SELECTION AND USE OF SUPPLEMENTARY READINGS IN HISTORY

Materials selected should;

- Provoke thinking and discussion.
- Develop interest in matters of history.
- Stimulate further reading.
- Help to articulate and elucidate historical concepts and ideas.
- Suggest further problems.
- Give insight into personalities, events and movements.
- Be accurate and authoritative.
- Fair and sincere in its presentation of controversial subject matter.
- Have enrichment material that goes beyond that of textbooks.
- Have good literary standards such as a clear theme, style, grammatically correct, easy to read.
- Be a book of lasting value – one worth owning.

7.5. GUIDELINES FOR MAKING SUPPLEMENTARY READING EFFECTIVE

History teachers should consider the following guidelines when sourcing and using supplementary reading material.

- The books, which are to form the basis of extra reading, should be less expensive and easy to obtain.
- The language of supplementary readers and such other materials must not be more difficult than that of the textbooks as it is likely to diminish the interest of learners.

- While suggesting books for extra-reading, the teacher should bear in mind the capacity of the learners. The learners should be in a position to grasp the material presented in the textbook.
- Finally, supplementary materials should convey historical truth and not distortion of historical facts.

7.6. SOME SUPPLEMENTARY READING MATERIALS COULD BE;

- Historical fiction;
- Biographies;
- Plays and Poetry;
- Periodicals, Journals, Newspapers and Magazines; and,
- Travel Stories.
- Teacher made Pamphlets.

Instructional Materials for Teachers

Efficient teaching in history, as in any other subject, depends mainly upon the competency and professional advancement of the teacher. As a teacher you should be well- equipped both in the area of content and methodology. In order to deliver lessons well, you should be clear about the outcomes. You need to have the following;

- *Curriculum guides* which provides a general framework of the course of study such as history. In Zambia, reference is made to Education Curriculum Framework which was formulated in 2013.
- *Syllabi and teacher's handbooks* which indicate the methods and approaches of preparing daily lessons, keeping in view the learning outcomes to be achieved.
- *Schemes of work* which contains very useful guidelines for effective teaching. In Zambia, it has become common practice for subject specialists in social sciences subjects to prepare common schemes of work especially for examination classes.

Efficiency use of such resources will ensure effective teaching and learning.

7.7. REFLECTION

Do your learners have access to supplementary materials? Think of sourcing for historical materials for your class or school library.

7.8. ACTIVITY

1. Discuss the importance of instructional materials in institutions of learning.
2. What type of supplementary readings would you recommend to your class to broaden historical perspectives?

7.9. SUMMARY

Instructional materials such as textbooks and other supplementary reading materials are important teaching and learning tools. Effective use of these materials will make teaching and learning of history effective. Biographies, historical fiction, drama and poetry, magazines, diaries, teacher made pamphlets and travel stories can be used to supplement textbooks. Instructional materials such as curriculum guides, syllabi and teacher's guides can enhance the teacher's competencies in both content and methodology.

UNIT EIGHT

TECHNOLOGY AND TEACHING OF HISTORY

8.0. INTRODUCTION

In the 21st century, technology has rapidly emerged as an important component of teaching, learning and reform in the world of education. However, technology alone cannot teach skills needed for students to progress in school. Teachers still must teach and model within classroom settings to effectively deliver information to students. Technology is a great tool that reinforces what teachers teach and a great way for individuals to continuously learn. Hence this unit is aimed at discussing how technology can enhance teaching and learning of History.

8.1. LEARNING OUTCOMES

After studying this Unit, you are expected to:

- State the importance of technology in History teaching.
- Explain the merits and demerits of technology.
- State how you can incorporate technology into your classroom activity.

There are different kinds of technological resources that are useful for the teaching of History and other Social Sciences subjects in general. These include among others, the internet, interactive digital television, web-based instruction, computers, and video conferencing. Tools such as projectors and other audio resources, offers the greatest potential for meaningful technology usage in History teaching and learning.

8.2. INCORPORATING THE INTERNET

Fisher (2000) is of the view that internet is an unmatched tool and resource for teaching which when used with discretion, will be of immense value in the teaching of History. This is because coupled with other technologies; it reduces the abstract nature of History teaching. Although the use of the internet can be of more advantage to teachers, lack of basic computer skills can hinder its use in the History lesson. However, there is a positive perception on the use of internet and technology in lessons. Teachers of History should incorporate the internet in their teaching for the following reasons:

- To find low-cost or free materials. By having access to thousands of books, games, websites, etc., teachers can provide a world of knowledge for their students for no additional charges.
- To connect the classroom to the larger world. It also connects students globally adding to multicultural education by bridging the “cultural gap.” An example would be giving students the opportunity to correspond with pen pals from other cultures.
- To help teachers manage time more efficiently.
- To motivate students.
- To give students opportunities to learn by doing.
- To expand opportunities for ‘telementoring’. The Internet can be a virtual classroom. The teacher may not be able to provide hands-on experiences for all learning. An example of this might be conducting a virtual tour of a museum.
- To help teachers communicate and share experience and ideas with other teachers
- To help bring the school and the community closer together.
- To help teachers spread good news about what's happening in their classrooms.
- To "rejuvenate" teachers' professional lives.

The internet makes research easy. While history students view History as only limited to reading the textbook, memorizing facts, paying attention in class, and taking examinations, giving them little or no chance for participation, the use of internet stimulates change in student perceptions and increases their interest in the subject. It is a must that as a modern teacher of History, the use of the internet cannot be over emphasized in your day to day teaching in this era of social media. Tasks can be given for learners to research online as we shall see later but in all this cyber safety must be guaranteed.

8.3. CYBER SAFETY

The Internet is without doubt one of the best resources available to History teachers. However, it is also extremely dangerous if you are not aware of who and what lurks behind the scenes. Everyone should know how to be safe when surfing the web, but internet safety tips and tricks are spread out all over the web for users to familiarize themselves. Since the majority of internet scam and virus victims are students and young people, the teacher of History must be aware of these risks. There is need to verify sources of information in

order to pick the facts. The following are some of aspects to bear in mind as you use the internet for teaching and learning History.

8.3.1 Cyber Bullying

Cyber Bullying is the use of the internet and related technologies to harm other people in a deliberate, repeated, and hostile manner. Cyber bullying is any bullying behavior by electronic means. It typically includes intentionally causing someone or a group of people harm by sharing or posting rude or offensive comments, sharing private information to shame or ridicule, impersonating others and promoting rumors or fake news about others.

8.3.2. Forms

Whether it is posting public pictures, social statuses, or personal messages, cyber bullying takes many forms. The most popular cyber bullying tactics are:

Flaming - These are online fights using electronic messages with unpalatable language. For instance, two of your students may fight online. They may warn each other and the next day one may miss school in fear of a physical fight. This can affect their learning. As a teacher you have to guide your learners to use the technology to enhance their learning.

Harassment - Repeatedly sending nasty, mean, and insulting messages.

Denigration- "dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

The other forms are Impersonation, Outing (Sharing someone's secrets or embarrassing information or images online. Within seconds, the picture is flying around the phones in the school. This can damage one's reputation). Other forms may be trickery, exclusion or intentionally and cruelly excluding someone from an online group, or cyber stalking (repeated, intense harassment and denigration that includes threats or creating significant fear).

8.3.3 Effects of cyber bullying on learners in general.

The following are some of the effects of cyber bullying:

- Undermining confidence in learners
- Causing stress and hurtful health effects in general
- Affecting performance and attendance in school
- Depression and a sense of loneliness
- Suicidal thoughts

But why are the effects so devastating?

For one, cyber bullying material can be worldwide and is often irretrievable. Bullies can be anonymous, giving the victim a sense of helplessness. The teacher should be alive to these realities and remediate them by sensitizing learners not to engage in such vices.

Bullies on the web will look for almost anyone to harass, as long the bully has someone to pick on and an audience.

While most cyber bullying takes place on instant messaging nowadays, young people who largely constitute our learners are bullied almost anywhere in the virtual world. This includes: **chat rooms, video games, e-mail, blogs, and even over cell phones.**

Luckily, there are practices you can put in place today to prevent cyber bullying from happening or to insure cyber safety. Even though there is no "one size fits all" solution, here are some of the steps you can take: **inform relevant authorities such as the police, don't instigate, consider blocking them, log out and above all do not be a cyber-bully yourself.**

8.4. WEBSITE LITERACY

In today's digital world, knowing how to read, write, and participate online is a foundational skill next to reading, writing, and arithmetic. This is called Web Literacy. These digital-age skills help us live and work in today's world. This knowledge is

important for teachers of history to tap into the full power of the Internet and to use it to make their teaching world better. Whether you're a first time smartphone user, an educator, an experienced programmer, or an internet activist, the degree to which you can read, write, and participate on the web while producing, synthesizing, evaluating and communicating information shapes what you can imagine and what you can do. Teachers of History should endeavor to enhance their skills in technology to effectively deliver lessons.

8.5. VIRTUAL FIELD TRIPS

Virtual Field Trips also known as Cyber field trips give students the opportunity to “visit” various venues without ever having to leave their schools. This saves an enormous amount of time, and money. These cyber field trips also help students focus on the subject or object to be studied, without the distractions of a brick and mortar vehicle field trip. “Visiting” venues online also opens up worldwide possibilities that would not be available to students normally. Visitations can be done using tools such as;

- **Teacher Trap Virtual Field Trips** – Tons of cyber field trips to be incorporated into any classroom to provide a fun and interactive class experience.
- **Simple K2 Virtual Field Trips** – Cyber field trips addressing a variety of different class subjects, including business, consumer science, art appreciation, health, and history.
- **Virtual Field Trips and Scavenger Hunts** – Activities and virtual scavenger hunts for your classroom.
- **History and Social Science Field Virtual Field Trips** – These field trips provide students with a valuable experience that will get them excited about learning.
- **Virtual Field Trips** – Encourage and excite your students with these virtual tours that span different time periods and locations, including many historical events.
- **Virtual Field Trip Station** – Explore the world with virtual field trips and tours of different historical models.

A History teacher can use video streams on television by showing a program to the learners using the available online resources. Educational video streams offer the visual excitement of a television show. The fact that these streams are online, the programs are available at

any time of the day. This offers teachers more flexibility in their daily schedules and lesson planning in History.

8.6. RECORDING AND SHARING, E-MAILING

Student Email

Students need a way to receive fast communication with other students, teachers, or other entities. Student email services is important for students to have an avenue to receive and communicate information as fast as possible. The great thing about student email addresses is that the servers are usually fire-walled to protect youngsters from various Internet threats. These email addresses can also protect students from predators from obtaining any of the learner's personal information. Hence, Student Email Accounts are important for easy communication.

Sharing Resources

The Internet not only makes it easy for students to search for and find the most up-to-date information on almost any topic you can imagine; it also allows students to share their findings and collaborate with each other easily. E-Mails and other Social Media platforms, allows students to share documents, comment and collaborate on their findings. Sharing information promotes learning as students will effectively educate one another as a project or activity progresses. This can enhance the teaching and learning of History.

8.7. TECHNOLOGIES AVAILABLE FOR THE HISTORY CLASSROOM

There are numerous technologies available for the History classroom that you need to familiarize yourself with now that you are pursuing your degree in History. These will include among others; computers, projectors, television or videos, internet, electronic encyclopedias and books, audio-visual materials, recorders, cameras and presentation software like Power Point. Teachers can use a variety of technologies to facilitate presentation and make demonstrations to mitigate on teacher centered lesson delivery. In case of inadequacies as a teacher, you have to 'school' yourself in modern technologies to improve your competencies. Today platforms such as Moodle, Facebook, Zoom and What Sapp among others can be used to enhance the teaching and learning of History.

8.8. PROMISES AND PERILS OF TECHNOLOGY

8.8.1. Promises of Technology

From the foregoing discussion we have seen numerous benefits of technology. The following are other promises or merits of technology:

- Technology is vital in education, because it offers students at all levels of schooling multiple alternatives to learn faster.
- Technology is valuable to all categories of students. For young students, technology will dramatically decrease their chances of struggling as they forge ahead in school. In addition, the learners who become acquainted with technology show major improvements in reading, writing and mathematical skills. For Special Needs Students, various types of software will not only benefit them mentally but physically as well by strengthening any physical weaknesses.
- Merging technology and academics within the classroom to enhance academic content provides learning tools for students, in addition to direct instruction. Teachers of History can embrace technology to help reinforce their subject and various learning styles.
- It helps to find low-cost or free materials. By having access to thousands of books, games, websites, etc., teachers can provide a world of knowledge for their students for no additional charges.
- To connect the classroom to the larger world.
- To help teachers manage time more efficiently.
- It motivates students to learn as it offers various opportunities to enhance learning.

8.8.2 Perils of Technology

- Although integrating technology into the classroom has many promises, potential challenges exist as well. One of the major challenges is that students tend to get bored quickly and drift off onto other websites.

- Students must be fully aware of what the teacher expects of them, as well as the outcome of what could go wrong if they do not use the technology wisely. Moreover, technology could be a challenge to the teacher if she had no sufficient training that comes from web based professional developers.
- Cyber bullying can scare pupils from using the internet hence miss out on learning goals.
- Lack of infrastructure in some areas makes it not a global solution.
- Too much load shedding can affect your lesson.
- The History section may not own technological appliances hence failure to use technology.
- Access to the internet for students may lead to moral decay.

8.9. INCORPORATING TECHNOLOGY INTO YOUR CLASSROOM ACTIVITY

The use of technology is a motivation tool to teachers of history as it makes history have a life when events occurred in the distant past. Technology such as the internet also enables the teacher to access information which is not found in the outdated textbook. However, the teacher must plan strategic means for incorporating technology within the classroom.

In 8.7 above we have looked at numerous technologies available for the History classroom that you need to familiarize yourself with now that you are pursuing your degree in History. Research on Technology and History teaching and learning have shown that technology makes History more concrete than abstract, making it more comprehensible and livelier. In addition, the learning process is enhanced when students can participate fully, actively consciously in what transpires during the period of teaching. Technology aide instruction therefore presents a more learner-centered orientation to teaching of history and culminates in shaping student's attitudes, understanding and propels them towards student-owned learning.

As a teacher of History you can give your class questions to research on using the internet. You can also use a projector, USB flash, a computer for presentation on any topic, for

instance, on Shaka and the Zulu at the battle of the Mhlathuze River. In this way your class can relive the past.

Creativity is cardinal as you use these technologies to make history not only interesting but engaging. A WhatsApp group can be created for the class where you can upload videos or audio recordings for students to watch or carry out at their own time. However, you should bear in mind that some secondary schools do not allow learners to own or use phones in school hence other options should be considered. You can also record learners' role-play historical events and show the recording on a projector to the rest of the class.

Ensure that these devices are well set and fully operational before the lesson. Where there are constant power outages such as load shedding, a generator set can be organized so that your presentation can be complete. A lot of historical themes can be taught using some of the technologies we have discussed above. Hence as you go out there to serve, make use of such technologies at every given opportunity.

8.10. REFLECTION

Think of a topic you can teach in world history using Power Point. What preparations should be done before the presentation?

8.11. SUMMARY

In this unit we have discussed technology and History teaching. We have observed that in the changing world, History Teachers should embrace various technological tools and platforms that can enhance learning and teaching. This can arouse the interest of the students and yield better attitudes. However, technology has certain demerits which History Teachers should be aware of in their delivery of lessons.

8.12. ACTIVITY

1. Technology and History teaching and learning go together. Discuss.
2. Define the following terms; Cyber Safety, Website Literacy, Virtual Field Trip.
3. Discuss technologies available for the History Classroom.
4. State the promises and perils of technology.

5. State how you can incorporate technology into your classroom activities.

UNIT: NINE

METHODS OF EVALUATION IN HISTORY II

9.0. INTRODUCTION

Educationists generally agree to the notion that learners have three main learning categories: the *cognitive, affective, and psychomotor* aspects. Largely as a result of Bloom et al (1956), Krathwol et al (1964), Simpson (1972) and other contributors, these three aspects, referred to as *domains*, are now considered equally essential for an all-rounded development, as against the long standing bias towards cognitive development only. This means that a proper assessment and evaluation of the learner's attributes must seek to develop all the three domains as far as possible. We should assess and evaluate the learners in order to find ways and means of further developing them.

9.1. LEARNING OUTCOMES

After studying this unit you are expected to:

- Outline the three main learning domains
- State general considerations in constructing tests
- Explain the various marking approaches
- State the advantages and disadvantages of Observation Method.

9.2. THE COGNITIVE DOMAIN

The cognitive domain has distinct skills which can be assessed. These are summarized here as:

- The learner's knowledge of terms and facts pertaining to a particular area of study
- The pupil's knowledge of how to handle those terms and facts, for example, how to treat and present ideas, how to classify and categorize data, how to test or judge facts, principles or opinions, how to apply a specific method in dealing with specific data;

- The pupil's cognitive abilities in general, for example, comprehension of material, analysis, application, synthesis and the ability to evaluate.

The implication is that within the cognitive domain there are many skills in which pupils must be assessed. Hence tests must cater for all the various skills if they are to be fair. Tests that focus on a few skills may be an advantage to only a minority of pupils at the expense of the rest. In designing tests for the cognitive domain, the teacher should use words like identify, distinguish, construct, name, order (i.e., arrange), describe, evaluate, locate, apply, interpret, etc. Questions which use such words are precise and require of a learner's specific skills that can be assessed by the teacher accurately enough for fair evaluation. For example,

- a) On the map provided, locate the areas of settlement for the Luba-Lunda migrants in Zambia.
- b) On the map provided, locate the northward movements of the three Nguni groups into Central Africa namely the Ndebele, the Ngoni, and the Kololo.
- c) Evaluate the role played by the youths in Zambia's struggle for independence.

9.3. THE PSYCHOMOTOR DOMAIN

Assessment of the psychomotor domain involves the testing of practical skills as distinct from "purely" mental skills as described under the cognitive domain. However, the teacher's ability to observe is critical in assessing the area so as not to miss the pupil's execution of the skills unintentionally. Some useful attributes identified under this domain are:

- The pupil's perception, that is, the ability to utilize faculties connected with the sense organs.
- The pupil's ability to choose relevant items or equipment in order to satisfy the requirements of a particular task. (This is called cue selection).
- The pupil's ability to prepare mentally and physically for a task.
- The pupil's ability to repeat overly, or in a clear observable way, an act demonstrated by the teacher (guided response).
- The pupil's ability to turn a certain act into a habit within a relatively short time (mechanism).

- The pupil's ability to perform an act which is considered complex because of the movement pattern required (complex overt response).
- The pupil's ability to alter activities to meet the demands of a new problematic situation requiring a physical response (adaptation).
- The pupil's ability to create new motor acts or ways of manipulating materials as a result of other skills already acquired (origination), that is, inventiveness or creativity e.g. drawing, sketching.

Thus, in assessing psychomotor skills, it will be not fair to just assign a grade to the pupil's finished project. There are definite skills that must be developed in pupils and each identifiable skill should be assessed for further improvement. For instance, making models and historical maps require identifiable skills.

9.4. THE AFFECTIVE DOMAIN

Generally, grades or scores tend to be awarded for cognitive and psychomotor skills. However, effective educational practice takes cognizance of the affective domain too. The affective domain could be the most difficult domain to assess and attempts to do so could prove harmful to the pupils if the teacher is not careful. The affective domain is concerned with personality, emotional and social development of pupils involving attitudes, values, beliefs, interests, etc. The teacher should observe closely the affective development of learners and try to instil in them progressive values, attitudes and other relevant behaviours. Assessment of these attributes is very subjective but can still be usefully done by the professional teacher. Krathwohl et al (1964) have suggested the following attributes for assessment:

- The pupil's awareness of phenomena. For example, does the pupil show quickness in noticing new things and events? Is the pupil conscious of his or her total environment?
- The pupil's willingness to receive, that is, the capacity to tolerate and appreciate situations and suspend judgment until the situation has been fully viewed. For instance tolerance and appreciation of other people's culture is cardinal in History and Social Sciences in general.

- The pupil's attention, for example, ability to listen to music or read a historical script with discrimination as to its mood, meaning, style, etc.
- The pupil's willingness to respond, that is, capacity for voluntary action in school activities.
- The pupil's ability to assess social phenomena and establish own criteria of worth (valuing) and the ability to commit in practice, to the sustenance of chosen values.

It is hoped that the brief description and examples given above reveal the importance of the affective domain. Hence the affective domain, though lacking in readily acceptable assessment procedures, should be an aspect where an effective teacher can make sound judgments about the pupils and take appropriate action. Only the teacher who knows the cognitive, psychomotor and affective attributes of his or her learner can really claim to know that learner. The teacher can accordingly, lead the learner to greater heights in the learning process.

9.5. GENERAL CONSIDERATIONS IN CONSTRUCTING TESTS

Tests in history can take many forms; oral or written (objective and essay). However, all tests attempt to assess learning outcomes. What follows is an attempt to assist the teacher to be aware of certain considerations in formal tests given to pupils as formal assessment. It should also be noted that for the professional teacher continuous assessment in varied forms (covering all three domains if possible) is more valid an exercise than termly assessment. Hence, continuous assessment should be the mainstay of the teacher's assessment system in spite of the end of term examinations of the Zambian education system.

The suggestions on coming up with tests may be sought even from other members of staff in the department. These can help in modifying and verifying test items to make them more acceptable and usable.

After constructing the test, items should be arranged in a simple to complex order. When arranging the items, the teacher of history can adopt various approaches, for example,

according to units, topics and so on. A marking scheme should also be prepared forth with to avoid further delay in scoring.

Giving instructions is an important part of a teacher-made test construction process. Without giving a proper direction or instruction, there will be a probability of losing the authenticity of the test reliability. It may create a misunderstanding in the students also.

Thus the direction should be simple and adequate to enable the students to know:

- (i) The time for completion of the test,
- (ii) The marks allotted to each test item,
- (iii) Required number of items to be attempted,
- (iv) How and where to record the answer.
- (v) Any other materials to be used.

9.6. TEACHER-MADE TESTS

Teacher-made tests are normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programs of the school.

Teacher-made tests are one of the most valuable instruments in the hands of the teacher to solve his or her purpose. Teacher made tests like are constructed on the basis of carefully planned table of specifications, both have the same type of test items, and provide clear directions to the students.

Assessment plays a role at many different layers of education. We focus on classroom assessment or assessments *used by teachers in their own classrooms when we talk about teacher-made tests*. Although many other assessments (Nationally standardized tests) are given to students in classrooms, we do not consider them *classroom assessments*. We see classroom assessment as having four main purposes. The first three include:

- 1. Diagnostic or needs assessment purpose:** To determine what students already know so teachers can decide the topics and approaches to use.
- 2. Formative purpose:** To assess student knowledge or performance on some key topics or dimensions to inform instructional planning. That is, many teachers may check for student understanding by asking questions or by observing students as they discuss a topic

in small groups. These teachers are informally “collecting data” that will help them determine what needs to happen next in instruction. The teacher is the data user who encourages students to engage in the type of higher-order thinking necessary for everyday life situations.

3. Summative purpose: To judge or evaluate student performance (i.e., to give a grade). The quality of the feedback teachers give students as regards to improving performance is an absolutely critical aspect of classroom assessment. In the classroom, summative assessments usually occur at the end of instruction and document what students have achieved. The grades teachers give most likely represent summative assessments (tests, quizzes, projects, reports, written assignments, etc.) that tell the teacher whether the student has mastered the skills or understood the content. A key aspect of summative assessment is determining the level to which students need to “master” the content and skills.

4. Effective feedback: Research shows that providing students with effective feedback can increase student achievement significantly (Marzano, Pickering, & Pollock, 2001). Feedback is most effective when it:

- Is timely, occurring within one to two days of the work;
- Provides feedback specific to the student’s work; and
- Is relative to a criterion or standard.

9.7. ASSESSMENT CHALLENGES FOR TEACHERS OF HISTORY

There are of course some serious assessment challenges that teachers of history normally encounter and identify:

- Figuring out what really is important for students to know and be able to do in history.
- Teaching the skills of “doing history” in a world of testing that often seems to value only factual knowledge.
- Identifying and using assessments that provide teachers with better information than only multiple-choice examinations.
- Getting students motivated to do a good job on essays and other written work.

- Helping students learn to improve their own work and produce quality products.
- Integrate teacher-made assessment program with the state-wide testing programs currently in place.

9.8. FEATURES OF TEACHER-MADE TESTS

- The items of the tests are arranged in order of difficulty
- These are prepared by the teachers which can be used for prognosis and diagnosis purposes.
- The test covers the whole content area and includes a large number of items
- The preparation of the items conforms to the expected standard.
- Test construction may not be a single teacher's business; rather it is a collaborative endeavor.
- A teacher-made tests does not cover all the steps of standardized tests.
- Teacher-made test may also be employed as a tool for formative evaluation.
- Preparation and administration of these tests are economical.
- The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject.
- Teacher-made tests are least used for research purposes.
- They do not have norms where as providing norms is quite essential for standardized tests.

9.9. PRINCIPLES OF CONSTRUCTION OF TEACHER-MADE TESTS:

A teacher made test does not require a well-planned preparation. Even then, to make it more efficient and effective tool of evaluation, careful considerations are needed to be given while constructing such tests.

The following steps may be followed for the preparation of teacher-made tests.

1. Planning

Planning of a teacher-made test includes:

- a. Determining the purpose and objectives of the test, as what to measure and why to measure.

- b. Deciding the length of the test and portion of the syllabus to be covered.
- c. Specifying the objectives in behavioural terms. If needed, a table can even be prepared for specifications and weightage given to the objectives to be measured.
- d. Deciding the number and forms of items (questions).
- e. Having a clear knowledge and understanding of the principles of constructing essay type, short answer type and objective type questions.
- f. Deciding the date of testing much in advance in order to give time to teachers for test preparation and administration.

2. Preparation of the test

Planning is the philosophical aspect and preparation is the practical aspect of test construction. All the practical aspects should be taken into consideration while one constructs the tests. It is an art, a technique. It requires much thinking and rethinking before constructing test items.

9.10. USES OF TEACHER-MADE TESTS:

- To help the teacher to know whether the class performance is above, average or below average.
- To help the teacher formulate new strategies for teaching and learning.
- A teacher made test may be used as a full-fledged achievement test which covers the entire course of a subject.
- To measure student academic achievement in a given course.
- To assess how far specified instructional objectives have been achieved.
- To know the efficacy of learning experiences.
- To diagnose students learning difficulties and to suggest necessary remedial measures.
- To certify, classify or grade the students on the basis of resulting scores.
- Skillfully prepared teacher-made tests can serve the purpose of standardized test.
- Teacher-made tests can help the teacher to render guidance and counselling.
- An effective teacher made test can be exchanged among the zonal schools.

- These tests can be used as a tool for formative, diagnostic and summative evaluation.
- To assess pupils' growth in different areas.

9.11. ADVANTAGES AND DISADVANTAGES OF TEACHER-MADE TESTS

The primary advantage of a teacher-made test is the ability of the teacher to design a customized test that matches the learning goals and content of the class.

Teacher-made tests also better reflect what is taught in the class and fit better with the methods that they use. With the customized tests, teachers can assess the students as they progress to check for understanding.

Another advantage is that the teacher controls the format and can go beyond the traditional-multiple choice and true-false assessments used in standardized tests. Teachers can also modify their tests on a more regular basis as needed.

A teacher made test is flexible so that, it can be adapted to any procedure and material. It does not require any sophisticated technique for preparation.

A key drawback is that teacher-made tests are often narrow in scope, and aligned only with the individual teacher's goals. The lack of uniformity in teacher-made tests is another drawback. Inconsistency makes it difficult for schools to assess student performance relative to other learners at national level.

9.12. WHAT DO YOU WANT TO TEST?

The teacher should always have it clearly in mind what cognitive or psychomotor skills the pupils should demonstrate, and what specific processes the pupils need to use in meeting the requirements of a particular test item. Vague and ambiguous questions and test items help neither the teacher nor the pupil. Questions should be clear in terms of the task. If you are setting essay type tests, questions should use precise action words like compare, contrast; give reasons for, account for, etc.

Where the question is dealing with the controversial issue, which is a value-loaded question; it should ask for and be assessed in terms of presentation of evidence for the position rather than for the position itself. That is, the learner should not have to agree with the teacher but should reason. Similarly, the length and complexity of the answer expected must be in line with the general level of maturity of the pupils. The teacher should always bear in mind that essay-type questions are highly subjective. Hence, the need to be careful not to let one's own subjective position to adversely or favourably influence the learner's score despite the evidence or arguments presented by such a learner.

Teachers often try to eliminate this subjective element by constructing what are commonly called "objective tests". However, it is debatable if there is a test which is, ever entirely objective. The selection of some test items to the exclusion of others is a subjective process. The choice of the skill to be displayed is subjective. The very choice of content to be taught in the first instance for later testing is also subjective; hence the professional teacher must not regard "objective tests" as infallible measuring rods. Moreover, "objective tests" can be poorly constructed, from a pedagogical point of view.

9.13. WHAT DO WE WANT STUDENTS TO UNDERSTAND?

"People who have a clear idea about where they're going are more likely to get there. Teachers who have a clear idea of the learning outcomes their students should achieve will be more likely to help their students attain those outcomes." (Popham, 2001)

The first step in helping students succeed in history is determining what we want them to know and be able to do. This principle underlies much of the standards movement today. There are many different discussions of what students should know and be able to do in history. One representation includes three dimensions of historical literacy (Drake and McBride, 1997):

1. Knowledge of historical facts, themes, and ideas.
2. Historical reasoning—ability to analyze, synthesize, and evaluate historical evidence.
3. Communication of historical knowledge and reasoning to a wider audience.

Although other groups may use different terminology, it is clear that students in History need to know and understand historical events (content) and also be able to apply specific skills commonly used in the study of History. Unfortunately, in many cases, History is taught traditionally as a collection of isolated historical facts. Sometimes, these facts are combined into a narrative to give some context. Yet, how often do teachers have their students use this information as they engage in the messy, yet rewarding, work of investigating and interpreting historical issues and events? If students don't actually use and work with historical information, they won't remember it far beyond the test and they won't see any purpose behind it.

Objective tests range from multiple-choice, completion, true/false, matching test items, matching type, picture identification, map reading, essay, oral, fill-in among others. For other forms of tests, you may refer to *the History Teaching Methods 1* course which you covered during your second year of study.

9.14. ASSESSING THROUGH OBSERVATION

Assessing the psychomotor and affective domains, we have already implied, require direct observation and cannot be done through paper and ink tests except, perhaps, in map work or other activities which are in any case highly cognitive. Hence direct observation of the pupil's performance in practical operations is the appropriate method of assessment. However, the subjective element in the assessment process is increased in such a situation. It is a fact that every subject has its practical aspects which can be assessed. The teacher must have clear practical skills which a learner must demonstrate in a test situation. Usually the skills lead to the completion of a specific product. It is important not to merely judge the end product but the skills displayed in the process.

Another consideration is that the teacher should avoid letting the personality of the pupil or the teacher's own mood (whether "sour" or unusually cheerful) influence the assessment of the skills being displayed by the learner. If a pupil has met the criteria set down for assessing skills then that pupil should be appropriately awarded, and if not, the same honest

assessment must be made albeit with a view to assisting the learner to master the necessary skills in the future. It is important to note that the more difficult skills receive higher scores than the easier ones, that is, balanced weighting to different operations required in a task. As you can imagine, it is not easy to construct tests for the affective domain. This domain is concerned with emotions that pertain to an individual's personality by way of feelings, attitude, values, interest, etc. However, social sciences subjects are dominantly, but not completely, affective. They all require in a way, some subjective appraisal. Hence, appreciation of issues tends to be an assessed skill, though teachers do not always see the highly subjective nature of such a skill. The teacher should not be dogmatic about affective matters but should actually try to see the pupil's point of view, which can then shape in a certain desirable direction.

It is still possible through observation and interaction with the learners to give some form of assessment of our learners. Such assessment should go a long way in helping the teacher to understand the pupils and hence guide them with more empathy in the learning process.

9.15. CONDUCTING A TEST

There are several considerations that the teacher should consider when conducting a test in whatever form. It is important to realize that in some sense a test that is consciously conducted on pupils, who are aware of their being tested, is an artificial way of displaying their skills. Hence, some pupils fail out of nervousness or lack of confidence, poor equipment, inadequate time, etc.

There are a few guidelines that the History teacher can observe in conducting tests.

- Ensure that the pupils are physically comfortable as possible, furniture allowing. Pupils who are uncomfortable due to heat or coldness or other physical discomforts find it difficult to concentrate on a test (or any learning process).
- Ensure that the pupils have all the equipment and other resources needed for the test. It is not fair to fail someone on account of lack of the equipment or, indeed, equipment which is in poor working condition.

- Avoid making pupils emotionally tense or worried. Do not threaten them with failure or give mocking expressions or gestures.
- Make all pupils start at the same time, provide adequate time and ensure that no one continues writing beyond the time limit as this may be construed as favoritism.
- Avoid disturbing learners unnecessarily and do not give some learners unfair hints and advantages by word or gesture. Apply relevant penalties fairly.
- Rectify any errors or misleading instructions, on the test paper as early as possible and ensure that all relevant test items are handed in by every learner at the end.
- Lastly but not the least, allow the pupils to perform relevant natural functions!

9.16. MARKING

Marking is the direct process of indicating what has been done correctly and incorrectly in the learner's script or exercise book. It is a process of communicating with the learner, thus providing feedback regarding the learner's effort. At the same time, it serves to provide the teacher with feedback as to the success or failure of the teaching process. The process of marking must never be regarded as a "witch-hunting" one whereby the teacher tries to penalize the learner. On the contrary, it must be regarded as an educative process in which the teacher further teaches the child about certain skills about the subject matter and the teacher learns more about the learners and how best to improve on teaching methods.

Marking can be done in *red ink* to ensure that the teacher's marking is clear to the learner. It is important to take marking as an important, distinct, teaching exercise that requires the full attention and concentration of the teacher. When one is physically or mentally tired, marking should not be done as such factors as fatigue or tiredness, irritation, etc, will cloud the teacher's judgment of the learner's work. For the same reason one should not mark under the influence of alcohol! Marking requires a fresh mind.

As the teacher goes through the learner's work, there are a number of ways of indicating how assessment of the learner's work has been done. Ordinary comments should be written against the relevant points in the margin as well as at the end of the work. Writing in-text comments in the margin provides immediate feedback to the learner concerning a particular point, especially in essay type work, and comments at the end should help to summarize the teachers over view of the work. When writing comments at the end, it is important to start with the positive aspects of the learner's effort and then comment on how he or she can improve. Completely negative comments discourage the learner when the teacher's task is to encourage everyone to learn.

There are several indicators which the teacher can use when marking but it must be pointed out that different teachers or administrative systems may prefer to use different signs. To indicate whether the point is correct, or that the teacher agrees to the point, a tick is usually put either against the point or in the margin parallel to the correct point. Some teachers use a cross (x) to indicate that an answer or point is incorrect. This is not advisable because it is a negative way of communicating with the pupil. It is too definitive or certain about the learner's assumed error when quite often it may turn out that the learner is correct and the teacher is wrong on a particular point. The teacher must look at the nature of the pupil's error and make the appropriate marking. Where the answer is incorrect, a circle around the answer is enough to indicate to the learner that something is wrong with it and should find out the error. If the working of the problem was correct *put a tick* against it despite the wrong answer. This would serve to show that the learner was on the right track although a wrong answer was indicated at the end. A circle can also indicate incorrect punctuation, word or letter which the pupil should find out about. For example, in the following statement the circle can be used:

“The first president of Zambia was ‘Tilyenji Kaunda.’ Rather than putting an x at the end of the statement, the teacher would help the learner by indicating where the error is. What is not circled is clearly correct. Note that a wrong spelling is also indicated by the circle or abbreviation *sp* on top of the incorrect word.

When the learner has missed a word or letter, the omission sign should be put at the exact location for example:

“The bushmen were tactic people .. did a lot ... rock paintings.”

The letter ‘*r*’ and the words ‘*who*’ and ‘*of*’ have been omitted.

Sometimes learners write words, phrases, clauses or statements which the teacher feel should be left out altogether in order to improve the idea or sentence structure or expression used. Brackets () around the particular word, phrase, clause or sentence can indicate to the learner that the material should have been left out. Cancelling by drawing a line through the learner’s material is rather irritating and discouraging.

Sometimes learners write vague or unclear material which the teacher cannot assess in one way or the other. A question mark (?) in the margin or against the point indicates to the learner that the material presented is not clear to the teacher. The teacher is giving room to the possibility of the learner having made a valid point, but that point is not apparently clear. The learner should be implored to write explicitly. Whenever possible learners should make corrections in order to reinforce the correct material then remedial work follows. It is also important for learners to know what the different signs used by the teacher during the marking mean. This makes communication between the teacher and the pupil clear.

9.16.1 A Marking Scheme

A marking scheme or key is a guide on how a particular form of assessment should be marked. It sets the desired standard. As a teacher, you expect pupils to perform to that standard. A marking scheme is intended to achieve objectivity in assessing the work. It accommodates other elements such as the layout, grammar, analysis and accuracy, etc.

9.16.2 Marking Approaches

History markers are experts in the subject and carefully selected and trained. Marking is usually done to the same standard so that the correct mark is awarded to the candidate every time. Marking can be done using one or a combination of the following approaches:

- Analytical marking
- Marking by Impression
- Criteria-referenced marking
- Positive and negative marking
- Multiple marking.

a) Analytical Marking

- Each question is allocated marks e.g. [2]
- The teacher prepares a model answer.

b) Marking by impression

- This is the impression of the marker as the name suggests by considering the way the work has been presented in terms of the layout.
- The marker selects some scripts at random. The marker then puts the scripts in categories of *above average*, *average* and *below average*. Marks are indicated according to the performance levels.

c) Criteria Referenced Marking

- This approach demands that the marker plans some pre-determined standards which the class should achieve. These are levels of learner attainment such as intellectual abilities that must be considered. For example, the marker may want the learners to use evidence to make;
 - Conclusions of their own.
 - Comparisons of issues e.g. compare and contrast the way of life of the Saan and the Khoikhoi before the arrival of the Dutch at the Cape.
 - Generalization – Covid-19 has devastating effects on the global economy. Discuss.
- The marker may also want to find out if the learners are able to use evidence acquired from books, say in writing an essay.
- The marker also tests and finds out if the learners can distinguish between significant from insignificant points.
- This means that when marking such a script, the marker looks for specific pre-determined standards and hence the name, criteria referenced marking approach because of the standards set for that test or examination.

d) Multiple Marking Approach

Multiple marking implies using more than one marker to mark the same script. The marking is done independently, without showing the marks given by the 1st marker so that the 2nd marker is not influenced in anyway. Once the 2nd marker has marked then the two (2) scores are added and then an aggregate is found and is put as a final score. The variation to this is where markers mark in a chain or belt with each specializing in a particular section in order to be efficient unlike where one has to mark the entire script. The one who marks the last section adds up the final score. This system promotes efficiency and team work. Although a slower marker in the belt can derail the work.

9.16.3 Challenges encountered during marking

Assessing work is subjective and this subjectivity is caused by factors such as; Subjectivity arising from *halo effects*, for example, if the teacher is in the habit of looking at the learner's previous performance and awards marks based on that or simply looking at the name.

After marking a few scripts, they may appear to be poorly done and the marker takes it for granted that even the remaining scripts fall in the same category and hence award marks in general.

The marker can also be influenced by:

- Hand writing – This creates the impression of the capabilities of learners at the first glance. Experience has shown that a learner may have a bad handwriting but has quality work. Hence as a teacher of History you should be committed to read thoroughly as essays demand such.
- Layout of work.
- Grammar etc.
- The teacher may also have fatigue as marking can be a tiresome task. All these aspects may influence the marker to grade the work as good or bad.

Subjectivity may also be caused by *lack of a standard marking scheme*, where the teacher did not prepare any marking scheme. This in itself has a bearing on the final grades awarded to the learners.

To combat all these problems, the markers should adequately prepare in terms of marking schemes and read the scripts thoroughly.

In a mid-term assessment, thorough reading of scripts when marking will help identify serious areas that require remediation as you proceed in the learning and teaching in the term.

9.17. SUMMARY

In this unit, we have looked at the three main learning domains namely; the *cognitive, affective, and psychomotor* domains of education. The implication is that a proper assessment and evaluation of the learner's performance must seek to develop all the three domains as far as possible. Activities and any form of assessment should explore two or all the three domains to ensure inclusiveness. Considerations in constructing tests have been highlighted too as well as factors to consider when conducting a test. The unit also explored teacher made tests and the role they play in assessment. The unit concluded with looking at Marking Approaches that teachers use. This unit is not exhaustive on these approaches but is aimed at giving some insights to the teacher of History.

9.18. ACTIVITY

1. Define the following terms;
 - a). The cognitive Domain,
 - b). The affective Domain,
 - c) The Psychomotor Domain
2. State general considerations in constructing tests
3. Elucidate on the factors to consider when conducting a test.
4. What is a teacher-made test? Outline the advantages and disadvantages of teacher-made tests.

5. Explain the marking approaches that teachers use. Why is it important to have a marking scheme?

UNIT TEN

SOCIAL SCIENCES DEPARTMENT IN SECONDARY SCHOOLS

10.0. INTRODUCTION

The social sciences department in a secondary school comprises of the following subjects: Geography, History, Religious education, civic education as well as social studies. Effective management of the social sciences department is cardinal for timely delivery of academic programs. As Head of Department you will play varied roles such as record keeping, drawing a program of work for your department (Departmental work plan, and individual work plan), supervision of staff as well as maintaining internal and external contacts with the relevant authorities and institutions.

10.1. LEARNING OUTCOMES

After studying this unit, you should be able to;

- Effectively supervise staff in the Social Sciences Department.
- Manage to make a program of work for the department.
- Keep an up to date record of departmental resources.

10.2. MANAGING A DEPARTMENT

One of the duties of a Head of Department is to manage the department effectively and efficiently. You should form an efficient working team with colleagues in the department. A good HOD should make it his or her task to orient new teachers as well as student teachers who may be practicing in the school. Depending on the situation, you may deploy your members of staff in terms of their specialist interests and abilities and should ensure that all teachers in the department receive adequate teaching resources. It is also important for you as HOD to take a lead in staff development so that frequent “in-house” courses are held within the department to keep the members abreast with new content and teaching techniques in the subject through continuing professional development meetings commonly known as CPDs. This, of course, assumes that as HOD you are also always enhancing your own knowledge through study. As a specialist in your department, you will have to present to management how best subjects in the department could be taught. You

will also be required to liaise with other HODs on the improvement and maintenance of high standards of teaching and professional conduct. Brief your supervisors (Head or Deputy Head teacher) from time to time on progress and problems in the department. You will have to come up with a yearly individual and departmental work plan. Your members of staff will also be required to make their own work plans. You can delegate to Heads of Sections, the task of making schemes of work and provide quality control. You are also expected to keep an up to date record of all materials in the department.

Dimensions of the HOD's Role

- Leadership
- Management
- Administration

a) Leadership

- This is one feature of the work that cannot be delegated.
- The most effective practitioners show willingness to work in proactive rather than reactive mode.
- They will seek to plan ahead and anticipate problems rather than sit back and have difficulties catch them unawares.
- They will have an understating of the capacity of their department for change and development and where necessary be willing to adapt to situations.
- The HOD will be well positioned to encourage coherence between school, department and classroom by simultaneously having an awareness of classroom standards as well as the context provided by whole-school policies and development priorities.
- In the field of professional craft knowledge, the HOD will take keen interest in the work of subject associations and show selectivity in making the department aware of relevant pedagogical research.
- In matters of relations with students, the HOD will be a role model in establishing a positive and caring attitude.
- When a decision involves the balance between what is beneficial for the students and what can marginally be convenient for the teachers, the HOD will side with students on most occasions.

- The HOD should encourage interdependency by establishing a departmental workroom and spend time in there as HOD encouraging the sharing of ideas and positive attitudes towards the welfare of students.
- Think through the guiding principles as a subject leader.
- The HOD should be a member of one or two if not all subject associations for departmental courses and use their meetings and publications to selectively introduce new ideas about the subjects and the way they are taught.

a) Management

- This involves the monitoring mechanisms that encourage consistency and steadfastness in what goes on in the department.
- The HOD will also know their departmental colleagues well and understand the management strategies necessary to get the best out of what is often a traditional mix of teachers.
- Effective practitioners will also be conversant with good practices in the management of change.
- Checking teaching files to monitor progress in terms of syllabi coverage
- The use of the bulletin and social media platforms is one way in which the HOD encourages subordinates to plan ahead and to manage their time effectively. He has full knowledge of upcoming events and departmental priorities as a member of the management team hence can give hints to colleagues on things to plan on.
- Establishing comprehensive schemes of work that is adhered to consistently across the department.
- Using departmental meetings as an opportunity for professional development, in particular the sharing of effective practices in teaching and learning.
- Having management meetings with Heads of Sections in between departmental meetings to deal with administration and think through matters of policy.
- Monitor the quality of classroom teaching through observation, sampling student work with feedback to staff.

- Use the work plans to prioritize implementation of teaching and learning activities, manage the workload and deploy resources effectively.
- Identify and implement curriculum strategies that forward views on the subject and how it can be taught. As Head of Department, you should seek to maintain momentum by incorporating successful ideas on the schemes of work and lesson plans. For example, the merging of Geography, History and Civic Education at junior level to make Social Studies has been an implementation challenge due to the shortage of specialized teaching staff. Therefore, a lot of teamwork has to be initiated by the Head of Department to achieve the desired outcome.
- Coordinating the setting, administration and marking of local examinations as well as analysis and dissemination of assessment results.
- Report writing on activities of the department.

c). **Administration**

- This is essential to “oil the wheels” of an effective department.
- Effective administration also depends on the information to be accurate, well communicated and delivered punctually.
- Effective administrators establish departmental schedules that handle administrative items such as work plans, schemes of work, lesson plans and records of work submissions.

10.3. WORK PLANNING

As Head of Department, you must have an individual work plan that should depict the following summary of the core duties of a Head of Department as given below:

Job Purpose

The job purpose of a Head of Department in a secondary school is to supervise and teach in the specified subject area in order to impart relevant knowledge and skills. The table below shows the key result areas and principal accountabilities.

Key Result Area	Principal Accountabilities (Main Duties)
Schemes and records of work	Monitors regularly the preparation of the schemes and records of work to ensure proper implementation of teaching programs.
Teaching and Learning Materials	Ensures the availability of both teaching and learning materials in the subject area in order to facilitate effective teaching and learning.
Professional and orientation meetings	Plans and co-ordinates regularly professional meetings for serving teachers and timely orientation for new teachers in order to enhance standards of teaching and keep teachers abreast with new developments.
Supervision	Supervises effectively teachers and provides advice in the subject area.
Teaching	Teaches effectively in order to impart the relevant knowledge, skills and attitudes.
Assessment	Supervises timely administration of tests and examinations in order to monitor the performance of learners.
Performance Management	Supervises timely, development of individual and departmental work plans in order to monitor and evaluate performance.

Reporting Relationships

The Head of Department reports to Deputy Head teacher. Teachers report to their respective Heads of Departments. Support staff just like teachers are also subordinate to the Head of Department.

Contacts

As Head of Department you will have internal and external contacts in your discharge of duties.

i) Internal Contacts

- Headteacher
- Deputy Head
- Teachers
- Support staff

ii) External Contacts

- Professional bodies
- Parents

The Head of Department is also responsible for;

a) Safety and Health of Others:

Adhere to safety and health regulations.

b) Responsibility for Government Resources:

All teaching and learning resources under your charge.

c) Level of Authority/Decision Making

Makes decisions on all matters relating to the job and do not require to be referred to the Supervisor.

d) Consequence of Error

Incompetence by the job holder will result in poor delivery of education activities in the department and ultimately in the school.

e) Communication Skills:

i. Written Skills

Ability to write reports and any other teaching documents as required.

ii. Oral Skills

Ability to communicate fluently in the official language.

Other Skills/Attributes:

- Supervisory
- Initiative
- Reliability
- Tact and diplomacy
- Interpersonal skills

An example of an HOD's individual work plan for the year 2020.

Job Purpose

To supervise and undertake the provision of teaching academic Programmes in order to impart knowledge and skills

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES	TARGETS	SCHEDULE OF ACTIVITIES
Schemes of Work	Supervises effectively preparation of schemes of work in order to facilitate delivery of teaching Programmes	Supervise the preparation of 10 Schemes of Work per stream (Grade) every term in each subject - R.E, History, Geography, Civic Education, and Social Studies	Check Schemes of Work by: 15 th January, 2020 (Term 1) 16 th May, 2020 (Term 2) - 14 th September, 2020 (Term 3)
Teaching & Learning Aids	Supervises effectively the provisions of teaching/learning materials in order to enhance imparting of knowledge	To stock the department with the following relevant teaching and learning materials in 5 subject areas: Textbooks Geography - 100, Civic Education - 100, History - 100, R.E - 100. Social Studies -100 Stationary 50 manilas,	Submit requests for teaching & learning materials by December 2019 Distribute stationary to teachers in the first Week of every term to enable them make teaching aids.

		<p>36 markers for 12 teachers.</p> <p>Pens – Blue 20×3 terms =120</p> <ul style="list-style-type: none"> - Red 36×3 terms = 108 - Black 12×3 terms= 36 <p>Rulers – 30 cm \times 20</p> <p>Board rulers : 12</p> <p>Chalk</p> <p>White Chalk: 12 Boxes \times 3 terms = 36 Boxes.</p> <p>Colour Chalk: 6 boxes \times 3 terms = 18 Boxes.</p> <p>Bostik: 12 boxes for 12 teachers</p>	
Teaching	Supervises and undertakes teaching of lessons in order to impart knowledge and skills	Supervise 10 teachers by checking their lesson plans	<p>Checking teachers’ lesson plans weekly (Wednesday) per term</p> <p>To teach 86 pupils termly</p> <p>Prepare lesson plans for every lesson in each term.</p>
		<p>To teach 86 pupils:</p> <p>33pupils in 12B</p> <p>53 pupils in 11B</p>	

		<p>To prepare 32 lesson plans per class termly</p> <p>Total of 186 lesson plans in a year</p> <p>Observe All teachers –</p> <p>Observe lesson delivery for each subject teacher twice termly, term 3 once.</p> <p>History: 3 teachers</p> <p>Civic Education: 2 teachers</p> <p>Geography: 2 teachers</p> <p>R.E: 2 teachers</p> <p>Social Studies: 3 teachers</p>	<p>Term 1</p> <p>Civic Education 5th - 9th February, 12th - 16th February, 2020.</p> <p>History. 19th - 26th February, 13th -16th March, 2020.</p> <p>Geography, Social Studies & R.E 19th - 23rd, March, 2020.</p> <p>Term 2</p> <p>Civic Education 21st - 24th May, 9th-10th July, 2020.</p> <p>History 28th May - 30th May, 9th -10th July, 2020.</p> <p>Geography 6th -7th June, 14th -15th July</p> <p>R.E 21st - 24th May, 2020.</p> <p>23rd - 26th July, 2020.</p> <p>Social Studies 28th – 31st May, 2018. 25th -29th June, 2020</p> <p>Term 3</p> <p>Civic Education - 24rd- 28th September 2020</p> <p>History - 1st – 5th, October 2020,</p> <p>Geography 15th -19th October,</p> <p>R.E 15th -19th October, 2020</p> <p>Social Studies 24th- 28th September</p>
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<p>Work Records</p>	<p>Supervises and undertakes timely preparation of teaching records in order to assess coverage of the syllabus.</p>	<p>To monitor records of work for 12 teachers To prepare records of work.</p>	<p>Monitor and submit records of work to the Deputy Head teacher fortnightly by;</p> <p>1. Term 2 17th May, 2020 24th May, 2020 07th June, 2020 21th June, 2020 05th July, 2020 19th July, 2020 07th August, 2020</p> <p>2. Term 3 20th September 2020 4th October 2020 18th October 2020 1st November, 2020 15th November, 2020</p> <p>Prepare and submit records of work fortnightly every term</p>
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<p>Performance Management</p>	<p>Supervises timely, development of individual and departmental work plans in order to monitor and evaluate performance</p>	<p>Supervise the development of a departmental work plan</p> <p>Supervises the preparation of individual work plans by the 12 teachers</p> <p>Facilitates the departmental activities:</p> <ul style="list-style-type: none"> - CPDs, twice per term per subject. - Educational tours, 1 per section per term - Hold 3 departmental meetings in a term <p>Hold a meeting whenever necessary</p>	<p>Departmental work plan preparation by December 2019</p> <p>Individual work plan to be ready by 2nd week January 2020</p> <p>C.P.Ds 2 Cycles per term per subject.</p> <p>Each section to conduct one tour per term</p> <p>History</p> <p>Hold 3 meetings termly</p> <p>- Term 2</p> <p>-May 2020</p> <p>-June 2020</p> <p>- August, 2020</p> <p>Term 3</p> <p>Monthly</p>
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Supervision	Supervises effectively the human and other resources in order to attain the objectives of the department	Supervise 12 teachers in order to ensure compliance to set standards. Take stock of the teaching & learning materials in the department in order to ensure prudent use of resources.	Regularly (fortnightly) check individual & departmental work plans Take stock of teaching materials at the end of each term.
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10.4. RESOURCE MANAGEMENT

In the implementation of any education activity, it is important that the necessary resources are available. Resources can be anything that an educator uses to help learners to learn. Adequate resources in terms of materials, human resources, equipment, time and finances are essential in the provision of education in any institution. In both quality and quantity, these resources are a determinant of what is possible to accomplish in your department.

Human Resources

Human resources are grouped in logical divisions of labor, schedules of operations are defined and lines of communication are forged to ensure coordination of tasks. Human resources are involved in the successful life of any institution and for this reason collaboration and team work are needed among all the players irrespective of social status. A successful Head of Department is one who able to make each of these players (teaching and support staff) feel they are part of the department and school. Consequently, you have a responsibility of motivating your members of staff through effective management of resources.

Materials

Materials can range from buildings such as class rooms and offices, equipment and text books that as Head of Department will be in charge. It is important that classrooms and offices under your charge are well maintained. As a reflective teacher and head of department, you should be concerned with the quality of materials in your department. Equipment as well as text books are important resources which enhance the teaching and learning process. The department should be stocked with up to date reference and textbooks. You should ensure appropriate storage of equipment and books to avoid damage from sunlight, humidity, insects and dust. Equipment that has been lent out of the department or hired out should be properly recorded for easy tracking. There must be an inventory of all the resources in the department. Departmental equipment and books should not be personalized but should be accessible to all members of staff to enable them do their work professionally.

Time

It is important to plan to use your time effectively and efficiently. How do you do this?

- Prioritize your work. Work which is needed urgently should be given first priority.
- Have a clear work plan.
- Have a clear quarterly work plan.
- Have a clear weekly work plan.
- Have a clear daily checklist.

If we could use our time effectively at work we would;

- Be more efficient.
- Be more productive.
- Be able to do long term planning.
- Be more satisfied with our job.
- Be less stressed.
- Have more time to attend to other pressing matters.

10.5. SUMMARY

The unit has highlighted some of the key elements for effective management of a Social Sciences Department. As Head of Department, you should prudently manage all the resources under your charge in order to enhance the performance of the department and ultimately that of the school. Resources should be allocated equitably and work in the department should be coordinated for quality delivery of lessons. Resources are materials, finances, staff, time or anything that a manager or an organization uses to achieve the set objectives of the organization.

10.6. ACTIVITY

1. Outline the duties of a Head of Department for Social Sciences in a secondary school set up.
2. As Head of Department, it is essential to plan to use your time effectively and efficiently. Discuss the importance of making a work plan for the department.
3. What is meant by the term *Teaching Resources*?
4. Why is collaboration and team work essential in successful management of a Social Sciences department?
5. Discuss other responsibilities of a Head of Department for Social Sciences in a Secondary School.

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