

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme for Diploma in Secondary Education

**SELF INSTRUCTIONAL STUDY MODULE
GEOGRAPHY**

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INTRODUCTION

Geography is one of the subjects offered in teacher colleges in Tanzania. This discipline is divided into two main parts, academic and pedagogical parts. The aim is to enable you to develop knowledge, skills and attitudes for effective delivery of the subject content, at the same time use the acquired competences in classroom teaching (situation).

This module for diploma in secondary education will assist you as self instructional material for the new syllabus of the year 2007, introduced by the Tanzania Institute of Education in collaboration with the MOEVT. The module put emphasis on individual self study and provides some guidelines necessary to be covered so as to assist you to understand well the content of the diploma in education Geography syllabus. In addition the module will equip you with knowledge, skills values and experiences on the teaching profession and final examination. This can only be achieved if and only if you follow all the instructions and do all the activities and self assessment provided at the end of each topic. You are also advised to read and follow all the given instructions in the student teachers guide.

HOW TO USE THE MODULE

The module for Geography subject has been organised into fourteen topics, these are Geography Discipline, principles of teaching and learning Geography, Geography teaching and learning support resources, preparation for teaching and learning Geography, teaching and learning subject contents, applications of teaching /learning strategies in Geography, Assessment in Geography, Physical resources, population and Development, Surveying, Geomorphic process, Environmental problems and issues, Human occupation and economic development and Energy resources.

On the basis of this field support module, all the fourteen topics have been treated independently as segments. Each topic consists of short brief explanation; competences to be developed are highlighted, and supported by activities to be done during fieldwork. There are self assessment questions, set as part of evaluation process during your field work.

This module is organized to enable you to conduct your own self-study. For further details on the learning topics, you can make a quick reference to your Geography instructional module for Diploma in Secondary education on Geography pedagogy TIE (2007) and other relevant reading materials and resources for academic part. However, you must remember that, you have to study all the topics and do all the suggested activities before you return back again to your respective college for the final examinations. After completion, it is expected that you are going to integrate and apply the practical and theoretical experiences you developed from your field practices.

ORGANIZATION OF THE MODULE

The module comprises of the preliminary information and fourteen topics which constitute the content of the document (module) each have brief notes/explanation, statement of competences to be developed, guiding questions (activities) and finally self assessment and evaluation, like the syllabus, all topics are included in this module, this arrangement allows the reader to find and share information, participate in teaching and learning activities and assess oneself as well as reflect on the content and methodology learnt.

TOPIC ONE: GEOGRAPHY DISCIPLINE

Brief Explanation

Welcome to topic one which is about Geography discipline. This topic comprises the concept of Geography, nature of Geography, importance and multidisciplinary nature of Geography discipline. It is obvious that the above content is very much known to you. Generally this topic is important to be known to you since it brings you the understanding of what you are going to teach and how. By realizing such usefulness it is strongly recommended that you attempt all the suggested activities and make a reflection on the outlined competences instructed to be achieved. Make sure you undertake self evaluation after completing the provided activities.

Competences

By the end of this topic you are expected to demonstrate ability to:

- Construct and apply the knowledge, skills, attitudes and experiences related to Geography discipline and multi-disciplinary nature.
- Use and assess various techniques and materials to be used during facilitating the teaching and learning of Geography.

Activity 1:

1. Search and summarize information on Geography discipline from the module and other sources of your choice.
2. Prepare a lesson and show how you can go about teaching sub-topic on the importance of Geography to a form one class.
3. File your notes and lesson plan in your portfolio.

Self Assessment

Carry on a library search or a peer based research with other student teachers in your school who are dealing with other subjects. Highlight the content, nature and importance of their discipline. Assess the similarities and differences of their subjects in comparison with Geography. What challenges did you encounter in the assessment between geography and other subjects? (Main focus should be on similar topics and the way taught in different disciplines).

TOPIC TWO:
PRINCIPLES OF TEACHING AND LEARNING GEOGRAPHY

Brief Explanation

Having gone through the first topic, you are now ready to start the second one which is about The Principles of Teaching and Learning Geography. In this topic you discussed about Inquiry of Natural and Human Made Phenomena, Observation of the Causes, Process and effects on the Phenomena, Recording Information and Data, Spatial Approach and Quantitative Approach.

Competences

After studying the above subtopics you are expected to develop the following competences;

- Demonstrating uses of principles of teaching and learning geography.
- Analysing the roles of using the principles of teaching and learning in Geography in the Teaching-learning process.

Activity 1:

1. Just imagine you are now employed in a certain school as a newly employed student teacher, whereby during your college based phase you didn't go through the above topics. Predict what will happen to you when it comes to planning a lesson regarding to principles of teaching and learning Geography?
2. Suggest solutions to the above situation.

Self assessment question

1. Think of any activity to your learners pertaining principles of teaching and learning Geography and implement it. Explain the strategies you will use to implement it.
2. How you could make its implementation effective?

TOPIC THREE:
GEOGRAPHY TEACHING AND LEARNING SUPPORT RESOURCES

Brief Explanation

In the previous topic you discussed about principles of teaching learning Geography. Through it you realised the importance of the whole process of studying Geography. In the course of teaching Geography content you must use a number of teaching and learning resources. It is the intention of this topic then to expose you to the major types of Teaching-learning materials like textbooks, reference books, supplementary materials, Geography room and weather station. It is evident that the theoretical part of this topic was covered when studying Geography teaching and learning support resources while in your respective college

Competences

You are expected to demonstrate ability to;

- Identify, use and assess the Geography teaching and learning support resources during teaching and learning process

Activity 1:

1. Identify different resources you have used while preparing yourself for a certain topic of your choice
2. Make a comparison with what you learnt while in the colleges. Do you see any resource missing or added in your previous list? Why?
3. Analyze the identified resources based upon their structure and content
4. Explain are the importance of Geography room and weather station to students and school community in general. Identify is the position of such resource in your school? If available, what is your plan if is not there?

Self assessment/Evaluation

Identify the competences you have developed after going through and attempting the above tasks.

TOPIC FOUR:
PREPARATION FOR TEACHING AND LEARNING GEOGRAPHY

Welcome to topic four. In the first year course, you noted the importance of this topic. In developing teaching professional skills through capacity building. Preparation for Teaching /Learning Geography exposes you to syllabus Analysis, Preparing and use of the Geography scheme of work, lesson plan, lesson notes, Textual material and non-textual and the Subject log book.

Competences

Having done this, you are expected to demonstrate ability to;

- Analyze Geography curriculum materials
- Prepare yourself before teaching
- use learner centred techniques during teaching and learning processes
- Assess teaching and learning processes

Activity 1:

1. Prepare a scheme of work for Geography subject using the syllabus.
2. Prepare a lesson plan of any topic of your choice to the class your teaching, invite your fellow Geography teachers when demonstrating the lesson
3. What were the comments given by your fellow teachers?
4. How those comments helped you to improve your teaching?

Self assessment questions

1. Explain difficulties you faced during demonstration of a lesson and how you can to solve them.
2. Suggest best ways you can use to make teaching and learning process efficient and effective.

TOPIC FIVE: TEACHING AND LEARNING SUBJECT CONTENTS

Brief Explanation

Dear student teacher, in the topic of teaching and learning subject content, you discussed the following topics, the concept of Geography, the solar system, major features of the earth, weather and climate, Natural regions, Human population, settlement and occupation, practical Geography, and environment and its management. It is important to note that the above topics were discussed mainly on the methodological part while skipping out most of the academic part of it. Due to this it is our expectation that on your own you covered both of them, (academic and methodology). The activities below will assist you to achieve both academic and pedagogical competences.

Competences

After accomplishing the activities that follow you will develop the following competences.

- Using various learner centred teaching-learning techniques in learning/teaching process
- Search and use the geography subject matter in teaching O-level geography content
- Organize various practical and field works on the respective topics.

Activity 1:

1. Basing on the level you are teaching during the field work summarize and keep in your portfolio lesson notes in each topic you are teaching.
2. Identify the competences demonstrated by your students in each topic.

Activity 2:

1. Invite the experience teacher to observe your lesson. Analyse the comments provided and suggest ways of making improvement.

Activity 3:

Guide your students to perform practical activity in one of your lesson around school premises. Lead your students to identify the role played by practical work in understanding the concepts studied.

Self assessment/evaluation

Use the lesson plans you developed in every geography teaching session. What you will reflect on the following.

1. Teaching/learning resources used
2. Teaching /learning techniques applied
3. Teaching/learning activities given to your students
4. Assessment procedures used
5. Content coverage.

TOPIC SIX: PHYSICAL RESOURCES

Brief Explanation

In this topic you are required to study on water and soil resources and see how you can be competent in knowledge, skills and attitude in these subtopics. However you are expected to link it with classroom teaching (pedagogy) so as to enable you to teach form one students. It is our sincere expectation that you will enjoy the provided linkage.

Competences

You are now in the field (teaching practice) it is important that through this topic you can develop the following competences;

- Ability to select, use and assess relevant and effective teaching/ learning techniques to make sure that your learners achieve the intended instructional objectives.
- Ability to identify, use and manage sustainable use of the physical resources available in your community around you and in Tanzania at large.

Activity 1:

1. Prepare tasks which will enable your students to identify, use and manage sustainably the physical resources available in their surrounding community. Practical examples and evidences are important. Document their responses in the portfolio.
2. Construct relevant test items using the objectives identified and learnt during college based phase. The test should cover water and soil aspects as far as Geography is concerned.
3. Prepare a marking scheme of the questions included.

Self Assessment Questions

It is obvious that you completed the above tasks successfully, explain the experiences acquired in doing the above activities.

TOPIC SEVEN: POPULATION AND DEVELOPMENT

Brief Explanation

In the previous topic you discussed on physical resources, focussing on water and soil. This topic deals with population and development, the topic discussed at the college which includes dynamics, population policy and settlement in Tanzania. It is important to note that, your coverage is broader than what you are facilitating at O' level. Make use of the experiences from the field to practice what you learnt at the college during the first year.

Competences

You are expected to demonstrate the ability to;

- Synthesis and use the knowledge, skills and attitudes learnt in population and development in your daily teaching/learning process.
- Select and apply relevant techniques and resources that can suit classroom of instructions.

Activity 1:

1. After making a revision on what you learnt at the college with reasons to support your explanations, identify aspects you think are relevant to O' level students.
2. Prepare a brief lesson notes about population for o-level class (lesson notes content should cover two periods of 40 minutes each).

Activity 2:

1. Identify teaching and learning methods and resources that you think are suitable to teach the topic, and explain how would you go about? (Both of them should relate with the prepared notes in activity 1 above and put it in a portfolio).

Self Assessment Questions

Explain other ways of doing the above activities
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TOPIC EIGHT: SURVEYING

Brief Explanation

Welcome to topic 8. In the previous module you learnt at the college you were exposed to types of surveying and demonstrated surveying operations such as chains, prismatic, plane table and levelling that means you are well equipped with various skills related to the field. It is imperative if you link and merge what you gained in academic part with your daily practices (refer page 15 of Geography academic syllabus 2007). You are expected to develop the following competences once you accomplish the topic activities:

Competences:

- Demonstrating innovative knowledge and skills relevant to survey work.
- Conducting a survey of either your school premises or the village/town nearby the school you are teaching.

Activity 1:

Explain the role of practical in teaching and learning of survey lessons Using your school environment plan how you can organize survey of your school. Guide your learners to make a survey of their school area.

Self Assessment Question

Identify you identify areas in your school compound that need survey to be undertaken?
Identify strategies and resources considered relevant in conducting such a survey?

TOPIC NINE: GEOMORPHIC PROCESS

Brief Explanation

Welcome to topic 9 which deals with Geomorphic process college you studied about the significance of geomorphic processes on and within the earth which included the following areas of study. The concept of geomorphic process, types of geomorphic process, consequences of geomorphic processes and significance of geomorphic processes. In this module you are expected to realise the importance of this topic to the study of Geography.

Competences

After going through this topic you are expected to develop the following competences..

- Applying the knowledge, skills and attitude learnt on geomorphic process in sustainable use and management of environment.
- Designing relevant and effective teaching and learning methods to make sure that learners achieve the targeted instructional objectives.
- Demonstrating professional, ethics and commitment to work.
- Conducting an action research relating to the problems or difficulties that learners and student teachers faced during the field work.

Activity 1:

Reflect on the objectives as appeared in the syllabus used at the college.

1. Which objectives have you managed to cover correctly?
2. Which ones were not yet covered?
3. Explain how best you can implement the stated objectives.

Activity 2:

There are so many teaching and learning methods that can be employed to teach this topic. Identify the method that you think are suitable for teaching the topic. Make an outline of procedures to be followed when using such methods and explain the criteria of selecting them.

Self Assessment Questions

- (1) With regard to the competences provided above which one you have achieved effectively?
- (2) Identify the ones you have and suggest the best ways of achieving them.
- (3) Summarize what you have learnt from this topic.

TOPIC TEN: ENVIRONMENTAL PROBLEMS AND ISSUES

Brief Explanation

You are welcome to topic ten. This topic is about environmental problems and issues. It is divided into three sub-topics, namely environmental problems, management as well as disaster management. Make use of the theory learnt at the field effectively.

Competences

It is expected after accomplishing the tasks below, you will demonstrate the following competences;

- Developing entrepreneurship within and between, your students and surrounding community and assure the sustainable use of the environment in question.
- Conducting a research and demonstrate innovativeness towards managing the environment.
- Transforming classroom learning to field practice and finally to school surrounding communities.
- Providing counselling on environmental management and destruction to your students as well as to local communities living nearby your school.

Activity 1:

1. Through working with your students identify all the areas which are facing environmental problems nearby school and investigate the main cause of it. Discuss with your students measures to be taken in order to rectify the situation.
2. Conduct an action research on the most affected areas around your school. Assess factors which cause environmental problems and assess the attempts done to manage the affected areas.
3. Together with your students, conduct a small scale project to conserve the most affected areas in your school.

Self Evaluation Question

Ask yourself, what strategies you are going to use, in order to make your students and the community around your school, feel responsible in practicing daily environmental skills and management.

TOPICELEVEN: HUMAN OCCUPATIONS AND ECONOMIC DEVELOPMENT

Brief Explanation

During the revision on population and development you learnt different patterns and types of settlement, population policies, population dynamics and relationships between population and environment. Infact all of the discussions above showed that there was a link between population, environment and economic development.

This topic comprises of the following Sub-topics which actually represent various human occupations including Agriculture, mining Industry, tourism industry, harvesting of forest resources, fishing industry and transport and communication. It is hoped that during your school time you learned all issues related to this topic. Regardless your long study experiences on these topics, you need some guidance for application and further understanding.

Competences

You are expected to demonstrate the following competences;

- Integrating knowledge, skills and values learnt on the relationship of human occupation and economic development in environment management.
- Transform learners and enable them to see the relationship of human occupation and economic development towards environment. Again engage there to use the knowledge in real life to serve the environment.
- Realizing that it is your duty to transform your learners about human occupation effectively through proper teaching and learning methods and resources.

Activity 1:

1. Guide your student to make a small scale research on various economic activities of people living around your school. Assess the extent to which those activities have an impact on the environment.
2. .Prepare a lesson basing on economic activities practiced on the area selected above. Teach the respective class in the context of the nearby community.

Self Evaluation Questions

1. Can you prepare a summary of what you covered in this topic?
2. Compare your summary with your lesson notes found in the module and actual class teaching plan. What is the difference, Why such differences occurred?.
How can you eliminate such differences?

TOPIC TWELVE: ENERGY RESOURCES

Brief Explanation:

Energy resources are among the topics you learnt while you were at the college. Knowledge learnt can be seen daily throughout the people's activities relating to energy resources which are being carried out by individuals in daily life situations in all over the world. Generally, energy resources are the major sources of fuel and power. to easy life if sustainable used.

Competences

The competences to be developed, is to demonstrate abilities in:-

- Identifying the existing energy.
- Suggesting sustainable use and apply the knowledge in real life situation.
- Sharing and apply the knowledge learnt in energy resources in the school and surrounding community at large.

Activity 1:

Sustainable use of energy resources is advocated all over the world.

Through working with your students

1. observe and identify around your school premises if there are any sources of fuel and power
2. Organise a field trip with your students to visit different areas with major sources of fuel and power within your community. Discuss sustainable use of to its dwellers.
3. Write short notes on how to harvest fuel and power that you can use to discuss with the community in a meeting.

Self Assessment Questions:

1. Explain the best ways of using field study in teaching your lesson.
Describe what extent the above competences were attained by using the experiences obtained from the field.

TOPIC THIRTEEN:
APPLICATIONS OF TEACHING-LEARNING STRATEGIES IN
GEORGRAPHY

Brief Explanation:

Welcome to the topic 13 which deals with the **APPLICATIONS OF TEACHING-LEARNING STRATEGIES IN GEORGRAPHY**. Having being covered with the content part as well as pedagogical portion at college. Now you are expected to use and apply them in day to day teaching. The following subtopics have been covered.

Teaching and learning techniques, demonstration lesson, preparation and planning for teaching practice in Geography.

Competences

You are expected to:

- Improve application of learner centred methods and techniques in daily teaching of Geography
- Assess the outcome of the teaching practice

Activity 1: Use the lesson plans developed in every geography teaching session to explain how you can reflect on to explain how you can reflect on.

1. Teaching/learning resources used
2. Teaching /learning techniques applied
3. Teaching/learning activities given to your students
4. Assessment procedures done
5. Content coverage. Identify various things achieved for improvement of your lesson.

Self -Assessment Questions

Ask yourself the following questions

1. Am I now able to integrate theory of teaching and the actual practice of teaching?
2. Can I use the Teaching and learning Strategies efficiently and effectively?
3. Make an analysis of the type of teaching practice you performed in your school.

**TOPIC FOURTEEN:
ASSESSMENTS IN GEOGRAPHY**

Brief Explanation

Welcome to the last topic of this module which deals with the assessment in Geography. In the module you learnt at the college you discussed intensively the concepts and modes of assessment in Geography. It is obvious that to every task you are doing you should end up with assessment and evaluation for making judgement or further use. This may make you adjust yourself in areas where you don't do properly and strengthen in areas where you are doing well.

Competences

You are expected to develop ability to:

1. Construct various assessment tools in Geography and administer them.
2. Identify problems of assessment in Geography, and make use of assessment results.

Activity 1:

1. Explain various ways you have performed assessment, in teaching and learning of Geography?
2. Construct a test or examination by following all important stages as learnt in research, assessment and evaluation in Geography subject.

Self -Assessment Questions

1. In your day to day classroom practices explain the role of assessment.
2. Analyse different ways of assessment and tools used in Geography.
3. Teaching and learning and assessment are friendly concepts. Use the experiences you got from field work to support this statement.