

Thank you all for your supports, contributions and encouragements.

Q In order to promote the process of cooperative learning, the teacher should

Ans. Assign group projects

Q Child centered pedagogy's primary to children experience their voice, and their active participation

Q Which of the following is a centre point of a lesson plan?

Ans. Student.

Q How will teacher try to make teaching social studies in the effective and interesting manner?

Ans. Using audio visual Aids.

Q This is a instructions and material for a teacher

Ans. Supplementary Material

...students' ... production and promotion. May you be replenished for your generosity.

God richly bless you my brother.

Q A teacher has to he adopt

Ans. Planning many notes

Q The activity techniques is

Ans. student-centered.

Q The limitation of the five stage system of the red is.

Ans. Making the student passive

Q Whenever possible the teacher should resort to

Ans. Team Teaching

Q Which of the following is not an objective of use of audio visual aids.

Ans. Distracts the attention of student from the main topic.

Q The teacher should while teaching an issue sensitive to particular community, but described in the textbook

Ans. The teacher should respect the text book and explain the facts as given.

- 41-49%. Below expectations. Not ready for promotion within three years
  - Forfeit salary increment. Must be reassigned
  - 0-40%. Unacceptable. Unlikely to be promoted. Demotion/removal
- Application of sanctions

Source: [EducationGhana.net](http://EducationGhana.net)

### LIKELY EXAMINATION QUESTIONS AND ANSWERS

1. The Pre-Tertiary Professional Teacher Development and Management (PTPDDMP) brought about ..... in Ghana.
  - A. Teacher licensing
  - B. Teachers doing National Service
  - C. Double track system
  - D. Offering of 1<sup>st</sup> degree by Colleges of Education
2. A school teacher regularly meets with individual students to informally discuss topics such as their academic progress and their activities outside of the school. Which of the following non-verbal strategies by the teacher would best promote effective communication with students during these meetings?
  - A. Facing the student with an open posture
  - B. Maintaining continuous eye contact with the student
  - C. Making frequent notes on the student comments
  - D. Placing a hand on the student's shoulder
3. Criterion-referenced tests are advantageous in the standards-based assessment approach primarily because they are designed to .....
  - A. Measure how well an individual student has learned a specific body of knowledge and skills
  - B. Measure the growth of students in relation to their previous performance on a specific subject area
  - C. Provide a comparison of students' performance within a grade level school
  - D. Provide authentic contexts in which students can demonstrate learning
4. On behalf of the Government of Ghana, I would like to congratulate you on ..... appointed to the Embassy of Ghana.
  - A. being
  - B. having been
  - C. you are been
  - D. you being
5. Which one of the following qualities of a teacher would help a Newly Qualified Teacher to succeed when posted to a deprived community school?
  - A. Oppressive tendencies and humility
  - B. Resourcefulness and creativity
  - C. Tact and induction in making new friends
  - D. Trustworthiness and bossy spirit
6. Which one of the following activities represents the most appropriate and effective use of video media to improve student learning?
  - A. After reading a literature text, students view and discuss the movie version of the text
  - B. Following a school-wide culture fair, students view the teacher's video recording of the event
  - C. Students practice internet keyboard searches by locating online video clips on a given topic
  - D. Student who turns in all homework for the week watch age-appropriate moving on a classroom computer.
7. Observing instruction in a mentor teacher's classroom is likely to be the most effective method for helping a new teacher learn how to .....
  - A. Eliminate distractions in the classroom environment
  - B. Implement specific instructional approaches
  - C. Increase knowledge in specific content area
  - D. Select developmentally appropriate learning materials
8. Which one of the following activities when performed at the introduction stage of a lesson would best support a Home Economics teacher's ability to identify students' misconceptions about the topic?
  - A. Allowing students review a variety of resources on the lesson topic and having them share one thing they learned from their review
  - B. Asking students to transform a list of things they want to learn about the lesson topic

- C. Pre-assessing students' knowledge of academic vocabulary related to lesson topic
- D. Showing students, a series of statements about the lesson topic having them rate each statement as true or false

9. Monica is 12 years old. For 3 years, she has been asking her parents for a mobile phone. Her parents have told her the phone will disturb her studies, but they have given her permission to use a laptop. Which one of the following is TRUE about this case?

- A. Monica is studying and needs the mobile phone
- B. Monica would stop studying if given the phone
- C. Monica's parents like laptop better than phone
- D. Monica's parents like phone better than laptop

10. Which of the following strategies by a teacher is likely to be most effective in creating a positive classroom climate?

- A. Assign each student a partner at the beginning of the academic year to provide academic support
- B. Creating a quiet area in the classroom where students can go if they are overwhelmed or angry
- C. Posting inspiration quotations about value such as kindness throughout the classroom
- D. Using techniques such as informal conversations to get to know each student as an individual

11. Which one of the following behavioural characteristics is most commonly observed in students who are intellectually gifted?

- A. Applying well-developed organization skills to manage tasks at one time
- B. Demonstrating a preference for highly structured or concrete learning experiences
- C. Emphasizing group needs over personal preference during group activities
- D. Exhibiting intense concentration and a high degree of persistence in areas on interest

12. All the following are reasons for the introduction of the Teacher Licensing Policy in Ghana *except*

- A. To eliminate non-performing teachers
- B. To reduce teacher in-take

**Essential Skills Required for Teacher Professional Competence and Practice**

- C. To professionalize teaching
- D. To enforce discipline

13. Which of the following bodies or institutions is responsible for licensing teachers in Ghana?

- A. Teacher Education Division
- B. Ghana Education Service
- C. National Teaching Council
- D. National Teachers Council

14. The minimum number of years for a newly qualified teacher to possess a provisional teacher's license is

- A. 1 year
- B. 2 years
- C. 3 years
- D. 4 years

15. A teacher with a strong sense of self-efficacy in a specific subject area is most likely to demonstrate which one of the following behaviour in that subject area?

- A. Evaluation of his performance according to external criteria
- B. Mastery of content and skills at a faster rate than an average pace
- C. Preference for self-directed learning activities.
- D. Persistence in the completion of challenging tasks

16. A newly Qualified Teacher strongly argues that the writing of lesson plan is obsolete and time wasting since lesson plans can be pulled from the internet. Why would you advise this teacher to stick to self-generated lesson plans?

- A. Self-generated lesson plans do not take too much of the teacher's time
- B. Self-generated lesson plans make the teacher better prepared to teach
- C. The peculiarities of your pupils may be different from those for whom the lesson plans on the internet were prepared.
- D. The lesson plans on the internet are generally scanty and superficial

17. Under what criterion is the question, "is this the best way to test for the desired knowledge and skills?" considered when evaluating a test?

- A. Practicality
- B. Clarity

- C. fairness
- D. Efficiency

18. The choice of the appropriate format to use in constructing a test is influenced by the

- A. skills in writing different types of items
- B. intelligence level of the students
- C. content that has been taught
- D. availability of the specification table

19. Which of the following factors has the most significant influence in fostering self-advocacy and independence in children who have mild to moderate intellectual disabilities?

- A. Establishing friendships with peers both with and without special needs
- B. Becoming a member of an advocacy group for individuals with disabilities
- C. **Receiving positive support from parents/guardians who believe in their potential**
- D. Obtaining instruction in inclusive settings with experienced educators

20. A special education teacher and a general education teacher will be co-teaching a J.H.S. 1 class. Which of the following strategies would be most effective for the teachers to use in promoting positive interactions between students?

- A. **Creating questions for students to use in interviewing each other to find out specific information, then having students share the results of these interviews with the class**
- B. Asking each student to bring in a favorite family photograph to post on a classroom bulletin board
- C. Pairing students who are known to be quiet with students known to be more outgoing to work together on various tasks and play together at recess
- D. Assigning students to write a paragraph about their likes and dislikes to read aloud to the class

*National Teachers' Standards have been designed by the National Teaching Council for teachers in Ghana. The next chapter of this book discusses what constitutes the standards that teachers are supposed to live up to.*

## CHAPTER TWO

### NATIONAL TEACHERS' STANDARDS-GHANA

#### Introduction

The Government of Ghana is determined to address poor learning outcomes and recognises that teaching is both a barrier and a solution to progress. Transforming Teacher Education and Learning (T-TEL) is a four-year (2014-2018) Government of Ghana initiative funded by the United Kingdom's Department for International Development. T-TEL is designed to support the implementation of the new policy framework for pre-tertiary teacher professional development and management (PTPDM). T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning in relevant national bodies, institutions and all 46 public colleges of education (CoEs). The current policy environment provides a platform for improving the core and technical skills of teachers, enabling the new policy framework for PTPDM to be implemented.

T-TEL seeks to initiate a reform programme to instigate effective professional learning for college tutors and student teachers with the view to developing professional teachers who are well-equipped with knowledge, skills, and the disposition to learn, and who will guide their pupils to achieve the learning outcomes of the national curriculum in basic education. The intended outcome of the programme is the development of beginning teachers who demonstrate interactive, student-focused instructional methods, who demonstrate gender-sensitive and student-centred instructional strategies, and who know and can apply the school curriculum and assessment. The programme's implementation activities reflect these goals. The T-TEL was by extension initiated to complement the work of the National Teaching Council.

#### Purpose of The Standards

The 2008 Education Act established the National Teaching Council (NTC), responsible for establishing frameworks around teachers' employment, continuous professional development (CPD) and periodic review of professional practice and ethical standards. NTC has overall responsibility to license teachers by the Act. These Standards define the minimum levels of practice expected of student teachers and teachers in order to be licensed. It must be noted that during the training and the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform.

Teacher education in Ghana basically aims at producing teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation, creativity and professional responsibility that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning. Teachers are required to have passion for teaching and leadership, engage with members not only the school community but also in the wider community, and act as potential agents of change. The Standards are aspirational in their vision, positively embracing the promises and challenges in the 21st century for Ghana. Importantly, they support Ghana in meeting the Goal 4 of the Sustainable Development Goals for 2030 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. In contributing towards this Goal, the Standards are however realistic and relatively few in number so as to be achievable and user-friendly.

### The Scope and Structure of the Standards

The standards are divided into three main domains each with its own sub-divisions:

#### 1. Professional Values and Attitudes

- Professional Development
- Community of Practice

#### 2. Professional Knowledge

- Knowledge of Educational Frameworks and Curriculum
- Knowledge of Learners

#### 3. Professional Practice

- Managing the Learning Environment
- Teaching and Learning
- Assessment

These three domains and aspects encompass what teachers should value, know and and intersect with one another to develop a teacher competent enough to teach at end of their three-year initial teacher training.

### Professional Values and Attitudes

#### Professional Development

The teacher(s):

- a) Critically and collectively reflects to improve teaching and learning.
- b) Improves their personal and professional development through lifelong learning and Continuous Professional Development.
- c) Demonstrates effective growing leadership qualities in the classroom and within school.

#### Community of Practice

The teacher:

- d) Is guided by legal and ethical teacher codes of conduct in his/her development as a professional teacher.
- e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.
- f) Develops a positive teacher identity and acts as a good role model for students.
- g) Sees their role as potential agent of change in the school, community and country.

### Professional Knowledge

#### Knowledge of educational frameworks and curriculum

The teacher:

- a) Demonstrates familiarity with the education system and key policies guiding it.
- b) Has comprehensive knowledge of the official school curriculum including learning outcomes.
- c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
- d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

#### Knowledge of students

The teacher:

- e) Understands how children develop and learn in diverse contexts and applies this in their teaching.
- f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in their planning and teaching.

### Professional Practice

#### Managing the learning environment

The teacher:

- a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- b) Carries out small scale action research to improve practice.
- c) Creates a safe, encouraging learning environment.
- d) Manages behaviour and learning with small and large classes.

Teaching and Learning

The teacher:

- e) Employs a variety of instructional strategies that encourages student participation and critical thinking.
- f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- g) Employs instructional strategies appropriate for multigrade, multilingual and multi-age classes.
- h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
- i) Explains concepts clearly using examples familiar to students.
- j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning.

Assessment

The teacher:

- k) Integrates a variety of assessment modes into teaching to support learning.
- l) Listens to learners and gives constructive feedback.
- m) Identifies and remedies learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- o) Demonstrates awareness of national and school learning outcomes of learners.
- p) Uses objective criterion referencing to assess learners.

Source: *National Teachers' Standards for Ghana (2017)*

**LIKELY EXAMINATION QUESTIONS AND ANSWERS**

- 1 The institution responsible for establishing ethical standards for teachers in Ghana is
  - A. Ghana Education Service
  - B. Ministry of Education
  - C. National Teaching Council
  - D. Teacher Education Division

2 All the following are true about the National Teaching Council except .....

- A. It has overall responsibility to license teachers by law

- B. It has responsibility to establish framework around teachers' employment
- C. It has responsibility to review professional practice and ethical standards for teachers
- D. It has responsibility to appoint/recruit teachers into Ghana Education Service

3, Under which of the following domains are the National Teaching Standards organized?

- A. Professional values and Attitudes/Professional Knowledge and Professional Practice
- B. Professional Knowledge/Professional Skills and Professional Practice
- C. Professional Values and Skills/Professional Practice and Professional Knowledge
- D. Professional Practice/Professional Knowledge and Professional Ethics

4, Teachers in a given school critically and collectively reflect to improve teaching and learning. This practice is categorized under .....

- A. Professional skills
- B. Professional development
- C. Professional practice
- D. Professional knowledge

5. To display knowledge of educational frameworks and curriculum, a teacher has to .....

- A. demonstrate familiarity with the education system and key policies guiding it
- B. take accounts of and respect learners' socio-economic and educational background
- C. carry out small scale action research to improve practice
- D. create a safe and encouraging learning environment

6. Employing instructional strategies appropriate for multigrade, multilingual and multi-age classes, falls under which of the following standards?

- A. Professional Practice
- B. Professional knowledge

- C. Professional values and attitudes
- D. Professional development

7. A group of professional teachers normally come together to share concerns, passion for the teaching profession and learn how to teach better. What term would the BEST to describe the action of these teachers? Community of \_\_\_\_\_

- A. Competence
- B. Consultation
- C. Engagement
- D. Practice**

8. A teacher wishes to use scaffolding to promote pupils' learning. Which one of the following is the BEST example of this strategy?

- A. Giving pupils charts labeled with relevant variables on which to record data they gather during classroom science experiments.
- B. Holding weekly spelling bees with pupils to review important information covered during recent lessons
- C. Marking errors in pupils' descriptive paragraphs and then having pupils rewrite the paragraphs correctly**
- D. Prompting pupils to identify the personal goals that having hope to achieve whenever they are preparing for an upcoming event.

9. Before a teacher engages students in any experimental activity, it is important if he/she considers the following concerns EXCEPT \_\_\_\_\_

- A. Ensuring the availability of materials for the experimental
- B. Giving attention to safety concerns
- C. Providing the possible results in advance**
- D. Testing the activity prior to the experiment by students

10. Sandra lives at East Legon in Accra. Her younger cousin Mary lives in a small town in the Eastern Region with fewer than 1,000 residents. Mary has visited Sandra several times during the past five years. In the same period of time, Sandra has visited Mary only once. From these statements, which one of the following is TRUE?

- A. Mary likes Sandra better than Sandra does
- B. Mary wants to move to East Legon
- C. Sandra is older than Mary
- D. Sandra thinks small towns are boring**

11. The most important reason for stakeholders to evaluate basic education programmes such as the free SHS on a regular basis is to \_\_\_\_\_

- A. Determine to what extent the programmes are beneficial to the students and communicates**
- B. Highlight students' achievement to community members
- C. Justify requests for supplemental funding for special projects
- D. Provide evidence to support advocacy efforts with regard to legislation

12. A classroom teacher is applying for a supervisory position. With regards to this process, it would be considered unethical for the teacher to \_\_\_\_\_

- A. Ask a friend outside the school system to review his/her application for position errors
- B. Include in the required essay stories describing interactions with unnamed colleagues in various school contexts.
- C. List on the application a graduate degree that he/she partially completed**
- D. Request recommendation letters only from administrators who may give him/her a high performance evaluation

13. A teacher decides to try a new instructional approach when teaching the next mathematics unit on fraction. Which one of the following strategies would be most appropriate in helping the teacher judge the effectiveness of the new approach?

- A. Comparing students' grades during the unit with the grades of students whose teachers is other instructional methods
- B. Periodically asking students to provide their feedback on instructional activities used in the unit
- C. Revisiting the topic later in the school year to determine how well students are able to recall unit concepts
- D. Systematically collecting and analysing students' performance data throughout the course of the unit.**

14. In order to have an effective lesson, a teacher prepared her lesson note. She went round to look for materials in the environment that are useful for the lesson. She also bought those that are needed but are not readily available in the environment. She then tested the activities using these materials to make sure they work before using them in the real lesson. The teacher has done.....preparation.

- A. advanced**
- B. general

- C. outstanding
- D. specific

15. During a staff meeting in a school, one of the teachers suggested to the headteacher that teachers should not be made to produce marking scheme for end-of-the-year examinations. In the view of the teacher, the questions are prepared by the teacher and therefore they have the scheme in their heads. Which one of the following is likely to occur during the marking of students' scripts if the staff agrees to the suggestion from the teacher? Scores would be \_\_\_\_\_

- A. Affected by an already scored script not based on students' responses
- B. Based on the beliefs and preconceptions of the teacher
- C. Based on what majority of the students write and not what the scheme requires
- D. Given to students that the teacher knows very well in class and not what the scheme requires

16. The subdivisions of the topics and subtopics covered during the instructional period are known as \_\_\_\_\_

- A. course objective
- B. instructional objective
- C. course content
- D. units

17. A junior high school teacher decides to have students engage in a series of debates on several school-related topics, such as the school dress code and extending the school day. This type of activity is particularly appropriate for JHS students primarily because students at this age have typically developed the ability to \_\_\_\_\_

- A. Consider the implications of complex moral decisions
- B. Distinguish between arguments and discussions
- C. Engage in formal operational thinking
- D. Recognise multiple perspectives on an issue

18. Which of the following practices will best prevent the spread of illnesses such as the common cold and the flu within a classroom?

- A. Encouraging students not to bring in food from home to share with classmates
- B. Providing students with individual boxes of tissues to keep at their desks
- C. Assigning students a specific area in the classroom for storing their personal belongings
- D. Having students wash their hands properly on a regular basis throughout the day

19. A special education teacher works with a student who has epilepsy involving generalized tonic-clonic seizures. If the student has a seizure in class, the teacher should first \_\_\_\_\_

- A. attempt to gently restrain the student to minimize muscle jerks
- B. remove objects located around or near the student that could possibly cause injury
- C. call or locate the school nurse to attend to the student
- D. place an object such as a belt or wallet in the student's mouth to keep the airway open

20. A para-educator is assigned to a classroom that includes several students with learning disabilities. Which of the following best describes a responsibility of the para-educator in this setting?

- A. Assisting the students with learning disabilities during small-group instruction
- B. Scheduling related support services for the students with learning disabilities
- C. Planning weekly lessons and activities for the entire class
- D. Administering formal classroom assessments to the entire class

*It is worth emphasizing that, the National Teachers' Standards require teachers, to as much as practicable apply some basic learning theories in their classrooms. The next chapter of this book discusses some basic learning theories for the consumption of its readers.*



## CHAPTER THREE

### BASIC LEARNING THEORIES

#### Introduction

According to Illeris, (2000) and Ormrod (1995), learning can be described as a process of bringing together both the influences and experiences of cognition, emotion, and the environment in order to acquire, enhance, or make changes in one's knowledge, values, skills, and world views. As a process, learning focuses on what occurs during the act of learning.

Tighe (1982) has shown that learning can be distinguished from behavioural changes occurring due to maturation and illness; however, it applies to motor skills; like riding a bicycle, to intellectual skills; such as writing, and to certain attitudes and values; such as bigotry. It has been suggested by Wolfe (1952) that neurotic symptoms and patterns of mental illness may also be learned behaviour. Illeris (2000, p-3) broadly defines learning as "any process that in living organisms lead to permanent capacity change and which is not solely due to biological maturation or aging." In order to clarify and describe what is occurring, we turn to learning theories. A learning theory is used in an attempt to explain how adults and children learn, allowing us to fully understand the complex processes involved in learning.

#### The Basic Learning Theories

There are three theories of learning that dominate classroom practice currently. These are: Operant Conditioning (B.F. Skinner, 1957), Cognitive Field Theory (Kurt Lewin, 1939), and Cognitive Development (Jean Piaget, 1982).

#### THE OPERANT CONDITIONING THEORY

Operant conditioning can be described as a process that attempts to modify behaviour through the use of positive and negative reinforcement. Through operant conditioning, an individual makes an association between a particular behaviour and a consequence (Reynolds, 1975). The Theory states that if behaviour, including learning, is reinforced the probability of it being repeated increases strongly. Different types and schedules of reinforcement have been studied by Skinner and others, and the programmed instruction system has resulted. The examples below explain further how the operant conditioning works:

- Example 1: Parents rewarding a child's excellent grades with chocolate or some other prizes.

- Example 2: A schoolteacher awards points to those students who are the calmest and well-behaved. Students eventually realize that when they voluntarily become quieter and better behaved, that they earn more points.

- Example 3: A form of reinforcement (such as food) is given to an animal every time the animal (for example, a hungry lion) presses a lever

B. F. Skinner who was a Behaviourist, believed that one should focus on the external, observable causes of behaviour (rather than try to unpack the internal thoughts and motivations)

According to him, behaviour can be modified through reinforcement. Reinforcement comes in two forms: positive and negative.

#### Positive and negative reinforcers

- Positive reinforcers are favourable events or outcomes that are given to the individual after the desired behaviour. This may come in the form of praise, rewards, etc.
- Negative reinforcers typically are characterized by the removal of an undesired or unpleasant outcome after the desired behaviour. A response is strengthened as something considered negative is removed.

The goal in both of these cases of reinforcement is for the behaviour to increase.

#### Positive and negative punishment

Punishment, in contrast, is when the increase of something undesirable attempts to cause a decrease in the behaviour that follows.

- Positive punishment is when unfavourable events or outcomes are given in order to weaken the response that follows.
- Negative punishment is characterized by when a favourable event or outcome is removed after a undesired behavior occurs.

The goal in both of these cases of punishment is for a behaviour to decrease.

Reinforcement and punishment are the core tools through which operant behaviour is modified. These terms are defined by their effect on behavior. Either may be positive or negative.

- **Positive reinforcement and negative reinforcement** increase the probability of a behavior that they follow, while **positive punishment and negative punishment** reduce the probability of behaviour that they follow.

Another procedure is called "extinction".

- **Extinction** occurs when a previously reinforced behavior is no longer reinforced with either positive or negative reinforcement. During extinction the behavior becomes less probable.

### How to Use Operant Conditioning in Your Classroom

Discipline is important for a child's success and development. Most teachers would vouch for that. It is easy to think that discipline is always a form of punishment, but in truth, this does not have to be the case. Operant conditioning encourages positive reinforcement, which can be applied in the classroom environment to get the good behaviour you want and need from your pupils.

Used in a variety of situations, operant conditioning has been found to be particularly effective in the classroom environment. One of the main ways of reinforcing a behaviour is through praise, as the following example illustrates.

During instructional time, pupils are required to remain attentive and put their hands up when they want to ask a question or contribute to the class. When a child manages to act and behave in the exemplary way, the teacher may say, 'Great effort, Asamotah after getting such positive responses from the teacher. The feeling of pride and self-satisfaction is one they are going to want to emulate in the future, and so they are likely to behave well during instructional time going forward.

By so doing, the teacher will be educating the pupils on the type of behaviour he expects, and through positive reinforcement, the pupils will probably feel determined to impress next time round. Here, there will be positive outcome for both parties: the teacher, and the child.

Rewards may be used occasionally for a similar purpose, but should not be overused, as it is important to prevent the child from developing a dependency. If they become too adjusted to getting rewards such as sweets, for example, they may become eventually struggle to act in the same way without being presented with such a treat.

By building operant conditioning techniques into lesson plans, it is easily possible to teach children useful skills as well as good behaviours. By using symbols like smiley faces, 'Good Work' stamps, stickers, and even simple ticks when a child does something correctly, you are encouraging them to repeat such satisfying work again further down the line.

Skinner believed that classical conditioning was too simplistic to describe something as complex as human behaviour. Operant conditioning, in his opinion, better described human behaviour as it examined causes and effects of intentional behaviour. The difference between operant conditioning and classical conditioning is that, in operant conditioning, a voluntary response is then followed by a reinforcing stimulus. In this way, the voluntary response (e.g. studying for an exam) is more likely to be done by the individual. In contrast, classical conditioning is when a stimulus automatically triggers an involuntary response.

### COGNITIVE FIELD THEORY

Kurt Lewin (1890-1947), conducted experiments on the study of behaviour of children. He utilised an elaborate experimental set-up with a view to control the child's total environment during the course of the investigation for getting detailed information.

Lewin emphasised the study of behaviour as a function of the total physical and social situation. Lewin holds that psychological laws need not be formulated solely on the basis of statistical averages. Rather the individual case is equally important.

Even if all general psychological laws were known, we would still need to understand the specific individual and 'total situation' in which he exists before we could make any prediction about his behaviour.

Thus Lewin favours an idiographic psychology in which the focus is on the individual, as opposed to nomothetic psychology, where the emphasis is on Statistical average.

Lewin describes his viewpoint in the following formula:

$$b = F(pe)$$

B Represents behaviour

F is a function

Fig: the total environment situation.

Lewin explains the individual behaviour on the basis of life-space. An individual's life-space depends on his psychological force. It includes the person, his drive, reasons, thoughts and his environment which consists of perceived objects and events.

Lewin represents his theory through a diagram in which an individual is in the centre. He moves through his life-space which consists of the totality of facts that determine his behaviour at a given time.

A life-space contains the individual himself, the goals he is seeking (positive valence) or avoiding (negative valence), the barriers that restrict the individual's movements and the path he must follow to reach his goal.

Desire creates tensions in the individual and tensions come to a balancing state and the person acts. After the goal has been achieved, the organism (individual) returns to a state of repose until a new desire activates him.

In Lewin's theory, threat, goal and barrier are the main factors. An individual who has to achieve some goal has to cross a barrier. The barrier may be psychological or physical. Because of the changes in the barrier in the life-space of an individual, continuous reconstruction takes place.

Lewin's theory is called field theory as to a psychologist field means the total psychological world in which a person lives at a certain time. It includes the total events of past, present and future, concrete and abstract, actual and imaginary and within a field of forces. The field of forces to which the individual is responding or reacting is called his life-space.

Lewin's theory regards learning as a relativistic process by which a learner develops new insight or changes old ones. According to the theory, learning is not a mechanistic process of connecting stimuli and responses within a biological organism. Field psychology explains development of insight as a change in cognitive structure of life-space.

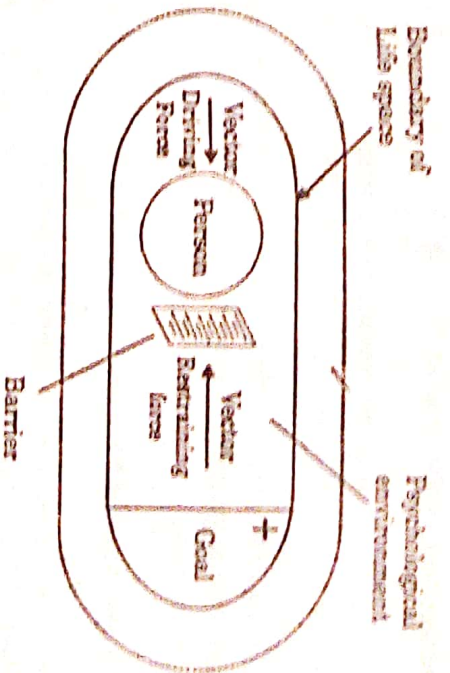


Fig. Lewin's Theory of Learning.

Diagram adopted from Kurt Lewin

Lewin's theory regards learning as a relativistic process by which a learner develops new insight or changes old ones. According to the theory, learning is not a mechanistic process of connecting stimuli and response within a biological organism. Field psychology explains development of insight as a change in cognitive structure of life-space.

His theory may be explained as follows:

Suppose a person P is moving towards a goal of getting social recognition. But to achieve the goal, he has to apologise. New asking for apology is the barrier coming in his way. The barrier may be physical or psychological forces preventing him from reaching the goal. These forces organise themselves into a pattern which determines his future behaviour.

He classified learning into the following categories:

- (i) Learning is a change in cognitive structure.
- (ii) Learning is a change in motivation, i.e., in valences and values.
- (iii) Learning is acquisition of skills.

... of all types involves change in perception. Changes in cognitive structure are caused by the forces in the psychological field - needs, aspirations and valences. Lewin thinks that level of aspiration depends upon the potentialities of an individual and on the influences of the group to which he belongs. Too high or too low level of aspiration discourages learning.

### Main Concepts of Lewin's Field Theory:

Lewin's system leans heavily on concepts derived from topology, a branch of mathematics that deals with transformation in space, from vector analysis, or mathematics of dimensional lines and from the sciences of chemistry and physics concepts as Valence, equilibrium and field force. Lewin's most important publications Principles of Topological Psychology (1936).

The main concepts used in Lewin's field theory are as follows:

1. **Topology:** It is also called topological. Two basic concepts which topological space denotes are:

(a) Connectedness, and

(b) Part-whole relationships.

Topological concepts are used to represent the structure of life-space in such a way as to define the range of possible perceptions and actions. This is accomplished by showing the arrangements of the functional parts of life-space. The parts are shown as various regions and their boundaries. When an individual structures his life-space, he divides it into regions.

2. **Vectors:** The term vector represents a force which is influencing movement towards a goal or away from it. If there is only one vector (force), there is movement in the direction of the vector. However, if there are two or more vectors acting simultaneously in different directions, the movement is in the direction of the resultant force.

3. **Life-Space:** It is also called the psychological field. The psychological field is the space in which the person moves psychologically. It contains the whole of one's psychological reality - one's self and what one thinks of or what one gains from one's physical and social environment.

4. **The Person in Life-Space:** The person is often represented as a point moving about in his life-space, affected by pulls and pushes upon him, circumventing barriers in his locomotion in his own life-space.

5. **Valence:** When a person is attracted by an object, that object is said to have a positive valence. When a person is repelled by an object that is said to have a negative valence. The person tends to move towards a region in life-space that has positive valence and he tends to move away from a region in life-space that has negative valence. Because life-space may contain regions with several valences active at a time, these give rise to conflict, especially when the opposing forces are approximately in balance.

Lewin specifies three chief kinds of conflict:

(a) **Two Positive Valence:** Such as when a child has to choose between going to picnic and playing with his friends.

(b) **A Simultaneous Positive and Negative Valence:** Such as when a child is offered for a reward for the school task he does not wish to perform.

(c) **Two Negative Valence:** Such as when a child is threat-end with punishment if he does not do a task which he does not wish to perform.

6. **Distance and Direction:** When there is a close correspondence between life-space and physical space, physical distances and directions may be used for experimental purposes as approximations of distances and directions in life space.

7. **Behaviour:** Lewin regards behaviour as a function of present life space. He insists that behaviour depends upon the present and not upon the past or future.

8. **Barrier:** It is a dynamic part of an environment which resists motion through it. It stands in the way of a person's reaching his goal.

9. **Goal:** Goal is a region of valence-region of life-space to which a person is psychologically attracted.

10. **Tension:** It is very closely to and is descriptive of psychological need tension may be achieved either through reaching a goal or through room life-space.

11. **Cognitive Structure:** It is an environment including a person as known person. It is synonymous with insight or understanding.

### Classroom Implications of Field Theory:

Taking into consideration the field theory as a whole the classroom teaching implications include the significance of seeing the total situation at the beginning of the lesson or an activity. The teacher should preview the activities involved in the problem to be encountered. Moreover, from the point of view of a field theory teacher should keep in mind that the student, the teacher himself, other teachers, school and the peer group- are all parts of the total situation.

The need for seeing the whole and details of the situation is very necessary. The teacher must assist the students to perceive the goal and the barrier. The goal must be presented in an easier and simplified way. Sometimes partial insight of a situation may provide partial relief from tension.

### Major Educational Implications of This Theory:

#### 1. Reward and Punishment:

According to Lewin, the learner because of attraction to rewards may resort to shortcuts or methods. For example, to get distinction in the examination (reward) the student may like to cheat (shortcut method). It is, therefore, necessary to put some barriers over the reward situation, to avoid access to such short methods.

In the case of punishment, however, there is a tendency to leave the field because of the unpleasantness of the task, unless some strong barriers are there to keep one in the field. Reward activities often become interesting and are liked so that motivation is no longer extrinsic while the activities controlled by the threat of punishment tend to become extremely hated.

#### 2. Success and Failure:

Psychological analysis of success from the point of view of the learner shows the following possibilities:

- (1) To reach a goal constitutes success.
- (2) To get within the region of the goal may be a success experience.
- (3) To make some progress in the direction of the goal also constitutes a success experience.
- (4) To select a socially approved goal is also a success experience.

Psychological success or failure depends upon ego involvement and the level of aspiration. Success in easy task is not a success experience, since it does not involve the ego of the person. Similarly, failure in a very difficult task is no failure experience.

#### 3. Motivation:

The repetition of an activity brings change both in the cognitive structure and in the need-tension systems. As a result of this goal, attractiveness changes. Lewin calls goal attractiveness valence and valence change.

#### The valence may change in any of the following ways:

- (1) Attractive goals may lose attention if the activity related to them is repeated to the points of satiation.
- (2) Choice of goals is influenced by previous experiences of success and failure.

#### 4. Memory:

#### The field theory states the following regarding memory:

- (1) Tasks which have no sense in completion are not remembered.
- (2) Unfinished tasks are remembered better than finished tasks because of psychological tension.

(3) Tasks which lead to the satisfaction of many needs are remembered better than tasks which lead to the satisfaction of one need.

COGNITIVE DEVELOPMENT THEORY

Finally, Jean Piaget's Theory of Cognitive Development holds that, thinking develops in a sequence of stages. Since it is assumed that children reason differently from adults, the teacher must try to see things from the child's point of view, which involves the difficult task of assessing the level and type of thinking of each child.

*The four development stages are described in Piaget's theory as:*

**1. Sensorimotor stage:** from birth to two years, children experience the world through movement and their senses. During the sensorimotor stage children are extremely egocentric, meaning they cannot perceive the world from others' viewpoints. The sensorimotor stage is divided into six sub-stages (Phillips, 1969).

*I. Simple reflexes:* From birth to one month old. At this time infant use reflexes such as rooting and sucking.

*II. First habits and primary circular reactions:* From one month to four months old. During these time infants learn to coordinate sensation and motor types of schema (habit and circular reactions). A primary circular reaction occurs when the infant tries to reproduce an event that happened by accident (ex: sucking thumb).

*III. Secondary circular reactions:* From four to eight months old. At this time they become aware of things beyond their own body; they are more object-oriented. At this time, they might accidentally shake a rattle and continue to do it for sake of satisfaction.

*IV. Coordination of secondary circular reactions:* From eight months to twelve months old. During this stage they can do things intentionally. They can now combine and recombine schemata and try to reach a goal (ex.: use a stick to reach something). They also begin to understand object permanence in the later months and early into the next stage. That is, they understand that objects continue to exist even when they can't see them.

*V. Tertiary circular reactions, novelty, and curiosity:* From twelve months old to eighteen months old. During this stage infants explore new possibilities of objects; they try different things to get different results.

*VI. Internalization of schemata.*

Some followers of Piaget's studies of infancy, such as Kenneth Kaye, argue that his contribution was as an observer of countless phenomena not previously described, but that he didn't offer explanation of the processes in real time that cause those developments beyond analogizing them to broad concepts about biological adaptation generally. Kaye's "apprenticeship theory" of cognitive and social development related Piaget's assumption that mind developed endogenously in infants until the capacity for symbolic reasoning allowed them to learn language, (Kaye, 1982).

**2. Preoperational stage:** Piaget's second stage, the pre-operational stage, starts when the child begins to learn to speak at age two and lasts up until the age of seven. During the pre-operational Stage of cognitive development, Piaget noted that children do not yet understand concrete logic and cannot mentally manipulate information. (Children's increase in playing and pretending takes place in this stage. However, the child still has trouble seeing things from different points of view. The children's play is mainly categorized by symbolic play and manipulating symbols. Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table. Their observations of symbols exemplify the idea of play with the absence of the actual objects involved. By observing sequences of play, Piaget was able to demonstrate that, towards the end of the second year, a qualitatively new kind of psychological functioning occurs, known as the Pre-Operational Stage (Gopnik et al. 1997).

The pre-operational stage is sparse and logically inadequate in regard to mental operations. The child is able to form stable concepts as well as magical beliefs. However, the child is still not able to perform operations, which are tasks that the child can do mentally, rather than physically. Thinking in this stage is still egocentric, meaning the child has difficulty seeing the viewpoint of others. The Pre-Operational Stage is split into two substages: the symbolic function sub-stage, and the intuitive thought sub-stage. The symbolic function sub-stage is when children are able to understand, represent, remember, and picture objects in their mind without having the object in front of them. The intuitive thought sub-stage is when children want to propose the questions of "why?" and "how come?" This stage is when children want the knowledge of knowing everything (Gopnik et al. 1997).

The Preoperational Stage is divided into two substages:

**I. Symbolic Function Sub-stage**

From two to four years of age children find themselves using symbols to represent physical models of the world around them. This is demonstrated through a child's drawing of their family in which people are not drawn to scale or accurate physical traits are given. The child knows they are not accurate but it does not seem to be an issue to them.

**II. Intuitive Thought Sub-stage**

At between about the ages of four and seven, children tend to become very curious and ask many questions, beginning the use of primitive reasoning. There is an emergence in the interest of reasoning and wanting to know why things are the way they are. Piaget called it the "intuitive sub-stage" because children realize they have a vast amount of knowledge, but they are unaware of how they acquired it. Centration, conservation, irreversibility, class inclusion, and transitive inference are all characteristics of preoperational thought (Gopnik et al, 1997).

3. **Concrete Operational Stage:** from ages seven to eleven. Children can now conserve and think logically (they understand reversibility) but are limited to what they can physically manipulate. They are no longer egocentric. During this stage children become more aware of logic and conservation, topics previously foreign to them. Children also improve drastically with their classification skills

1. **Formal Operational Stage:** from age eleven to sixteen and onward (development of abstract reasoning). Children develop abstract thought and can easily conserve and think logically in their mind. Abstract thought is newly present during this stage of development. Children are now able to think abstractly and utilise metacognition. Along with this, children in the formal operational stage display more skills oriented towards problem solving, often in multiple steps.

Application of Cognitive Development (Piaget's Theory) in the Classroom

- Teachers should carefully assess the current stage of a child's cognitive development and only assign tasks for which the child is prepared. The child can then be given tasks that are tailored to their developmental level and are motivating.

- Teachers must provide children with learning opportunities that enable them to advance through each developmental stage. This is achieved by creating disequilibrium. Teachers should maintain a proper balance between actively guiding the child and allowing opportunities for them to explore things on their own to learn through discovery.
- Teachers should be concerned with the process of learning rather than the end product. For example, the teacher should observe the way a child manipulates play dough instead of concentrating on a finished shape.
- Children should be encouraged to learn from each other. Hearing others' views can help breakdown egocentrism. It is important for teachers to provide multiple opportunities for small group activities.
- Piaget believed that teachers should act as guides to children's learning processes and that the curriculum should be adapted to individual needs and developmental levels.

Although, Skinner, Lewin, and Piaget differ in their basic assumptions, their work can be of great use to the teacher who employs common sense and the knowledge gained from classroom experience.

**LIKELY EXAMINATION QUESTIONS AND ANSWERS**

Identify the option that best completes the statement or answers the question.

- Psychologists study the development of individuals across several domains. Which of the following is not one of the domains studied?
  - A. Physical
  - B. Socioemotional
  - C. Cognitive
  - D. **Psychodynamic**
- Asamoah is fascinated by his daughter's excitement and determination to learn new things. Thus, he is concerned with her development in which domain?
  - A. Physical
  - B. Cognitive
  - C. Sociocultural
  - D. **Socioemotional**
- When developmental psychologists begin to study a new phenomenon, their first goal is to \_\_\_\_\_ that phenomenon.

A. describe

B. intervene in the development of

C. explain the cause of

D. experiment on

4. Which of the following would be considered a developmental change?

A. Your teenage son decides to become a vegetarian.

B. Your daughter perfects her basketball in shooting practice.

C. Your 35-year-old cousin gains 15 million Ghana Cedis on lottery.

D. Your niece's ability to use logical reasoning changes between 1st and 4th grades.

5. Which of the following conditions was found by Developmental psychologists in their studies?

A. development across the domains moves from fairly complex forms to simpler forms.

B. development across the domains moves from fairly simple forms to more complex forms.

C. the full set of complex emotions is present in children from birth.

D. although cognition develops from simple forms to complex ones, socioemotional forms of understanding are relatively stable and enduring.

6. Which of the following is not one of the defining characteristics of development?

A. It helps an individual adapt to the environment.

B. It proceeds from relatively simple forms to forms of greater complexity.

C. It is entirely dependent on genetics.

D. It is relatively enduring.

7. In Sigmund Freud's psychoanalytic theory of personality development, the function of the ego is to

A. inflate a person's sense of self-importance.

B. balance the needs of the id and the superego.

C. understand and apply strict rules of appropriate behavior.

D. seek out pleasure while avoiding pain.

8. Erik Erikson believed that development was driven primarily by

A. genetics.

B. the environment in which a child was raised.

C. the resolution of psychosexual crises.

D. the resolution of psychosocial crises.

9. Classical conditioning is based on the idea of learning by

A. association.

B. insight.

C. imitation.

D. cognition.

10. Operant conditioning theory tells us that a behavior that is not reinforced will be

A. repeated.

B. changed into a new behaviour.

C. extinguished.

D. the basis for mental illness.

11. According to Bandura's social learning theory, people learn through

A. shaping.

B. imitation.



- C. expansion of their zones of proximal development.  
 D. development of cognitive structures.
12. The correct order of Piaget's stages of development is
- preoperational, sensorimotor, formal operational, concrete operational
  - preoperational, concrete operational, formal operational, sensorimotor
  - sensorimotor, preoperational, formal operational, concrete operational
  - sensorimotor, preoperational, concrete operational, formal operational
13. The choice of the appropriate format to use in constructing a test is influenced by the
- skills in writing different types of items
  - intelligence level of the students
  - content that has been taught
  - availability of the specification table
14. Accommodation is to \_\_\_\_\_ as assimilation is to \_\_\_\_\_.
- fitting in; fitting in
  - fitting in; changing
  - changing; changing
  - changing; fitting in
15. Which perspective stresses that development must be seen as adaptation to specific cultural demands?
- Psychoanalytic
  - Ecological
  - Behavioural
  - Sociocultural
16. The evolutionary perspective looks at developmental changes through the lens of
- their adaptive value.
  - the unconscious.
  - cognitive restructuring.
  - learning.
17. If you use the scientific method to investigate psychological phenomena, your first step should be to
- develop a hypothesis.
  - make up an appropriate test.
  - conduct a study.
  - formulate a question.
18. Mrs. Harriet Esi Yeboah studies how children and their parents interact. She has a parent and child who come to her laboratory for a "play session" and watches them from behind a one-way mirror so that they can't see her. The research method she's chosen is
- structured observation
  - participant observation.
  - naturalistic observation.
  - representational observation.
19. A teacher decides to try a new instructional approach when teaching the next mathematics unit on fraction. Which one of the following strategies would be most appropriate in helping the teacher judge the effectiveness of the new approach?
- Comparing students' grades during the unit with the grades of students whose teachers is other instructional methods
  - Periodically asking students to provide their feedback on instructional activities used in the unit
  - Revisiting the topic later in the school year to determine how well students are able to recall unit concepts

D. Systematically collecting and analysing students' performance throughout the course of the unit.

20. Children in Piaget's concrete operational stage of cognitive development

- A. are just beginning to develop their language abilities.
- B. can use hypothetical reasoning and abstract reasoning quite well.
- C. can think logically, but only about real objects.
- D. are learning to understand the basic manipulation of objects.

*It should be noted that, proper application of learning theories would lead to effective lesson planning, delivery and classroom management, which happens to be the topic discussed under the next chapter.*

## CHAPTERT FOUR

### EFFECTIVE LESSON PLANNING, DELIVERY AND CLASSROOM MANAGEMENT

A good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending reasonable time to prepare your lessons.

#### A Framework for Professional Practice

According to Danielson (1996), any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers, this book will incorporate framework for teaching developed by Charlotte Danielson.

#### Danielson's Framework for Teaching

This framework identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching: *planning and preparation, the classroom environment, instruction, and professional responsibilities*. These domains and their components are outlined in a following table. A brief review of each of these domains will provide a road map of the skills and competencies new teachers need to develop.

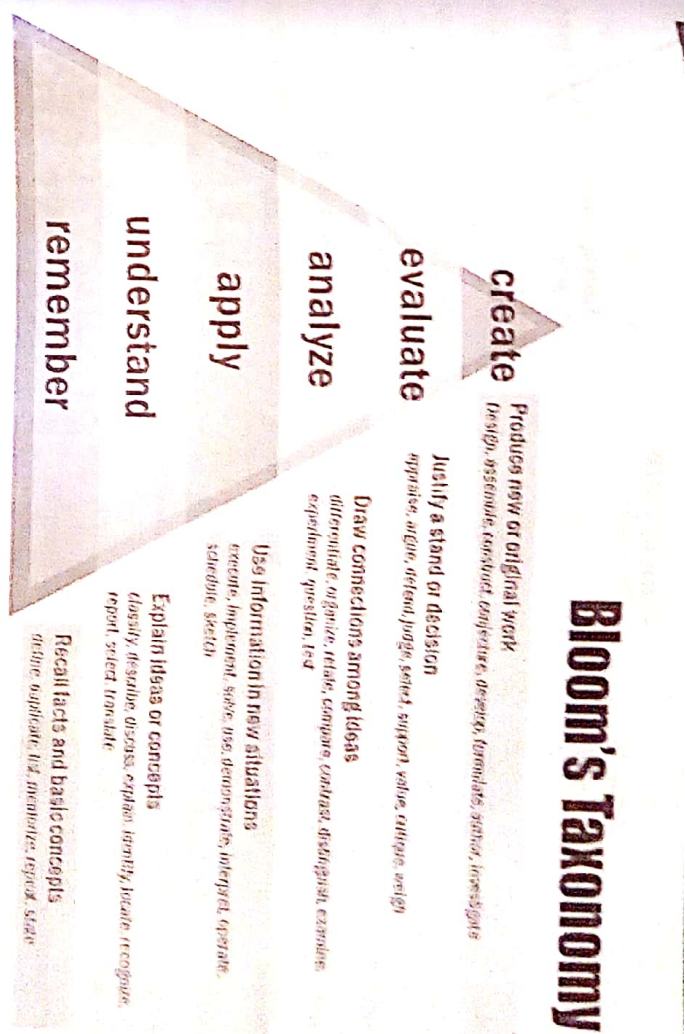
**Domain 1: Planning and Preparation.** The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrate knowledge of content, and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning

**Domain 2: The classroom Environment.** The components in Domain 2 consist of the interactions that occur in a classroom that are non-instructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

Domain 3: Instruction. The components in Domain 3 are what constitute the core teaching: the engagement of students in learning context. These include communicating clearly and accurately, using questioning and discussion technique engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Domain 4: Professional Responsibilities. The components in Domain 4 represent a wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families contributing to the school and district, growing and developing professionally, and showing professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators as well as being seen as the professionals. The benefits of having the framework for professional practice as Danielson notes, are several. First, a framework offers the profession of teaching a shared vocabulary as a way to communicate about excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice. A framework for teaching provides structure for discussions among teachers and also serves to sharpen the focus on professional development. A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

Again, the Bloom's taxonomy is a very useful classification model for learning objectives. It was first proposed by Benjamin Bloom in 1956 and slightly revised in 2001. Bloom's taxonomy organizes learning objectives according to the type of learning that is being developed. It also has types of learning ranked from low to high, with the lowest level of learning being the recall of facts and basic concepts, and the highest level being creation of original work. The skills toward the top of the pyramid involve what we call higher-level thinking. Note that there is no implication that learning at the top of the pyramid is more valid or valuable than at the bottom. In some cases, simple remembering skills are exactly what is needed in a situation. Sometimes it is creation. It depends on the objectives to be achieved. Below is a diagram of Bloom's Taxonomy.



Adopted from USC Center for Excellence in Teaching - [cel.usc.edu](http://cel.usc.edu)

Verbs & Assessments for Each Level of Bloom's Taxonomy

Action Verbs For Learning Objectives		REMEMBER		Appropriate Assessment Types	
Define	State	Enumerate		Fill-in-the-blank	
Identify	Quote	Omit		Multiple choice	
Describe	Reproduce	Recite		Labeling	
Label	Tabulate	Record		Matching	
List	Tell	Repeat		Short written response	
Match	Copy	Retell		Worksheet	
Select	Duplicate	Outline		Workbook	
Recall	Arrange	Recognize			
Name	Underline	Locate			

William Yaw Odum

William Yaw Odum

## UNDERSTAND

### Action Verbs For Learning Objectives

Explain	Interpret	Infer	Essay	Chart
Describe	Classify	Relate	Exam	Collect
Paraphrase	Distinguish	Cite	Problem set	
Summarize	Associate	Generalize	Class discussion	
Compare	Demonstrate	Rewrite	Concept map	
Discuss	Express	Trace	Oral report	
Predict	Indicate	Transform	Outline	
Convert	Estimate	Group	Story problem	
Give examples	Translate	Illustrate	Dramatization	
Order			Debate	

## APPLY

### Action Verbs For Learning Objectives

Solve	Experiment	Employ	Problem set	Appropriate Assessment Types
Apply	Dramatize	Explain	Performance	
Use	Manipulate	Interview	Lab experiment	
Calculate	Paint	Operate	Simulation	
Relate	Prepare	Practice	Clinical work	
Complete	Act	Predict	Role play	
Construct	Administer	Simulate	Demonstration	
Produce	Compute	Sketch	Map	

## ANALYZE

### Action Verbs For Learning Objectives

Analyze	Classify	Advertise	Case study	Appropriate Assessment Types
Compare	Contrast	Conclude	Critique	
Infer	Separate	Deduce	Lab experiment	
Differentiate	Discriminate	Devise	Essay	
Categorize	Divide	Outline	Project	
Correlate	Order	Plan	Debate	
Diagram	Subdivide	Troubleshoot	Concept map	
Organize	Survey	Illustrate	Reflection	
Plan	Dissect	Deconstruct	Data analysis	
Test	Estimate	Diagram	Spreadsheet	
Investigate	Interpret	Group	Graph	

## EVALUATE

### Action Verbs for Learning Objectives

Critique	Judge	Conclude	Journal
Debate	Support	Consider	Diary
Appraise	Discriminate	Debate	Critique
Describe	Assess	Justify	Problem set
Recommend	Measure	Persuade	Product review
Compare	Grade	Appraise	Study
Defend	Rank	Monitor	Peer review
Find errors	Select	Detect	Revision
Score	Rate	Validate	Survey
Argue	Weigh		Editorial

### Appropriate Assessment Types

Design	Plan	Prepare	Research project
Compose	Write	Assemble	Musical composition
Classify	Compare	Collaborate	Performance
Formulate	Construct	Devise	Essay
Hypothesize	Develop	Make	Business plan
Compare	Integrate	Negotiate	Product design
Modify	Organize	Facilitate	Job aid
Rewrite	Structure	Propose	Infographic

## CREATE

### Appropriate Assessment Types

Design	Plan	Prepare	Research project
Compose	Write	Assemble	Musical composition
Classify	Compare	Collaborate	Performance
Formulate	Construct	Devise	Essay
Hypothesize	Develop	Make	Business plan
Compare	Integrate	Negotiate	Product design
Modify	Organize	Facilitate	Job aid
Rewrite	Structure	Propose	Infographic

Generate	Act	Show	Portfolio
Improve	Arrange	Invent	Poem
Revise			Advertisement
			Video

## LIKELY EXAMINATION QUESTIONS AND ANSWERS

1. A documented educational process which describes in details among others, the time, place of education as well as methods for evaluating students is called .....
  - A. Scheme of work
  - B. Lesson notes
  - C. Syllabus
  - D. Curriculum
2. Which of the following is a well stated behavioural objective for a classroom instruction?
 

By the end of the lesson .....

  - A. the pupils will be able to state at least three importance of education
  - B. the pupil will be able to state some importance of education
  - C. the pupil will be able to know at least two importance of education
  - D. the pupil will be able to mention two importance of education

3. A Headteacher once told his class four teacher who was busily teaching, to stop teaching the subject and teach the pupils. What was the Headteacher complaining about?
  - A. The teacher's method
  - B. The teacher's technique
  - C. The teacher's strategy

- D. The teacher's methodology
4. Which of the following statements is a well stated Teacher-Learner Agreement (TLA)?

- A. Guide pupils to explain Air Pollution
- B. Guide pupils to know what Air Pollution is
- C. Help pupils to know the meaning of Air Pollution
- D. Through a whole class discussion, guide pupils to explain Air Pollution

5. Which one of the following best explains Teaching and Learning Methods (TLMs) as used in the classroom?

- A. Any objects or items use by teachers in their teaching process
- B. Any objects or items use by learners in class
- C. Any objects or items used by both teachers and learners in teaching and learning process
- D. Any objects or items prepared by teachers to aid in his teaching in class

6. Which of the following techniques best promotes cooperative learning?

- A. Lecture
- B. Demonstration
- C. Whole class discussion
- D. Small group discussion

7. All the following statements of lesson closure are correct with the exception of

- A. Ask oral questions based on the topic to conclude the lesson
- B. Summarize the main points on the topic to conclude the lesson

- C. Summarize the key points by asking oral questions to conclude the lesson
- D. Conclude the lesson by asking oral questions based on the topic

8. Which of the following reference materials provides a detailed methodology and step by step procedure in preparation of lesson notes?

- A. Scheme of work
- B. Syllabus
- C. Teachers handbook
- D. Pupils textbook

9. All the following are Characteristics of a good lesson plan except

- A. An introduction linking up with pupils R.P.K.
- B. A logically ordered presentation
- C. Appropriate pupil activities
- D. Clearly stated remarks as to when the lesson will be taught

10. Specific document commonly drawn up by authorized governmental committee, which provides details about prescribed or recommended contents usually in a particular subject area, to be taught by teachers is known as

- A. Scheme of work
- B. Lesson note
- C. Syllabus
- D. Curriculum

11. When teaching students new concepts, a teacher makes a point of following direct instruction with guided and independent practice activities. Though students seem to have a good grasp of new concepts at a time, the teacher discovers that they are often unable to remember what they have learned. Which of the following strategies is

likely to be most effective in addressing the concepts?

- A. Having students use a section of their binders to maintain an ongoing record of newly learned concepts
  - B. Identifying a variety of authentic contexts in which students can apply newly learned concepts**
  - C. Stating for students the targeted concept at the beginning and end of each lesson
  - D. Using various incentive systems to reward students for mastering new concepts
12. For classroom teachers, core points are mainly written in a lesson plan to ensure that
- A. Pupils can get notes to write at the end of the lesson
  - B. The main ideas of the lesson are brought out**
  - C. The pupils pay attention during instruction
  - D. All of the above
13. A school teacher wants to plan mathematics activities that will be responsive to children's varied experiences, characteristics, and needs. Which one of the following strategies would BEST provide the teacher with information to support this goal?
- A. Confering with parents/guardians about their children's mathematics-related behavior and activities at home.
  - B. Creating simple paper and pencil mathematics tests of administration to the class on a weekly basis.
  - C. Observing and conversing with children as they work and play with various manipulatives**
  - D. Posing mathematics-rated problems, such as students to form groups of various sizes.

14. At the beginning of the academic year, a teacher learns that a student who has a mild Developmental Cognitive Disability (DCD) would join the class, which one of the following teacher strategies would be most effective in addressing the academic needs of the student?

- A. Ensuring that the student has an unobstructed view of the teacher during instructional activities
  - B. Implementing a colour-coding system to organize the student's textbooks and other materials
  - C. Presenting content to the student in small steps with extensive practice before moving to a new concept of skill.**
  - D. Utilizing a consistent assessment method and format to measure the student's learning progress.
15. All of the following are characteristics of Teaching and Learning Materials (TLMs) EXCEPT being \_\_\_\_\_
- A. Attractive to the pupils
  - B. Easy to operate or use by the pupils**
  - C. Small so that pupils can handle it easily
  - D. Visible by pupils wherever they sit in the classroom
16. A classroom teacher wants to arrange the pupils for group work. Which one of the following grouping should he/she use to foster collaboration and bring out the expected learning outcomes? He/she should put \_\_\_\_\_
- A. All boys or all girls
  - B. All brilliant pupils
  - C. Boys and girls of the same together
  - D. Boys and girls with different abilities**
17. A teacher is introducing new content to his learners. Which one of the following strategies would BEST promote the students' understanding of the new content?

- B. development across the domains moves from fairly simple forms to more complex forms.
- C. the full set of complex emotions is present in children from birth.
- D. although cognition develops from simple forms to complex ones, socioemotional forms of understanding are relatively stable and enduring.

*Effective lesson planning, delivery and good classroom management, require the use of appropriate questioning skills. Effective questioning skills, is the topic discussed in the next chapter.*

A. Asking students, a series of follow-up questions to informally evaluate their grasp of the material

B. Building a concept web that organizes the main ideas as the teacher discusses them

C. Having students read the relevant chapter of a textbook at the conclusion of the lesson

D. Listing important specific vocabulary on the board before beginning the lesson

18. A self-directed learning model is most appropriate for achieving which one of the following instructional goals?

A. Building mastery of a sequential set of skills

B. Encouraging appreciation for diverse perspectives

C. Integrating the basic concepts of multiple content areas

D. Promoting active engagement in the learning process

19. If a Home Economics teacher wants to promote the students' food preparation skills, which of the following strategies will best address her goal?

A. Asking students to choose a meal they would like to prepare and work with them to write out the steps involved in preparing each food

B. Providing direct instruction to students by planning opportunities for them to prepare various foods in school on a consistent basis

C. Arranging for students to observe cafeteria staff while they are preparing food for lunch and meeting with the students to discuss their observation

D. Sending a note to students' parents/guardians requesting that students become involved in food preparation activities at home

20. Which of the following conditions was found by Developmental psychologists to be true?

A. development across the domains moves from fairly complex forms to simpler forms.



## EFFECTIVE QUESTIONING SKILLS

## Introduction

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey students the content elements to be learned and directions for what they are to do, how they are to do it.

Questioning in teaching and learning is frequently taken for granted, but it is a skill which needs conscious development if we are to become effective teachers. Teachers can improve their ability to ask questions of different cognitive levels by familiarizing themselves with question taxonomies, which classify questions on the basis of mental activity or intellectual behavior required to formulate an answer (Abel and Schreiber, 1969). As they answer questions at different cognitive levels, especially higher levels, students develop critical-thinking and communication skills following summary outlines effective questioning skills:

General Strategies for Effective Questioning

When preparing to teach, compose specific questions to ask students (or that you anticipate they will ask you). Doing so will help you increase student participation and encourage active learning.

- **When planning questions, keep in mind your lesson objectives.** For example, do you want students to master core concepts? To develop the critical thinking skills? The questions you ask should help them practice these skills, as well as communicate the facts, ideas, and ways of thinking that are important to their learning.
- **Aim for direct, specific questions.** During class discussions, rather than beginning with a single question that is multilayered and complex, use a sequence of questions to build depth and complexity. Essay questions or exams or paper assignments, on the other hand, often provide an appropriate opportunity to ask multi-layered questions. If your lesson objectives include preparing students to answer multi-layered questions, use questions during class time to walk students through the process.
- **Ask questions throughout your class and ask only one question at a time.** When you ask more than one question, students often do not respond because they are unsure which question you want them to answer. In course planning,

- include notes about when you will pause to ask and answer questions. Asking questions throughout the class will not only make it more interactive, but will also help you measure and improve student learning. Do not wait until the last two minutes of class to ask for questions. Students are unlikely to ask questions when they know that only a few minutes remain.
- **Ask open-ended questions.** Open-ended questions work best for engaging students in discussion, as they offer the opportunity for debate. Avoid asking leading questions, those that prompt or suggest the answer, and yes/no questions. If a yes/no question is warranted, be ready with a follow up question to encourage students to critically evaluate the material and engage in discussion.
- **Use Bloom's Taxonomy to be sure you are addressing various types of cognitive processes in your questions.** Bloom's Taxonomy provides a useful way to think about kinds of cognitive processes that students use to engage with knowledge. Bloom's Taxonomy can be used in all stages of course or lesson planning. Ideally, you should combine questions that require "foundational thinking" to assess students' knowledge and comprehension with questions that require "complex processing" to assess students' abilities to apply, analyze, synthesize, and evaluate.
- **Refine and reflect on questions after class.** After teaching a class session, teaching a help session, collecting an assignment, or administering an examination, take brief notes on which questions were the most effective at achieving the goals you had set and which questions led to answers that you did not expect. Keep these notes with your lecture notes or lesson plans and use them to refine your questions for the next time you will teach or meet with students.

Facilitating a Discussion

- **Give students time to think and formulate responses.** Waiting 5-10 seconds will increase the number of students who volunteer to answer and will lead to longer, more complex answers. If students do not volunteer after 10 seconds, rephrase the question. Refrain from answering your own question which will only communicate to students that if they do not answer, you will do their thinking for them.
- **Wait for students to finish an idea before interjecting.** You may find yourself wanting to interrupt because you think you know what the student is going to say, or simply because you are passionate about the material. Resist this temptation. Hearing the students' full responses will allow you to give

## CHAPTER FIVE

### EFFECTIVE QUESTIONING SKILLS

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- **Wait for students to finish an idea before interjecting.** You may find yourself wanting to interrupt because you think you know what the student is going to say, or simply because you are passionate about the material. Resist this temptation. Hearing the students' full responses will allow you to give

credit for their ideas and to determine when they have not yet understood the material.

- **Show interest in all answers.** Encourage students when they are offering answers by nodding, looking at them, and using facial expressions that show you are listening. Do not look down at your notes while they are speaking. Thank students who respond to your questions and engage in discussion. Communicate your appreciation for their involvement with creating a dialogue in your course.
- **Redirect and guide wrong answers towards a correct one.** For example, note that student's answer overlooks the most important conclusion of your study you are discussing; then ask that same student to try to recall what conclusion is. If he or she does not recall the conclusion, open this question to the class.
- **Develop responses that will keep students thinking.** Resist the temptation to simply respond with praise or censure. Allow other students to provide critique if it is warranted, and continue to ask probing/guiding questions. For example, ask the rest of the class to respond to an idea that one student has presented, or ask the student who answered to explain.

Chuska (1995) offers effective ways to ask effective higher-order follow-up questions depending on a student's response:

1. **Clarify student responses.** Often, students will offer answers without fully explaining how they arrived at their response. Enable students to be conscious of the importance of precision and the nuance of language and meaning in questions like, "What do you mean by that? How are you defining that term? What might be another way we could use to describe that?"
2. **Ask for validation and evidence.** When students supply a faulty conclusion instead of correcting them, try asking questions like, "Where did you get this information?" or "What support do you have for that?" to guide students toward their own understanding. This line of questioning is also appropriate for students who have provided correct answers but have not detailed how they got there.
3. **Seek to broaden opinions.** If students offer their own views on an issue, guide them to see their own particular vantage point by asking, "What or who do you feel or believe that?" You can then ask them to consider points of view by asking a question such as, "Who might disagree with you about this, and why?" or "Here are some objections I have heard to that opinion. How would you respond to these?"

4. **Encourage thinking about the implications of a student's views and conclusions.** After proving their points with data, students can still think about the meaning of their conclusion. Ask "What do you predict will happen as a result of your conclusion? What are the consequences if your conclusion is valid?"
5. **Dig underneath a student's judgment.** When students make evaluative remarks about a subject (e.g., a piece of literature, a historical figure), complicate their thinking by to them. "What criteria did you use in making your judgment?" "Here are some other criteria. Would they affect your evaluation? How?"

It is worth indicating that, if questions in the classroom constantly resemble verbal "ping pong" between a student and the teacher which happens when teachers respond directly to one student, and then ask an entirely new question of another student, students will not look to each other as sources of information nor will they be inclined to engage in dialogue with one another. According to Witten and White (1991), this "ping pong" method is more likely to be found in low-socioeconomic-status classrooms and in classrooms where teachers perceive their students as low achievers. Additionally, ethnographers found that students from certain cultures have difficulty responding within this pattern. Highly effective teachers eventually "phase out" their own involvement in a discussion completely, teaching students how to take turns and respond thoughtfully to one another. In these classrooms, over time, it is the students who are asking for clarification, validation, and elaboration of their peers' ideas.

It is also important for the teacher to avoid being the sole "judge" of correct and incorrect answers. It can be effective to diplomatically involve the class in careful consideration of the students' answer by asking a follow up question of other students, so they build on their classmate's response, as in "Harriet, how would you respond to Frank's question?"

### LIKELY EXAMINATION QUESTIONS AND ANSWERS

1. In typical human development which, which of the following gross-motor skills is usually developed last?

- A. Hopping
- B. Catching a ball with two hands
- C. Skipping
- D. Climbing stairs

2. Which level of intellectual behaviour according to Bloom's Taxonomy, does the question "Explain in your own words, the meaning of Profile Dimension?" belong to?

- A. Knowledge
- B. **Comprehension**
- C. Application
- D. Analysis

3. A mathematics teacher asked his pupils to classify objects according to shape. Which level of intellectual behaviour based on Blooms Taxonomy was the teacher measuring?

- A. Knowledge
- B. Comprehension
- C. **Application**
- D. Analysis

4. The question "How would you describe an elephant to your pupils?" measures which level of intellectual behaviour based on Bloom's Taxonomy?

- A. **Knowledge**
- B. Comprehension
- C. Application
- D. Analysis

5. The question "How do you distinguish between illegal and corporal punishment?" is

- A. **an open ended question**
- B. a close ended question
- C. an objective question
- D. a short answer question

6. The question, "Explain three importance of keeping Punishment Books in schools" is

- A. an open ended question
- B. **a close ended question**
- C. an objective question
- D. a short answer question

**Essential Skills Required for Teacher Professional Competence and Practice**

7. When students are reprimanded for giving wrong answers to questions in class, it is most likely to make them \_\_\_\_\_

- A. Dislikes others who are praised
- B. **lose confidence in the themselves**
- C. Pay attention to details during teaching
- D. Put extra effort in learning

8. A student with severe physical disabilities requires an adult's assistance with feedings. Which of the following information would be most important for the student's special education teacher to know in this situation?

- A. Whether the student is able to partially hold eating utensils or cups
- B. How much food and liquid the student commonly consumes at home
- C. Whether the student has demonstrated preferences for certain foods
- D. **What type of consistency the student's foods and liquids should be**

9. All the following are reasons for keeping punishment book in schools except

- A. To protect pupils from unreasonable punishment, violence and brutality from teachers
- B. To avoid giving teachers cause for negative criticisms and victimization of pupils
- C. To serve as documentary evidence kinds of punishments administered in the school
- D. **To expose teachers who are fond of punishing pupils at the least provocation**

10. In designing a lesson plan to teach a topic, the teacher should first focus on the

- A. Children's background knowledge on the topic
- B. **Objectives of the lesson**
- C. Test questions that will be used in the end
- D. Textbooks to be used

11. Which one of the following is likely to be most effective action in getting weak students to improve their academic performance?

- A. Class competition
- B. Group competition
- C. **Self-competition**
- D. Peer-assessment

12. Role-playing can be used most effectively to achieve which one of the following instructional goals?

- A. Encouraging students to view content from different perspectives
- B. Enhancing students' ability to recall important content with accuracy
- C. Helping students to remember the steps of a process
- D. Stimulating students' interest in a new topic

13. To promote children's skills on oral expression, a teacher regularly plans lessons that include discussions in groups of various sizes. While some children speak fluently in a variety of large and small-group contexts, others respond occasionally and are unwilling to participate. Which one of the following strategies is most likely to be encouraging reluctant children to participate in group discussions?

- A. Asking another child to help the reluctant one to give an answer
- B. Including questions that require simple, one-word responses
- C. Offering rewards to children who volunteer to speak
- D. Suggesting words that the child might include in his or her response

14. In a basic school, suspensions due to fights among students have increased in recent years. Research suggests that school staff can best reduce this type of behaviour by emphasizing which of the following approaches?

- A. Helping students learn to identify and avoid negative situations that are likely to escalate in intensity
- B. Implementing units at each grade level to teach students the elements and applications of moral reasoning
- C. Increasing the severity of consequences for students who exhibit violent behaviour on school grounds
- D. Providing students with explicit training and practice in the use of conflict resolution skills

15. Which theory operates on the "stimulus-response principle", which means that behaviours are caused by external stimuli?

- A. Contextual theory
- B. Behaviourist theory
- C. Cognitive theory

**Essential Skills Required for Teacher Professional Competence and Practice**

D. Constructivist theory

16. Which of the following factors is most important to consider when assessing the academic achievement of students from culturally and linguistically diverse backgrounds?

- A. The students' prior opportunities to learn
- B. The students' current grade level
- C. The students' report card grades
- D. The students' standardized district test scores

17. Which of the following conditions was found by Developmental psychologists in their studies?

- A. development across the domains moves from fairly complex forms to simpler forms.
- B. development across the domains moves from fairly simple forms to more complex forms.
- C. the full set of complex emotions is present in children from birth.
- D. although cognition develops from simple forms to complex ones, socioemotional forms of understanding are relatively stable and enduring.

18. A curriculum-based assessment provides information primarily about a student's:

- A. eligibility for special education services
- B. progress in acquiring specific academic skills
- C. aptitude for future academic success
- D. ability to use assistive technology to perform academically

19. A student who has an emotional behavioural disability is likely to have the most difficulty with which of the following aspects of communication development?

- A. Interpreting a speaker's feelings from his or her tone of voice
- B. Producing fluent speech that is free of articulation errors
- C. Understanding new vocabulary words in context



Adapted from *IT Learning and Development*, Penn State University

You may be thinking that learning to bake cookies and learning something in chemistry aren't the same at all, and, in a way, you are right. But, the information you get from assessing what you have learned is the same. Brian used what he learned from each batch of cookies to improve the next batch. You learn from each homework assignment you complete and every quiz you take what you still need to study in order to know the material. This practice is called self-assessment. It is effective in improving one's own ability.

Assessment doesn't have to be a written exam. You can determine if you have successfully learned something in a number of different ways, depending on what you are trying to learn. Recognizing that there are many different ways to assess learning and becoming skillful at self-assessment are important lifelong learning skills.

#### LIKELY EXAMINATION QUESTIONS AND ANSWERS

1. Mr. Fiifi wants to use alternative methods of assessment. Which of the following will he not likely use?

- A. Multiple Choice Test
- B. Reflective Journal Writing
- C. Oral Presentation
- D. Developing Portfolios

2. Mr. Anku gave his students' marked assignments back to them. He then asked them to look at their marks and areas they had problems getting the correct answers. Which one of the following behaviour is Mr. Anku trying to develop in the students?

#### Essential Skills Required for Teacher Professional Competence and Practice

- A. Peer learning
  - B. Peer-assessment
  - C. Portfolio assessment
  - D. Self-assessment
3. A teacher wants to assess students' perception and attitudes about physics learning. Which of the following assessments would provide the teacher with the most useful information in this area?
- A. Academic aptitude test
  - B. **Unnamed self-report inventory**
  - C. Individual behavior checklist
  - D. Task-specific rubric
4. The test scores teachers enter on the school-based assessment form is first and foremost meant to show
- A. Compliance with GES regulations
  - B. **The child's academic progress**
  - C. The teacher's quality of work
  - D. What the teacher has covered during the term
5. Which one of the following procedures is the BEST for providing feedback after a test?
- A. **Discussing marked scripts with the students**
  - B. Giving students their marked scripts with comments from the teacher
  - C. Marking and discussing the outcomes
  - D. Mentioning each student's score and praising high performance
6. A teacher administered a diagnostic test before beginning a new unit. She found out that half the class did not have the pre-requisite knowledge for the start of the new topic. Which of the following would be the BEST action she can take?
- A. Ask students questions on the pre-require knowledge and continue with the new unit
  - B. Change the topic and pick not relating to the pre-require knowledge
  - C. Give questions on the pre-require knowledge as home work
  - D. **Teach the needed knowledge before commencement of the new unit**
7. Teachers in a school create labels for the different classroom areas such as "snack table", "housekeeping area" and "science centre". They also label each child's bag with his or her name. The teachers regular refer to the labels during the course of the day, for example, when discussing children's activity choices or where children might

7 find certain types of materials. This practice would be especially effective for helping children's understanding of which one of the following literacy concepts?

- A. Alphabetic principles
- B. Functions of print**
- C. Phonemic awareness
- D. Sound-symbol relationships

8. In a reading lesson, Mrs. Adams reads aloud to her pupils while they listen. Which of the following strategies is she using?

- A. Guided reading
- B. Interactive reading
- C. Modeled reading**
- D. Shared reading

9. A teacher is preparing her students for a nationwide examination using a practice exercise test. She asks the students to underline the bold portions in the practice exercise. This strategy used by the teacher is known as \_\_\_\_\_

- A. Eliminating the wrong answers
- B. Recognizing the key words**
- C. Re-reading the entire text
- D. Skimming through the passage

10. As a teacher, you have observed that one of your students lacks motivation for learning, has developed a negative attitude towards school, and comes to class unprepared. Which one of the following strategies will you adopt to stop this problem?

- A. Make your classroom stimulating invite to the student
- B. Praise the student's achievement frequently both privately and publicly
- C. Take advantage of the student's interest and plan lessons around them
- D. All of the above**

11. After attending a zonal workshop, Mr. Mensah recognized that the curriculum strategies he employs do not yield any improvement in students' performance. What is the next step Mr. Mensah should take?

- A. Check if this strategy correlates with the curriculum checklist
- B. Increase reading activities
- C. Introduce classroom activities with highest standards
- D. Request for the assistance of a coach**

12. A female teacher in Akrokeri ATTC Basic School wants to ensure that parents and guardians are involved in their wards' learning at the school. Which one of the following activities is the best way to encourage parents and guardians' involvement in their wards' academic work?

- A. Request the head teacher to organize open-days in the evenings for students and their parents
- B. Display posters inviting parents and guardians to meet with the teachers for plan the activity
- C. Make students write personal invitation letters to their parents and guardians**
- D. Write an article for the local newspaper about the activities of the school

13. Which of the following **terms** is used to describe a standardized procedure for measuring sensitivity, memory, intelligence, aptitude or personality?

- A. Test**
- B. Assessment
- C. Measurement
- D. Evaluation

14. One of the most crucial decisions the test constructor has to make is "Why am I testing?". This decision is taken when the test constructor is determining \_\_\_\_\_

- A, the purpose of the test**
- B, the item format to use
- C, what to be tested
- D, the directions of the test

15. A table of specification in test construction matches the course content with the \_\_\_\_\_

- A, Directions of the test
- B, Instructional objectives**
- C, Choice of appropriate format
- D, Scoring key

16. Which of the following criteria in evaluating essay items involves checking whether the items relate to the instructional objectives?

- A, Clarity
- B, Fairness
- C, Validity**
- B, Practicality

17. Which of the following is the main goal of assessment of pupils/students in the classroom is to

- A, write test items clearly and simply
- B, make sure that items match the instructional objectives
- C, inform parents of students' achievement
- D, obtain valid, reliable and useful information concerning students' achievement**

18. Which of the following item formats is the best to use to assess 'analysis' type learning behaviour?

- A, Short answer type
- B, Essay items**
- C, Multiple-choice items
- D, True-false items

19. An English Language teacher is to evaluate the academic achievement of a student. Which of the following procedure should he or she follow to ensure nonbiased assessment results?

- A. Using a variety of formal and informal assessment instruments to coll information**
- B. Administering informal assessment instruments to the student in a familiar location
- C. Relying primarily on standardized nonverbal assessment instruments
- D. Administering assessment instruments beginning at a lower grade level

20. Ofori earns a score in the 72<sup>nd</sup> percentile on a standardized achievement test. Which of the following is the best interpretation of this score?

- A. 28 students within the test's norm group scored lower than Ofori
- B. Ofori answered 28 out of 100 test items incorrectly
- C. Ofori scored the same as, or higher than 72% of the students in the norm group**
- D. Ofori answered 72 of the test items correctly

*For teachers to behave in professionally acceptable manner, there is the need for a prescribed code of conduct for them to observe. For this reason, The GES in collaboration with GNAT has come out with prescribed **rules of conduct for teachers in Ghana**, which is the topic discussed under the next chapter for the consumption of the readers of this book.*



## LIKELY EXAMINATION QUESTIONS AND ANSWERS

1, A teacher in certain school is always punctual to class, dresses well and looks neat. She behaves decently and respectfully to boys and girls alike and to her colleague teachers as well. The pupils tell their parents that they want to be punctual to school and dress well like their teacher. How would you describe this teacher?

- A. A mentor
- B. A respectful teacher
- C. A role model**
- D. An experienced teacher

2. After a school supervisor had assessed a newly Qualified Teacher, she concluded that the teacher had exhibited signs of misuse of instructional time, but the teacher thought otherwise. Which one of these would NOT be considered as misuse of instructional time?

- A. Consistent supervision by education authorities**
- B. Frequent absence from school
- C. Teaching only a few periods in a day
- D. Too frequent interruptions a lesson

3, In a community basic school, the head teacher used money released for in-service training to purchase sports equipment for school sports. What type of professional misconduct is this?

- A. Misappropriation of funds
- B. Misapplication of funds**
- C. Financial embezzlement
- D. Unauthorized disbursement

4, A teacher was accused of raping a school girl. The immediate action taken by the head teacher was to ask the rapist to look for a different school to teach. When the PTA chairman of the school asked the head teacher about the appropriateness of his action, the head teacher responded. "I must exercise my authority to ensure discipline". Which one of the following is TRUE about the head teacher's action?

- A. She applied the MoE/GES Code of Ethics
- B. She did not need to form a committee to investigate the rape case
- C. She had authority to cause the transfer of teachers who misconduct themselves
- D. She lacked understanding of the MoE/GES Code of Ethics**

5. According to the Code of ethics for Ghanaian teachers, teachers have a thinking obligation to

- A. Individual actively for laws that serve the best interests of teachers
- B. Make reasonable effort to protect students from situations that are harmful to health and safety
- C. Observe and report on the behavior of other teachers in the school to their superiors
- D. Provide every student with a programme of individualized instruction and materials

6. A teacher who writes or circulates anonymous letters with malicious intent may face any of the following sanctions *except*

- A. Deferment of increment.
- B. Reduction in rank or of salary.
- C. Suspension
- D. **Disciplinary transfer.**

7. A teacher acting as an invigilator or a supervisor who offers assistance to candidate(s) at public examinations with the intent to cheat may face any of the following sanctions *except*

- A. Deferment of increment.
- B. **Disciplinary transfer.**
- C. Suspension
- D. Reduction in rank or of salary.

8. A teacher who in the course of his/her duties disobeys, disregards or willfully defaults in carrying out any lawful instruction given by any person, Committee or Board having authority to give such instruction, shall be sanctioned for...

- A. **Insubordination**
- B. Disrespectful
- C. Disobedience
- D. Arrogance

9. A teacher who is seeking public office through an election either on the ticket of a Political Party or as an Independent candidate shall apply to the

- A. **Director-General for a leave of absence without pay.**
- B. Minister for Education for a leave of absence without pay.

- C. Director-General for secondment
- D. Minister for Education for secondment

10. A 15 year old primary six girl seduced her 25 years old male teacher to have sexual intercourse with her. By this act, the teacher committed sexual conduct termed

- A. Rape
- B. **Defilement**
- C. inordinate affection
- D. seduction

11. When a teacher expresses love or likeness with ulterior motive to pupil or student, he commits sexual misconduct termed

- A. Rape
- B. Defilement
- C. **inordinate affection**
- D. seduction

12. A teacher who fails to make a proper account of public fund(money) in his/her possession or care is guilty of

- A. Embezzlement of fund
- B. **Misappropriation of fund**
- C. mismanagement of fund
- D. misapplication of fund

13. A teacher who is convicted of a criminal offence and sentenced to imprisonment without the option of a fine shall be

- A. **Dismissed from the service**
- B. demoted
- C. Suspended
- D. made to refund salary

14. A teacher wrote a letter reporting alleged misconduct of his Headteacher to the District Director of Education but for fear of being victimized he did not disclose the identity in the letter. This was a misconduct because the letter was a/an
- A. Informal letter
  - B. Anonymous letter**
  - C. Formal letter
  - D. Complaint letter
15. Which of the following item formats is most appropriate for assessing student's ability to organise personal thoughts?
- A. completion
  - B. Extended response**
  - C. Matching
  - D. Multiple-choice
16. What is a major disadvantage of using extended response essay items in the classroom?
- A. Guessing is eliminated
  - B. items are difficult to construct
  - C. Results are difficult to interpret
  - D. Scoring is subjective**
17. Why are optional questions in classroom summative essay tests undesirable?
- A. Freedom to choose is an in appropriate assessment goal
  - B. Scoring becomes tedious and biased
  - C. Students are assessed in non-comparable ways**
  - D. The tests become too easy for students

18. One of the largest challenges that most teachers face in the classroom is knowing where students are
- A. in their processing of content**
  - B. in their selection of topic
  - C. in their selection of resources
  - D. in their assessment of performance
19. 16. All the following are appropriate ways of handling a situation where a student is consistently late to your class *except*
- A. Finding out the cause of the lateness from the student
  - B. Explaining the negative impact of late-coming to the student
  - C. Administering severe punishment to stop the student from being late**
  - D. Consulting the parents of the student about the late-coming
20. All the following are ways of effectively dealing with disciplinary problems involving students in the classroom *except*
- A. Together with the students, set rules of conduct for the class
  - B. Have measures in place to deal with disciplinary problems in class
  - C. Support any disciplinary action taken with tangible reasons
  - D. Report indiscipline students to their parents**