Assessment for the Introduction to ECCE & PESmodule 2015

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| Formative assessment 1 | Prepare the following for discussion during a contact session.  Write a 200-word outline of the key changes of the curriculum review process in respect of ECCE and PES and articulate the main implications of these for our practice as teacher-educators. |
| Formative assessment 2 | Choose a topic from your own subject or discipline that you consider is generally not taught very well in the primary school.  Describe how this topic is traditionally taught in primary school classrooms and then suggest how it could be taught better using some of the approaches explored in the Introduction to ECCE & PES module. Now add to your discussion a reflection on how a play-oriented ECCE classroom could help to prepare learners for the more formal learning you have outlined. |
| Summative assessment | Choose a concept that you need to teach your ECCE / PES student-teachers in the next week or two but which you know from experience they find hard to master.  Plan a training session that reflects some of the strategies discussed in the Introduction to ECCE & PES module.  Teach to your plan (or depart from it if necessary).  Write up what worked and what did not and describe what you might do differently next time with reasons. |

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1. An outline of the key changes of the curriculum review process in respect of ECCE and PES and implications for teacher-educators.

* A general implication is to shift from the traditional lecture method to learner’s centered approach.
* The new ECCE minimum differs a little from the old one in both the courses and the credit units. At 100 level circles, courses were increased to 15, in the new minimum standard instead of 14 in the old standard. This means that there is an increase or addition of one course. While the total credit units in the old standard was 30 now it reduces to 26 units in the new standard. The course contents and code appeared the same in both standards
* All courses and codes appeared same in 200 level except ECCE 121 which the new minimum standard referred to as music and dance while in 300 level all courses and codes in both new and old standards are same; thus, courses are only offered in second semester. However, some courses are loaded with credit units of study which require more lecture time or duration for example, students with sister department courses to offer
* Field trip which requires proper funding, time and the fear that not all the students will benefit due to their large numbers. Nevertheless, the implementation of the new minimum standard is an improved initiatives towards learner-based activities which in turn will learning

**Assessment Task 2 (a)**

Cultural and Creative Arts in ECCE/PES

This subject in recent past has not been handled effectively. The traditional way it has been taught was theoretical with little emphasis on practical works. The new pedagogy demands for a more intensive practical oriented activities with the use of visual aids and video clips to enrich and facilitates learners understanding of lessons in cultural and creative arts. Learners should be accorded ample opportunities to explore their potentials through the use of project and discovery methods.

(b) Physical and Health Education in PES

The emphasis in the teaching of this subject has been on the practical aspect that is physical education with major emphasis on football in schools that has football field. Other sporting activities such as: gymnastics, athletes, volley ball, table tennis, etc are hardly practised.

**Rubric for Assignment 3**

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| Exemplary | A lesson was planned, taught and reflected upon.  The lesson plan, implementation and reflection demonstrate a high level of understanding both of the curriculum reform as it pertains specifically to ECCE and PES but also in terms of the core concerns of the CPDC programme related to use of appropriate teaching methods, resources, educational technology and inclusive practice. |
| Competent | A lesson was planned, taught and reflected upon.  The lesson plan, implementation and reflection demonstrate a competent level of understanding both of the curriculum reform as it pertains specifically to ECCE and PES but also in terms of the core concerns of the CPDC programme related to use of appropriate teaching methods, resources, educational technology and inclusive practice. |
| Not yet competent | A lesson was planned, taught and reflected upon.  The lesson plan, implementation and reflection demonstrate an incomplete level of understanding of the curriculum reform as it pertains specifically to ECCE and PES and/or in terms of the core concerns of the CPDC programme related to use of appropriate teaching methods, resources, educational technology and inclusive practice. |
| Failed | One or more elements of the task were not completed. |