

**THE UNITED REPUBLIC OF TANZANIA**

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**GEOGRAPHY PEDAGOGY COURSE SYLLABUS FOR DIPLOMA IN  
SECONDARY EDUCATION**

**2009**

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## DECLARATION

Secondary Education Diploma course is a two year course which has been designed to prepare professional teachers who will teach in secondary schools. A student teacher will be recognized as a teacher when he/she successfully completes a secondary education diploma course for two years within which he/she has successfully performed teaching practice.

This document is hereby declared as the **Geography Syllabus for Diploma in Secondary Education Course 2009.**

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## **INTRODUCTION**

Geography Pedagogy is one of the courses being offered in Teacher colleges. Its main thrust is to enable student teacher acquire abilities and competencies for effective teaching and enhancing learning of Geography in Secondary Schools.

This course is a review of the 1997 course which emphasized more on methodology. However, this methodology part is shaped in such a way that it complements the geography academic part.

Geography pedagogy course therefore, caters for the student teachers with pedagogy content knowledge (PCK) necessary to enable him/her to demonstrate effective teaching.

## **RATIONALE**

This syllabus has been prepared for implementation from 2007 as a response to public outcry on teacher education. This syllabus focuses more on active learning on demands of the millennium goals, the 1995 Education and Training Policy and the Teacher Education Master Plan.

The course also enables them to understand that they are not the final product professionals, but the ones who have to reshape and improve their professional skills and knowledge so that they can fit in the changing global situations.

## **SUBJECT GOALS**

The goals of teaching Geography Pedagogy at Diploma in Secondary Education level are to:

- a) Develop professional skills, knowledge, attitudes and ethics in implementing the subject course.
- b) Promote self-confidence, inquiry mind and critical analysis of Geographical issues.
- c) Apply acquired Geographical knowledge, skills and attitude within the profession and in the wider contexts.
- d) Enable student teachers use theoretical and practical skills in Geography for the country's development.

## **COMPETENCES TO BE DEVELOPED**

By the end of two year course the student-teacher should be able to:-

- a) Guide learners to create their own Geographical knowledge through a variety of methods.
- b) Select, prepare and organize appropriate teaching and learning resources.
- c) Apply appropriate instructional media and technology.
- d) Guide and counsel learners for their personal developments, adjustments and learning.
- e) Operationalize geographical research and demonstrate subject dynamics.
- f) Guide learners to develop and practice geographical knowledge, skills and attitudes in their real life situations.
- g) Implement geography curriculum to learners with all learning needs.
- h) Apply appropriate theoretical and practical knowledge in teaching geography.

## **OBJECTIVES OF THE SUBJECT**

By the end of the two year course the student teacher should be able to:

- a) Consolidate and apply pedagogical knowledge and skills in teaching Geography at O-level Secondary schools.
- b) Acquire and apply methods, techniques and principles of teaching Geography at O-level secondary schools.
- c) Acquire and develop positive attitudes towards the teaching of Geography.
- d) Apply skills for improvising teaching and learning aids for Geography.
- e) Analyze the pedagogical content of the geography subject.
- f) Use research methods particularly action research to improve classroom teaching of geography.
- g) Establish linkage between school and community on environmental issues.

## **ORGANIZATION OF THE SYLLABUS**

This pedagogy geography syllabus consists of two main parts. Part one contains the introduction, course rationale, goals, objectives, competences, organization of the course syllabus and assessment. Part two consists of seven (7) topics. The topics are Geography Discipline, Principles of Teaching and Learning Geography, Geography Teaching and Learning Support Resources as well as Preparation for Teaching and Learning Geography. Others are Teaching and Learning Subject Content, Teaching and Learning

Strategies in Geography as well as Assessment in Geography. Each sub topic comprises of specific objectives, teaching and learning strategies, teaching and learning resources and assessment procedures.

## **ASSESSMENT AND EVALUATION**

The place of assessing the teaching and learning process is given a high priority for many reasons. The most important reason is the need to attest whether the target audience is demonstrating the expected knowledge, attitude and performance based competences.

Assessment practices are usually stated vis a vis corresponding sub-topics, specific objectives and the instructional mode for each subject matter.

The Geography tutor is advised to administer these assessment procedures for the purpose of ensuring that the student teacher has grasped or achieved the intentions of each specific objective. The assessment techniques suggested in this syllabus include written reports, projects, rating scales, student portfolios, anecdotal records, quizzes, tests, examinations, assignments, checklists, adherence to quality output and conditions of performance.

The suggested assignment techniques have been placed after each sub-topic for this purpose.

The student teachers final performance will be assessed basing on the Pedagogy components as follows:

<b>No.</b>	<b>TYPES OF ASSESSMENT</b>	<b>Frequency</b>	<b>Weight (%)</b>
1.	Test	4	5
2.	Project	3	5
3.	*Portfolio	2	5
4.	Terminal examinations	3	10
	<b>TOTAL</b>		<b>25</b>

Block Teaching Practice (BTP) shall be an independent course. The guidelines for BTP shall be provided to the Teacher Education Colleges.

## **1.0 GEOGRAPHY DISCIPLINE**

### **Nature and Importance of Geography**

**Estimated Time: 4 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Examine nature of geography.
- b) Assess the importance of teaching Geography.
- c) Explain the multidisciplinary nature of Geography.

#### **Teaching and Learning Strategies**

Brainstorm, debate, library reading, discussion, resource person, browsing internet on aims, rationale and multidisciplinary nature of Geography.

#### **Teaching and Learning Resources**

Print media and electronic media.

#### **Assessment Procedures**

Concept development, self-reflection, self - assessment, library research report and participation.

## **2.0 PRINCIPLES OF TEACHING AND LEARNING GEOGRAPHY**

### **2.1 Inquiry of Natural and Man Made Phenomena**

**Estimated Time: 4 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the concept of inquiry.
- b) Explain the importance of inquiry principle in Teaching and Learning Geography.
- c) Demonstrate how inquiry mind can be developed in learners.

#### **Teaching and Learning Strategies**

Brainstorming, research project and observation on the concept of inquiry.

### **Teaching and Learning Resources**

Textbooks and audio visual materials.

### **Assessment Procedures**

Tests, quizzes, essays, contract assignments and collected work samples.

## **2.2 Observation of the Causes, Process and Effects on the Phenomena**

**Estimated Time: 5 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the concept of observation
- b) Explain the role of observation
- c) Illustrate how observation can be practiced
- d) Explain the importance of observation in the teaching and learning of geography

### **Teaching/Learning Strategies**

Observation and discussion on importance/role of observation, values clarifications; futures wheel and concept map.

### **Teaching/Learning Resources**

Maps, films, pictures, photographs and actual environment.

### **Assessment Procedures**

Tests, quizzes, essays, contract assignments, collected work samples and project work.

## **2.3 Spatial Approach**

**Estimated Time: 4 hrs**

### **Specific Objectives**

By the end of this sub-topic the student teacher should be able to:

- a) Explain the concept of space in geography,
- b) Explain the importance of spatial understanding in geography,
- c) Associate the understanding of space to actual environment.

- d) Demonstrate how spatial approach principle is featured during the teaching of a topic.

**Teaching/Learning Strategies**

Debate, brainstorm, group discussion and presentation, library search/browse internet.

**Teaching/Learning Resources**

Print media, electronic media and resource person.

**Assessment Procedures**

Tests, quizzes, contract assignments, project work, collected work samples, presentations, library reading reports.

**2.4 Quantitative Approach**

**Estimated Time: 6 hrs**

**Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the concept of quantification in geography,
- b) Analyse the role of using quantitative techniques in geography,
- c) Manipulate quantitative techniques in geography.
- d) Apply qualitative technique in teaching geography topics.

**Teaching/Learning Strategies**

Library reading, browse internet, discussion and role play.

**Teaching/Learning Resources**

Textbooks, library, internet, statistical tables and charts.

**Assessment Procedures**

Contract assignments, quizzes, collected work samples, work presentations, library reports, and tests.

### **3.0 GEOGRAPHY TEACHING AND LEARNING RESOURCES**

#### **3.1 Types of Geography Teaching/Learning Materials/Equipment**

**Estimated Time: 3 hrs**

##### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Prioritize teaching/learning materials for the subject, textbooks, reference materials support materials).
- b) Demonstrate the ability to use each of these geography teaching/learning materials,
- c) Explain ways of obtaining teaching/learning materials/equipment.

##### **Teaching/Learning Strategies**

Discussion, brainstorm, role play, reading text.

##### **Teaching/Learning Resources**

Textual and non textual teaching materials/equipment.

##### **Assessment Procedures**

Self assessment, reflections, observations, essays, adherence to conditions for tasks, exercises, participation level, concept development.

#### **3.2 Analysis of Geography Textbooks and Reference Books**

**Estimated Time: 4hrs**

##### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the importance of an appropriate Geography textbook,
- b) Explain main features of an appropriate Geography textbook,
- c) Differentiate a Geography textbook from reference books
- d) Select appropriate textbooks for the subject.

##### **Teaching/Learning Strategies**

Brainstorm, discussion, analyzing, debate, gallery walk, role play, library search.

### **Teaching/Learning Resources**

Geography textbooks, reference materials, library, internet search on features of Geography textbooks and reference materials.

### **Assessment Procedures**

Library research reports, essays, independent investigation reports and observation on group learning.

## **3.3 Analysis of Geography Teaching/Learning Materials**

**Estimated Time: 5 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) List textual and non-textual geography teaching/learning materials
- b) Describe the use of each of these materials in teaching and learning geography
- c) Improvise, design and make Geography teaching/learning materials
- d) Demonstrate skills in the use of these materials.

### **Teaching/Learning Strategies**

Demonstration, acquiring teaching/learning support materials, individual tasks, group discussion and presentation, project.

### **Teaching/Learning Resources**

Sample support materials, actual environment, tools for improvisation, resource geography room, weather station, print and electronic media.

### **Assessment Procedures**

Observation of improvisation process, essays, participation, checklist of materials, tests and product evaluation.

## **3.4 Geography Room**

**Estimated Time: 5 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Describe the functions of a geography room

- b) Explain the requisites in setting up the geography room
- c) Explain how to use a geography room effectively

### **Teaching/Learning Strategies**

Brainstorming, question and answers, reading text, library reading assignments, discussions, think pair share.

### **Teaching/Learning Resources**

Geography room, materials and equipment in the room, relevant printing and electronic texts, resource persons, study visits, surfing from internet and project.

### **Assessment Procedures**

Tests, quizzes, contract assignments, presentations and work reports.

## **3.5 Weather Station**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the functions of weather station
- b) Describe the major components of weather station
- c) Differentiate types of weather stations
- d) Describe stages in constructing a weather station
- e) Set up a weather station.

### **Teaching/Learning Strategies**

Brainstorming, question and answers, reading text, small group discussion, think pair-share, field work.

### **Teaching/Learning Resources**

Weather station and components, pictures, photographs, electronic and hard texts, actual environment and atlases.

### **Assessment Procedures**

Tests, quizzes, contract assignments, presentation reports, reflections and self assessment records and project report.

## **4.0 PREPARATION FOR TEACHING AND LEARNING GEOGRAPHY**

### **4.1 Syllabus Analysis**

**Estimated Time: 5 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student teacher should be able to:

- a) List the main features of the syllabus,
- b) Explain the importance of each feature for the geography syllabus,
- c) Analyse the geography syllabus.

#### **Teaching/Learning Strategies**

Discussion on features and importance of geography syllabus.

#### **Teaching/Learning Resources**

Geography syllabus, educational studies syllabus and framework.

### **Assessment Procedures**

Checklists, essays, tests, collection of work samples and library research report.

### **4.2 Geography Scheme of Work**

**Estimated Time: 6 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the main parts (structure) of scheme of work.
- b) Prepare scheme of work.
- c) Use the scheme of work in a demonstration lesson.
- d) Explain the importance of scheme of work.

#### **Teaching/Learning Strategies**

Brainstorm, question and answers, think pair share, read texts.

### **Teaching/Learning Resources**

Textbooks, syllabus, timetable and calendar, flip charts, manila cards and sample scheme of work.

### **Assessment Procedures**

Illustrations, tests, exercises, observation of construction process, output evaluation, individual assignments, work samples and observed cooperative learning.

## **4.3 Lesson Plan**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain main stages involved in preparation of lesson
- b) Prepare Geography lesson plan
- c) Demonstrate the use of lesson plan in teaching Geography.

### **Teaching/Learning Strategies**

Brainstorming, discussion, reading text, sample studies, question and answers, think pair share, gallery walk, construction and demonstration.

### **Teaching/Learning Resources**

Geography textbooks, syllabus, scheme of work, lesson notes, flip charts, manila cards, educational books and sample lesson plans.

### **Assessment Procedures**

Collection of student work samples, essays, illustrations, quizzes, and individual assignment.

## **4.4 Lesson Notes**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Describe the necessary requirements for preparing lesson notes
- b) Develop a strategy for building up geography teaching and learning notes

- c) Prepare lesson notes.

### **Teaching/Learning Strategies**

Brainstorming, discussion, question and answers, group and individual teaching, reading text.

### **Teaching/Learning Resources**

Textbooks, supplementary books, electronic and print media and sample notes.

### **Assessment Procedures**

Individual assignment, collection of student work samples, reading and presentations.

## **4.5 Subject log Book**

**Estimated Time: 2 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Explain the concept of log book
- b) Explain the importance of a logbook
- c) Use log book

### **Teaching and Learning Strategies**

Discussion, debate and read text and observation.

### **Teaching and Learning Resources**

Scheme of work, lesson plan, sample logbooks, flip charts, manila sheets, internet library. CD, DVD.

### **Assessment Procedures**

Observation of participation, tests, exercises and individual assignments.

## **5.0 TEACHING AND LEARNING OF SELECTED TOPICS**

### **5.1 Solar System**

**Estimated Time: 4 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Identify strategies for teaching and learning solar system
- b) Prepare lesson plan
- c) Demonstrate the use of natural sky, planetarium, visit and illustrations in the teaching of solar system.

#### **Teaching/learning strategies**

Small group, discuss in demonstrations, interact with natural setting outdoors, and inviting.

#### **Teaching/learning resources**

Planetarium, observatories, actual environment, library and internet.

#### **Assessment Procedures**

Tests, quizzes, contract assignment, project reports and presentation reports.

### **5.2 Major Features of the Earth**

**Estimated Time: 4 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Prepare teaching and learning resources for teaching the structure of the earth
- b) Demonstrate methods of teaching the processes of folding, faulting, down-warping and resulting features,
- c) Micro teach the volcanic processes,

#### **Teaching/learning strategies**

Demonstration, field study, case study, think - pair - share and library work, surfing from internet.

### **Teaching/Learning Resources**

Model of Earth structure, library, globe, diagrams, CD soil profile site, actual environment and internet.

### **Assessment Procedures**

Presentations, essays, participation, process observation, drawings, illustrations, product evaluation and observed cooperative learning.

## **5.3 Weather and Climate**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) State the basic skills for teaching significance of weather and climate,
- b) Demonstrate the use of weather recording instruments,
- c) Carry out an out door class to illustrate the effects of climate change on local environment.

### **Teaching/Learning Strategies**

Brainstorm, library reading, think pair share, question and answers, field trip, guest speaker, surfing from internet.

### **Teaching/Learning Resources**

Actual environment, weather station, resource person, media, relevant texts and atlases.

### **Assessment Procedures**

Essays, exercises, participation, independent investigation, observation, work sample and output evaluation.

## **5.4 Natural Regions**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Prepare a lesson

- b) Demonstrate how to prepare support materials for teaching natural region
- c) Carry out a demonstration lesson on how to teach various aspects of natural regions (location, weather/climate, human activities).

### **Teaching/Learning Strategies**

Brainstorming, question and answers, discussions reading text, field and demonstrations.

### **Teaching/Learning Resources**

Actual environment, atlas, manila cards, flip charts and relevant texts.

### **Assessment Procedures**

Essays, checklist, participation, library research, observation of work process, adherence to work pre-conditions.

## **5.5 Human Population**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student teacher should be able to:

- a) Identify strategies for teaching population distribution, density and indicators of population problems.
- b) Illustrate the use of various strategies in teaching population migrations.
- c) Demonstrate strategies of teaching the effects of population growth to the environment.
- d) Reflect the lesson.

### **Teaching/Learning Strategies**

Brainstorming, questions and answers small group discussion, field trip, reading text, observation, individual assignment.

### **Teaching/Learning Resources**

Actual environment, atlas, photographs, textbooks, internet, CD.

### **Assessment Procedures**

Oral, reading exercises, essays, tests, sub contracted assignment and quizzes.

## **5.6 Human Settlements**

**Estimated Time: 4 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Identify appropriate strategies for teaching human settlements
- b) Prepare lesson for teaching the development of human settlements
- c) Carry out micro teaching on development of human settlements.

### **Teaching/Learning Strategies**

Group assignments and demonstrations.

### **Assessment Procedures**

Essays, individual assignment, observation of cooperative learning, sub contracted assignments, independent study reports, student investigations, quizzes and tests.

## **5.7 Human Occupations**

**Estimated Time: 4 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Describe how to teach factors influencing human occupation
- b) Prepare a lesson for teaching factors influencing human occupation
- c) Carry out demonstration lesson for teaching factors influencing human occupation

### **Teaching/Learning Strategies**

Lectures, study visits, single lesson teaching practice and drama.

### **Teaching/Learning Resources**

Settlements, social and economic activities, electronic media, library, CD, DVD.

### **Assessment Procedures**

Essays, tests, quizzes, observations, checklist of practical work processes, drawing and illustrations, interpretation of student work samples (portfolios).

## **5.8 Practical Geography**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Identify appropriate techniques and strategies for teaching/learning practical lessons
- b) Prepare practical geography for selected topic
- c) Demonstrate procedures involved in carrying out practical Geography
- d) Carry out practical Geography

### **Teaching/Learning Strategies**

Reading texts, Think-pair share, questions and answers, field-trip/work, individual exercises/assignments on practical geography and demonstrations.

### **Teaching/Learning Resources**

Actual environment, atlas, textbooks, photographs, internet, equipment and materials, maps, models, planetarium and demonstrations.

### **Assessment Procedures**

Essays, tests, quizzes, observation, checklist of practical work processes, drawing and illustrations, interpretation of student work samples (portfolios).

## **5.9 The Environment and Its Management**

**Estimated Time: 6 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Identify strategies for teaching the concept of the environment
- b) Conduct single lesson teaching practice for the selected sub-topic

- c) Demonstrate key steps necessary for establishing an environmental conservation projects at the school.

### **Teaching/Learning Strategies**

Group assignments, models, texts reading, concept map, futures wheel, resource persons, field trip and project.

### **Teaching/Learning Resources**

Actual environment, internet, reading texts and resource persons.

### **Assessment Procedures**

Tests, quizzes, essay, contract assignments, observation reports and project work.

## **6.0 ASSESSMENT IN GEOGRAPHY**

### **6.1 Concepts and Modes of Assessment**

**Estimated Time: 4 hrs**

#### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Examine concepts and modes of assessment
- b) Explain the aims of assessment in Geography
- c) Describe the types of instruments used in assessing Geography.

#### **Teaching/Learning Strategies**

Brainstorming , discussion, demonstration, brainstorming, values clarification.

#### **Teaching/Learning Resources**

Constructed tests and sample of documents.

#### **Assessment Procedures**

Tests, quizzes, essays, contract assignments, project work reports, observation schedule/scale and portfolio.

## **6.2 Assessment tools**

**Estimated time: 4 hrs**

### **Specific Objectives**

By the end of this sub-topic the student-teacher should be able to:

- a) Construct various assessment tools in Geography,
- b) Administer assessment tools,
- c) Describe the use of assessment results,
- d) Identify problems of assessment in Geography.

### **Teaching/Leaning Strategies**

Group discussion and presentations, demonstration, library search.

### **Teaching/Learning Resources**

Constructed assessment tools

### **Assessment Procedures**

Tests, quizzes, individual assignment, project work, observation schedule and portfolio.

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