**KOMENDA COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL**

**COURSE OUTLINE FOR YEAR TWO SEMESTER ONE**

**(2021 ACADEMIC YEAR)**

**Course Title**: Differentiated Planning and Learning for Early Grade 3 Credit Hours

**Course Code**: ECE 232

**Course Level**: 200

**Course Tutor**: Naa Korkor Larbi – Appiah

**Email**: [naakorkorlarbiappiah@gmail.com](mailto:naakorkorlarbiappiah@gmail.com)

**Contact**: 0553480681

**Course Description**

This course seeks to expose early grade student teachers to the concept of differentiated learning, learning styles, the syllabus and their relationship to the early grade curriculum. Additionally, it is designed to help them identify and explain the various principles applied in the selection of the four basic components of the syllabus and the curriculum. Student teachers will also be guided to examine differentiated instructional techniques and strategies for facilitating the learning of early grade learners with diverse needs in varying learning environments and how these environments can be managed to improve learning. The course will be delivered and accessed using Universal Design for Learning which includes varying interactive techniques and approaches with ICT to enable student teachers demonstrate and apply various skills and strategies in planning, designing and facilitating learning among early learners with diverse needs and backgrounds in diverse inclusive and multi-grade and multi-age settings. It will also equip student teachers with skills in designing individual Learning Plans (IPLs) for early grade learners with peculiar needs and abilities. **(NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3h, 3m, 3p)**

**Course Learning Outcomes**

CLO 1. Demonstrate an understanding of the concepts of the differentiated learning, learning styles, syllabus and curriculum. **(NTS 2c, 3d, 3e, 3f, 3g)**

CLO 2. Demonstrate knowledge and understanding of patterns for organizing and apply criteria for selecting basic components of the syllabus/curriculum. **(NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g)**

CLO 3. Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning. **(NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p)**

CLO 4. Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive and multi-grade learning environments. **(NTS 3e, 3f, 3g, 3h)**

CLO 5. Design and facilitate learning for the learners with diverse needs and backgrounds in diverse learning contexts and design Individual Learning Plans (ILPs) for learners in early grade settings.**(NTS 3f, 3g)**

**Learning Indicators**

* Explain the concepts of differentiated learning, learning styles, syllabus and their relationship to the early grade early grade curriculum.
* Discuss the curriculum terminologies in the context of early grade curriculum.
* Explain the basic component of the early grade syllabus and the curriculum.
* Discuss the criteria for selecting components of the syllabus/curriculum and their interrelationship.
* Compare and contrast the criteria for selecting the components in planning learning during supported teaching in school.
* Examine the pattern for organizing curriculum and compare with the EGE curriculum and syllabus.
* Use creative and indigenous approaches in stimulating learning in inclusive and multi-grade early classrooms.
* Use collaborative and experiential approaches to facilitate learning in inclusive/multi-graded early grade classrooms.
* Explain and differentiate among inclusive, multi-grade/multi-age and developmental appropriate classrooms.
* Discuss the challenges of teaching inclusive and multi-grade classroom.
* Apply the approaches and strategies for managing inclusive and multi-grade early grade classrooms during supported teaching in schools.
* Apply various instructional strategies in planning learning for early grade learners in diverse context and IPLs for learners with peculiar needs and abilities.
* Demonstrate co-planning, co-teaching and peer assessment in inclusive/multi-grade/age schools.
* Select and use appropriate Teaching Learning Materials (TLMs) to enhance learning during supported teaching in inclusive and multi-grade/age classrooms.

**Mode of delivery i)** Face-to-face.

ii) e-learning opportunities.

iii) Practical activities.

iv) Independent study

**Instructional Resources:**

* Laptop/ Smart phone
* Sample of portfolio
* Ropes and threads
* Manila cards
* Flip charts
* Library
* Open Educational Resource (Including YouTube)

**Course Content**

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| **Unit/**  **Week** | **Topic** | **Sub-topic if any** |
| 1 | The concept of learning and early grade curriculum planning | * 1. The concept of learning   differentiated learning;  Learning styles and learning strategies;  The concept, nature and relationship between the curriculum and syllabus;  Curriculum terminologies;  Basic components of the early grade curriculum and the syllabus. |
| 2 | Patterns and criteria for selecting basic components of a developmental appropriate EGE curriculum | 2.1 Nature of the early grade curriculum  principles for the  Selection of objectives;  Selection of contents;  Selection of learning activities/ experiences;  Selection of assessment procedures; Activity curriculum, integrated curriculum, emergent curriculum. |
| 3 | Creative approaches and indigenous pedagogies | 3.1 Types and categories of creative  approaches (play, role play, digital and indigenous games, songs, storytelling, modelling);  play and socio-emotional, physical and cognitive development; conditions that support play; play for children with special needs. |
| 4 | Collaborative and experiential learning approaches | * 1. The concept collaborative and   Cooperative learning; nature walk, project work (problem solving and discovery); demonstration, dramatization |
| 5 | Managing inclusive and multi-grade/age early grade early grade setting/classroom | * 1. The concept and characteristics of   inclusive, multi-grade, and developmentally appropriate early grade classroom;  Challenges for teaching and managing inclusive and multi-grade classroom;  Approaches and strategies for managing inclusive and multi-grade classrooms |
| 6 | Planning and preparation for early grade learners | 6.1The concept of planning for early  grade learners; factors to consider in planning learning for diverse early grade learners in inclusive and multi-grade settings;  developing schemes of work, components of a learning plan;  designing Individual Learning Plans (ILPs);  selection of Teaching Learning Materials (TLM) |

**Course Assessment Component**

**Component 1: Subject Portfolio Assessment (30% overall score)**

* Selected items of students’ work (3 of them – 10% each) = 30%
* Midterm assessment = 20%
* Reflective journal = 40%
* Organization of the subject portfolio = 10% (how it is presented/organized)

Summary of Assessment Method:

Quiz/Quizzes on differentiated learning, learning styles, syllabus and curriculum, nature of early grade curriculum; criteria for selecting components of the syllabus/curriculum; strategies for promoting developmentally appropriate inclusive and multi-grade early grade setting.

Assesses learning outcomes: CLO 1, CLO 2 and 5 (Units 1, 2 and 5)

**Component 2: Subject Project (30% overall semester score)**

* Introduction, a clear statement of aim and purpose of the project = 10%
* Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
* Substantive or main section =40%
* Conclusion =30%

Summary of Assessment Method:

Group projects on a compilation of indigenous and foreign creative approaches (games, songs, etc…) and experiential strategies for facilitating learning of specific concepts in various thematic areas in early grade curriculum.

Weighting: 40%

Assesses Learning Outcomes: CLO 3 (Units 3, 4 & 5)

**Component 3: End of Semester Examination 40%**

* Co-planning, co-teaching and peer assessment

Summary of Assessment Method:

Co-planning/co-teaching in groups and peer assessment of lessons; designing an Individual Learning Plan (ILP) selected early grade pupils with peculiar needs.

Assesses Learning Outcome: CLO 5 (Unit 6)

**Required Reading and Reference List**

Abroampa, W. K. & Addai-Mununkum, R. (2017). *Rudiment of curriculum construction.* Accra: Ducer Press.

Adentwi, K. I. (2005)*. Curriculum development. An introduction.* Kumasi: Wilas Press Ltd.

Enanati, T. Jameni, F. and Movahendian, M. (2016). Classroom management strategies and multi-grade schools with the emphasison the role of technology. *Interdisciplinary Journal of Virtual Learning,* 7(2), 167-179

Farrant, J. S. (1982). *Principles and practice of education.* London: Longman

Gestwicki, C. (2007). *Developmentally appropriate practice. Curriculum development in early education.* Canada: Thompson DelmarLearning.

Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). *Principles and practice of teaching.* Accra: Ghana Universities Press.

Mulkeen, A. G., & Higgin, C. (2009). *Multi-grade teaching in Sub-Saharan Africa. Lessons from Uganda, Senegal and Gambia.* Washington: World Bank.

Ornstein, A. (1995). *Strategies for effective teaching.* London: Brown and Benchmark Publishers.

Luzzatta, E. & Giordano, D. (Ed) (2009). *Collaborative learning. Methodology, types of interactions and techniques.* New York: Nova Science Publishers Inc.

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Pratt, D. (1980). *Curriculum design and development.* New York: Harcourt Brace Jovanovich Publisher.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction.* London: The University of Chicago Press Ltd.

UNESCO (2015). *Practical tips for teaching multi-grade classes.* Paris: UNESCO.

Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). *Teachers education: From principles to practice.* Kumasi: Benjoy Enterprise.

1. Transforming Teacher Education and Learning (2016). *Talk for learning: Professional development guide for tutors.* Accra. Ministry of Education. ([www.t-tell.org](http://www.t-tell.org)).
2. Transforming Teacher Education and Learning (2016). *Group work: Professional development guide for tutors.* Accra. Ministry of Education. ([www.t-tell.org](http://www.t-tell.org)).
3. Transforming Teacher Education and Learning (2016). *Creative approach: Professional development guide for tutors.* Accra. Ministry of Education. ([www.t-tell.org](http://www.t-tell.org)).
4. Transforming Teacher Education and Learning (2016). *Questioning: Professional development guide for tutors.* Accra. Ministry of Education. ([www.t-tell.org](http://www.t-tell.org)).
5. Other Relevant Online Resources ([www.Tess-india.net](http://www.Tess-india.net), [www.oerafrica.org](http://www.oerafrica.org), [www.futureLearn.com](http://www.futureLearn.com), [www.telmooc.org](http://www.telmooc.org), [www.col.org](http://www.col.org), khan academy)
6. The iBox (CENDLOS)

YouTube .