

## UR-CE MODULE DESCRIPTION

1. **Module Code:** FED 1141 **School:** EDUCATION
2. **Module Title:** Methods and Approaches in Primary School Teaching
3. **Year:** 1 **Semester:** 1 **Credits:** 10
4. **First year of presentation:** 2020/2021 **Administering School:**  
EDUCATION
5. a. **Core module (Yes or No):** YES
5. b. **Elective module (Yes or No):** NO
5. c. **Pre-requisite module(s):** NONE
5. d. **Co-requisite module(s):** NONE
5. e. **Prohibited combinations:**  
(See definitions in the General Academic Regulations)

### 6. Allocation of study and teaching hours (See Notes of Guidance)

Total student hours 100	Student hours
Lectures	32
Seminars/workshops	6
Practical classes/laboratory	
Structured exercises	10
Set reading etc.	12
Self-directed study	18
Assignments – preparation and writing	12
Examination – revision and attendance	10
Other:	
<b>Total hours</b>	100

### 7. Brief description of aims and content (not more than five lines)

General Methods and Approaches in Teaching is part of professional studies which is a compulsory educational area of study for anybody who aspires to join Teaching Profession. This course emphasizing Primary Teaching enables the tutor trainees to acquire the knowledge and the skills of applying the theory of education in the instructional process at Primary Education level.

## 8. Graduate Attributes and Outcomes

### Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

- i. Professional competence as teacher educators in several
- ii. Methods and Approaches in their Competent theoretical Teaching/Learning
- iii. Interpretation of curriculum into schemes of work and lesson plans.
- iv. Role of teacher education, the principle and application of
- v. Methods and approaches to Primary Teacher Training Programme.
- vi. Types of intelligences
- vii. Ways of Handling and teaching such children appropriately at various age levels.

### Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- viii. Demonstrate adequate mastery of the professional and teaching methods approaches.
- ix. Apply educational research and guide other teachers in the use of various facilities Such as ICT for purposes of improving teaching/learning processes.
- x. Make and use teaching and learning materials for both Primary Teacher Colleges and Primary Schools by improvisation from local material.

### Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xi. Make use of Internet in search of current educational methods and approaches to Teaching in general and teacher training in particular
- xii. Assess and analyses the big available educational data and then version it for appropriate applicability to the local community needs.
- xiii. Practically adapt their acquired educational skills to the situational environment where they find themselves in teaching/learning process Analyse the main factors that influence educational systems with the view of learning from them.

### General Transferable Skills

- Personal, Intellectual, and Professional Autonomy

Having successfully completed this module, students should be able to:

- i. Analyse various theories and approaches of teaching in primary school
- ii. Make independent decisions for choosing relevant methods and approaches when teaching
- iii. Develop a blended method and/or approach for primary school teaching

- Employability and career development

Having successfully completed this module, students should be able to:

- iv. Demonstrate practical tasks for effective teaching in preparing primary teachers
- v. Implement methods and approaches following the ideas from the researchers

- Global citizenship

Having successfully completed this module, students should be able to:

- vi. Demonstrate consideration, respect, honesty and fairness in implementing methods and approaches in teaching and learning in primary school
- vii. Contribute in different projects with wider community impacting on teaching and learning methods and approaches
- viii. Deal with any challenge that may arise in teaching methods and approaches
- ix. Demonstrate awareness and appreciation of diverse approaches and methods of primary teaching.

- Lifelong learning

Having successfully completed this module, students should be able to:

- x. Collaborate with colleagues on choosing the right method or approach in primary teaching
- xi. Make updated approaches and methods a basis or foundation for supporting primary teachers and the community at large.

- Collaboration, Teamwork and Leadership

Having successfully completed this module, students should be able to

- xii. Participate in group projects, seminars and group assignments in line methods and approaches in primary teaching;
- xiii. Organize group discussion while teaching methods and approaches in primary teaching
- xiv. Support group discussions in teaching methods and approaches in primary teaching

- Research, Creativity and Innovation, Scholarship and Enquiry

Having successfully completed this module, students should be able to:

- xv. Critically evaluate various methods and approaches in primary teaching.
- xvi. Interpret the findings from various researches done in methods and approaches in primary teaching.
- xvii. Conduct research in methods and approaches in primary teaching

- Ethical, Social and Professional Understanding

Having successfully completed this module, students should be able to:

- xviii. Relate appropriately to the school community in which he/she teaches especially in promoting functional literacy for educational and developmental purposes.
- xix. Demonstrate objectivity in dealing with complex issues; explaining matters so as to develop ways of understanding methods and approaches in primary teaching
- xx. Demonstrate honesty and integrity during presentations and writing essays that elicit knowledge, understanding of methods and approaches in primary teaching.
- xxi. Mobilize and provide guidance and democratic leadership, not only to schools, but also to the school communities in which they teach as opinion leaders.

### Financial Literacy

Having successfully completed this module, students should be able to:

- xxii. Develop locally made and cost effective resources for learning and teaching using the relevant teaching methods and approaching

## 9. Indicative Content

An overview of the National Goals and Aims of Education objectives of Teacher Education and particularly Primary Education Principles and Practice in preparation for effective teaching, Methods and Approaches in primary teaching, Principles and Techniques of class management and classroom organization, Making and using improvised educational aids in primary school teaching from locally available matter

## 10. Learning and Teaching Strategy

Application of a variety of teaching learning strategies in order to complete this module successfully; intensive face to face lectures; guided readings with some guidelines; seminars make overview of what has been covered in lecturers and assigned readings; practical application of knowledge and skills by engaging in pre-service and /or in-service training courses at Primary Teacher Colleges and Colleges of Education; arranged some micro teaching in the nearby institutions and peer teaching sessions, put into practice and experiment with the theoretical knowledge and skills acquired from private studies; peer micro teaching will be covered by flip recorder, followed by display of the lesson; reflecting on the lesson. .

## 11. Assessment Strategy

Recapitulative oral and written exercises; Individual assignments based on the covered topics; Classroom discussions based on assigned readings; End of semester examination

## 12. Assessment Pattern

Component	Weighting (%)	Learning outcomes &
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		<b>Competencies to be covered</b>
<b>In-course assessment:</b>	<b>50%</b>	<b>(1-xiii)</b>
<b>Final assessment:</b>	<b>50%</b>	<b>(i-xv)</b>

### **13. Strategy for feedback and student support during module**

Feedback to be given: Verbally on the raised questions in the teaching/learning process; By written comments on the assigned and marked work; By arranged special support on individual level, especially in language problems.

#### **Indicative Resources**

##### **Core Text (include number in library or URL) (inc ISBN)**

- Duminy, P.A. et al. (1995). *Education for the Student Teacher 2*. London: Longman
- Duminy, P.A. et al. (1995). *Education for the Student Teacher 3*. London: Longman Hayes
- Duminy, P.A. (2008). *Primary Teaching Today: An Introduction*. London: Routledge
- Quist, D. (2000). *Primary Teaching Methods*. London: Macmillan
- Rutebuka N. J. (2006). *Preparation for Effective Teaching*. Kigali: KIE
- Rutebuka, N.J. (2005). *Methods and Approaches in Primary Teaching*. Kigali: KIE

##### **Background Texts (include number in library or URL) (inc ISBN)**

- Farrant, J.S. (1980). *Principles and Practice of Education*. London: Longman
- Feuerstein, M. T. (1986). *Partners in Evaluation*. London: Macmillan,
- Obanya, P. (1980). *General Methods of Teaching, New Edition*. London: Macmillan
- Shaeffer, S. (1992). *Collaboration and Educational Changes; The Role of Teachers, Parents and Community in School Improvement*. Paris: UNESCO

#### **Journals**

- Elliot, J. (1989). Educational Theory and professional learning of Teachers: An overview. *Cambridge Journal of Education* Vol.19, No1, pp.81-101.
- Zeikner, K.M.(1983). *Alternative Paradigms of Teacher Education*. Vol.34. No3, pp 3-9.
- Kellaghan T. (1967). The Organisation of Classes in the Primary School. *The Irish Journal of Education*. Vol. 1, No. 1, pp. 15-36.

## Key websites and on-line resources

<http://www.primaryteaching.co.uk/>

<http://www.pedagogy.com/>

[www.janison.com.au](http://www.janison.com.au)

[www.SmartPlanet.com](http://www.SmartPlanet.com)

[www.LincolnChristian.edu/Online](http://www.LincolnChristian.edu/Online)

[www.navigategroup.co.uk](http://www.navigategroup.co.uk)

[www.skill-pill.com](http://www.skill-pill.com)

### 15. Module Team

Mr. Jean Baptiste MUSHIMIYIMANA

Mr. Habumuremyi JMV

Ms. Asterie NYIRAHABIMANA

### 16. Unit Approval

Deans and Heads of all Departments contributing to Programme to confirm agreement

The form also needs signatures from the Library, ICT and the Academic Quality Office representatives.

S/N	Dean/Head of Department	Date
1	Signature	
	Dr. Innocent TWAGILIMANA Dean, School of Education	
2	Signature	
	Deputy Dean: Dr. NIYIBIZI Epimaque	
3	Signature	
	Dr. Alphonse Uworwabayeho, HoD ECPE	

### Seen and agreed

Library	Signature	
	Mr. Gonzalve Nzeyimana , Director of Library	
ICT	Signature	
	Mr. Gasani Mpatswe, <i>ICT Manager</i>	
Quality Office	Signature	
	Dr. Andre Muhirwa, Director of Teaching and Learning Enhancement	