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| **Course Title: Methods of Teaching Geography**  Course No: Geo. Ed. 432  Nature of the course: Theoretical  Level: B.Ed.  Year: Third | Full Marks: 100  Pass Marks: 35  Periods per week: 6  Total Periods: 150  Time Per Period: 55 minutes |

**1. Course Description**

This is a specialization course designed for the students to orient the students to the various aspects of teaching geography. Its aim is to provide students about the pedagogical knowledge of geography education and teaching strategies, approaches and methods in the classroom teaching.

**2. General objectives**

The general objectives of this course are to:

* acquaint students with aims and objectives of geography and geography education
* familiarize the students with objectives, curriculum, textbooks and reference materials of geography education
* enable the students understanding the strategies, approaches and methods in teaching geography
* enable students to explain the importance of teaching geography at school level
* acquaint students with the methods of teaching geography and enable them to apply in the classroom teaching
* familiarize the students with instructional objectives and planning of geography teaching in behavioral terms
* acquaint students with laboratory and instructional aids in Teaching Geography
* familiarize the students with the skills of planning, evaluation and micro teaching

**3. Specific Objectives and Contents**

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| **Specific Objectives** | **Contents** |
| * To introduce the geography and geography education * To describe the changing concept of geography * To discuss the paradigms of geography * To explain the major branches of Geography and their relationships * To explain the nature, scope and sequence of Geography * To explore the relationship between Geography and other subjects * To describe the activities of geography education | **Unit I: Introduction to Geography and Geography Education (30)**   * 1. Definition of geography   2. Changing concept of geography      1. earth's surface,      2. location,      3. spatial distribution,      4. spatial interaction,      5. ecological region,      6. areal differentiation,      7. spatial internal coherence,      8. cultural appraisal of the earth,      9. temporal change or succession-time      10. scale   3. Paradigm of geography      1. Natural vs Social Sciences,      2. Nomothetic vs Idiographic,      3. Regional vs Systematic      4. geography a discipline of synthesis   4. Relation of geography with natural and social sciences   5. Differences between geography and geography education   6. Nature and scope of geography education   7. Aims and objectives of geography education   8. Integration and synthesis in geography education   9. Emphasis on activities |
| * To explain the principles of setting instructional objectives * To differentiate between curricular and instructional objectives | **Unit II. Setting Objectives in Geography Education (7)**   * 1. Educational objectives   2. Curricular objectives   3. Instructional objectives |
| * To explain the importance of geography curriculum * To analyze present school level geography curriculum and its affecting factors * To trace out history of geography curriculum in Nepal | **Unit III. Geography curriculum (14 )**   * 1. Importance of geography curriculum   3.2. Geography in school level curriculum  3.3. Factors affecting school level geography curriculum  3.4. Analytical study of school level geography curriculum  3.5. Developing a model curriculum for school level in the context of Nepal |
| * To explain the importance and use of textbooks * To analyze current secondary level geography textbooks in Nepal * To discuss on the use of teaching and learning textbooks, reference hardcopy and electronic materials * To explore the publication and distribution situation of geography textbooks in Nepal | **Unit IV. Geography Textbooks and Reference Materials (12)**   * 1. Importance and use of textbooks   2. Analytical study of secondary level geography textbooks   3. Use of textbooks, reference books, e-Books journals and Google Maps in geography teaching   4. Geography textbooks in Nepal      1. publication      2. distribution |
| * To discuss the concepts of teaching strategies, approaches and methods * To assess different types of teaching methods * To describe different branches of geography | **Unit V. Strategies, Approaches and Methods in Teaching Geography (15)**  5.1. Concepts of teaching strategies, approaches and methods  5.2. Approaches and methods in teaching geography  i. Lecture  ii. Discussion  iii. Inquiry  iv**.** Observation  v. Regional comparative  vi. Field study  vii. Action research  5**.**3 Teaching different branches of geography |
| * To explain the psychological considerations, syllabus and teaching methods in school level curriculum | **Unit VI. Specific Considerations for Geography at Basic and Secondary Levels: (10)**  **6.1** Psychological Considerations,  6.2 Syllabus  6.3 Teaching Methods |
| * To describe the types of instructional aids * To explore the ways of collecting, constructing and using different types of instructional aids | **Unit VII. Laboratory and Instructional Aids in Teaching Geography (14)**   * 1. Facilities in in-house laboratory   2. Instructional aids and its types   3. Collection, construction and use of material   Maps, atlas, globe, Google Earth Maps, photographs, satellite imageries, Charts, graphs/diagrams, pictures, models and specimen   * 1. Geographic Information System and Remote Sensing, GPS for the application and use |
| * To explore various supplements of teaching geography | **Unit VIII. Supplements to Teaching Geography (14)**  8.1. Meaning and concept of supplements to teaching  8.2. Local spatial context   * 1. Geography classroom   2. Geography teacher   3. Resource persons   4. Local area/landscape observation/study |
| * To explain the concept and approaches of instructional planning * To prepare and use instructional plans for teaching geography | **Unit IX. Planning in Teaching Geography (12)**   * 1. Concept and approaches of instructional planning   2. Types of instructional planning      1. Work plan      2. Unit plan      3. Lesson plan |
| * To explain the concept and types of evaluation * To explain different types of test items for measuring knowledge and skills of geography teaching | **Unit X. Evaluation Techniques in Geography Teaching (12)**  10.1. Types of evaluation techniques   * + 1. Formative evaluation     2. Summative evaluation   1. Types of questions/test items      1. Subjective      2. Objective   2. Construction of specification chart   3. Construction of test items in geography of secondary level |
| * To explain the purpose of micro-teaching * To introduce the steps in micro-teaching * To give the knowledge to develop micro teaching lesson plans | **Unit XI. Micro-teaching in Geography (10)**   * 1. Meaning and purpose of micro-teaching   2. Steps in micro-teaching   3. Micro-teaching in the classroom |

**Note:** The figures in parentheses indicate the approximate periods for respective units.

1. **Instructional Techniques**

Two types of instructional techniques have been recommended. The first group comprises general instructional techniques applicable to most of the units. The second group includes instructional techniques to be applied to each of the specific units.

**4.1 General Instructional Techniques**

* Lecture, discussion, question-answer and interaction
* Group work on geographical issues and preparation and presentation of paper on selected topics
  1. **Specific Instructional Techniques**

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| **Unit** | **Specific techniques** |
| I | * Practice discussion on the definition and scope of geography and geography education |
| II | * Follow and use discussion to explain the principles of setting instructional objectives |
| III | * Based on the concept of the instructional objectives explain the importance of geography curriculum * Present school level geography curriculum * Discuss the historical development of geography curriculum in Nepal |
| IV | * Follow discussion about the importance and use of textbooks in teaching-learning * use current secondary level geography textbooks of Nepal and discuss |
| V | * Prepare and use of different types of teaching methods |
| VI | * Discuss and explain the psychological considerations, syllabus and teaching methods in school level curriculum (basic and secondary levels) |
| VII | * Collect and use of locally available instructional materials- printed, audio-video, teacher made etc |
| VIII | * Follow discussion the importance of supplements of teaching geography- local spatial context, geography classroom, geography teacher, resource persons, and local area/landscape |
| IX | * Prepare and use of instructional plans for teaching geography – work plan, unit plan and lesson plan base on school curriculum |
| X | * Prepare and use of different types of test items for measuring knowledge and skills of geography teaching |
| XI | * Prepare and use of micro teaching lesson plans based on school curriculum |

1. **Evaluation**

Evaluation will be carried out through written test. Teachers can apply various internal evaluation devices to improve high achievement. However, the score will be only for giving feedback to the students. Marks secured in the final examination will be the only criteria for passing the examination. The efficiency and the performance of the students will be evaluated by the annual examination held by the office of the Controller of Examination Tribhuvan University. The types and number of questions to be asked in the board examination are given below:

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| Types of Questions | Total questions to be asked | Number of questions to be answered and marks allocated | Total Marks |
| Group A: Multiple Choice items | 20 questions | 20 X 1 mark | 20 |
| Group B: Short Answer Questions | 8 with 3 ‘or’ questions | 8 X 7 marks | 56 |
| Group C: Long Answer Questions | 2 with 1 ‘or’ question | 2 X 12 marks | 24 |

1. **Recommended Books and References**

**Recommended Books**

CDC (2064 BS). *Madhyamik siksha pathyakram*. Sanothimi: MOE, Curriculum Development Center.

Husain, M. (2011). *Models in geography*. New Delhi: Rawat Publications.

Janwali, D. (1996). *Bhugol shikshan.* Kathmandu: Vidyarthi PustakBhandar.

Kausik, S. D. (1987). *Geographical thought and methodology.* Meratha: Rasthogi Publications.

Pandey, R. K. (1992). *Geography education: philosophy and methods*. Kathmandu: Ratna Pustak Bhandar.

Panta, T> R. (2042 BS). *Teaching social studies.* Kathmandu: Curriculum Development Centre (T.U).

Poudel, K. P. (2068 BS). Sthaniya vikasma bhougolik suchana pranali: Kathmandu: Nepal Bhougolik Soochana pranali Samaj. (Nepal Geographical Information System Society)

Subedi, B. P., Poudel, P.C. and Poudel, K. P. (Eds) (2068 BS). Geography in Nepal: mountain environment and human activities. Kathmandu: Nepal Geographical Society.

Singh, H. N. (1992). Teaching geography. Agara: Vinod Pustak Mandir.

**References**

Adhikari, S. (1992). *Fundamentals of geographical thought*. Allabad: Chaitnya Publishing House.

Hartshorne, R. (1939). *The nature of geography*. Chicago

Holt-Jensen, A. (2004). *Geography: history and concepts*. New Delhi: Sage Publications.

James, P.E. (1971). *All possible world: a history of geographical ideas*. New York: The Bobbs-Merrill Company, Inc.

Long, M. and Raberson, B.S. (1966). *Teaching geography*. Haireman Education Books.