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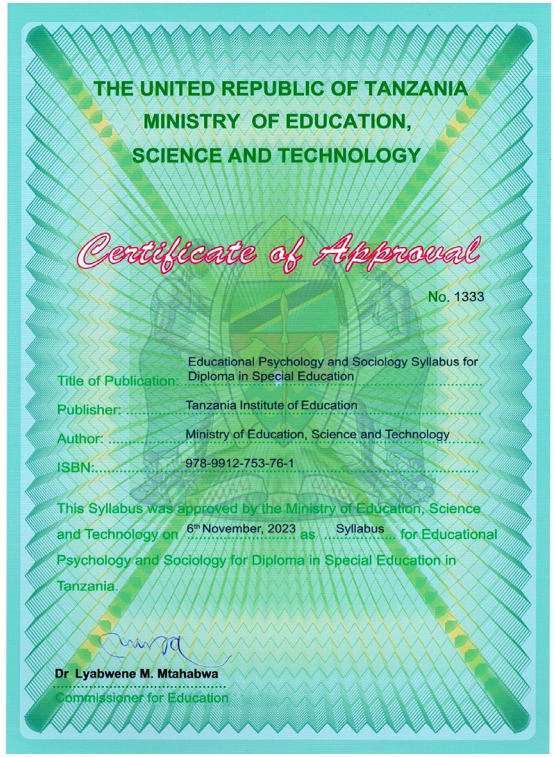

EDUCATIONAL PSYCHOLOGY AND SOCIOLOGY SYLLABUS FOR DIPLOMA IN SPECIAL EDUCATION

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Abbreviations and Acronyms

ICT	Information and Communications Technology
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

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Dr. Aneth A. Komba
Director General
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1.0 Introduction

Educational Psychology and Sociology is a core subject for a Diploma in Special Education. The subject aims at enabling the student teacher to acquire mastery of Educational Psychology and Sociology, as well as learning principles and theories in teaching and learning. In addition, this subject aims at enabling the student teacher to provide guidance and counselling to their students so they may behave according to the norms of society. Moreover, this subject will enable the student teacher to be familiar with the society he/she lives in and be able to relate positively, with his/her pupils for an effective teaching and learning process.

This syllabus has been prepared to guide the teaching and learning of Educational Psychology and Sociology for the Diploma in Special Education in Mainland Tanzania. The syllabus interprets the teaching and learning competences indicated in the 2023, curriculum review of the Diploma in Psychology and Sociology of Special Education Curriculum. It also provides instructions to guide the tutor on how to prepare the student-teacher effectively. The teaching and learning process includes using participatory methods, lesson preparation as well and preparation of teaching and learning materials.

2.0 The Main Objectives of Education in Tanzania

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
(b) Respect the culture, traditions and customs of Tanzania, as well as cultural differences, dignity, human rights, attitudes and inclusive actions;
(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
(d) Understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
(e) Develop life and work-related skills to increase efficiency in everyday life;
(f) Develop a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of society, gender equality, as well as the management and sustainable conservation of the environment; and
(h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 The Objectives of Teacher Education

3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of facilitating teaching and learning that align with the scientific, technological and social changes in order to develop a knowledgeable Tanzanian with skills, and positive perspectives attitudes who values equality, justice and lifelong education.

3.2 The Specific Objectives of Teacher Education

The specific objectives of Teacher Education are to enable the student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, life ethics, and teaching foundations;
(b) Develop competence in teaching and learning methods;
(c) Develop competence in assessment and evaluation methods based on the concept of competence development;
(d) Develop innovation and creativity in teaching and learning while considering the pupils' needs;
(e) Apply ICT and assistive technology in teaching and learning;
(f) Develop skills of early identification for pupils with special needs and provide appropriate interventions;
(g) Strengthen the use of language in teaching and learning; and
(h) Develop skills that focus on improving teaching, learning, and assessment (i.e., classroom-based research).

4.0 General Competences of the Diploma in Special Education

The general competence of Teacher Education for a Diploma in Special Education aims at enabling a student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;
(b) Master teaching and learning methods;
(c) Master the methods for assessment and evaluation based on competence development;
(d) Master the methods for innovation and creativity in teaching and learning based on pupil's needs;
(e) Use ICT and assistive technology in teaching and learning;
(f) Identify a pupil with special needs and provide appropriate intervention;
(g) Use the relevant language appropriately in teaching and learning;
(h) Apply leadership skills in academics and
(i) Demonstrate mastery of the skills for improving teaching, learning and assessment (i.e., classroom-based research).

5.0 Main Competence and Specific Competences

The main and specific competences of the syllabus to be developed are shown in Table 1.

Table 1: *The main and specific competences for the first and second year*

Main competence	Specific competences
1.0 Demonstrate mastery of applying Educational Psychology in teaching and learning	1.1 Demonstrate mastery of the foundations of educational psychology 1.2 Analyse the stages of growth and child development in learning 1.3 Demonstrate mastery of the theories and principles of learning 1.4 Demonstrate mastery of guidance and counseling skills
2.0 Demonstrate mastery of the Sociology of Education in teaching and learning	2.1 Demonstrate mastery of the foundations of the sociology of education 2.2 Analyse social issues that affect child care and learning

6.0 Roles of Tutor, Student-Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st century skills. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;
(b) Create an enabling teaching and learning environment, including improvisation of the resources;
(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 Student Teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competences in various areas, including classroom management and instructional and assessment methods. The acquired competences will enable the student teacher to determine the student's progress and improve the teaching and learning process;
(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories.
(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/ expertise in the teaching profession;
(d) Collaborate with fellow student teachers and the tutor in the learning process; and
(e) Comply with the college rules and regulations.

6.3 Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and
(b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

The teaching and learning of Educational Psychology and Sociology at the Diploma level in special education is based on the necessity to impart to the student teachers relevant knowledge, skills and attitudes. The student teacher is expected to gain knowledge about Special Education and spend enough time doing practical exercises related to the acquired knowledge. It is imperative that the trainer uses interactive methods that enable the student teacher to build the intended competences. The recommended methods are those that involve the student teacher in the process of teaching and learning that take into account the various needs and abilities of their learners. These methods include songs, stories, games, demonstrations, gallery work, role plays, study tours and group discussions. The methods will enable the student teacher to be creative, think realistically, communicate effectively, collaborate with others, seek knowledge from diverse sources and solve various challenges in his/her daily life. The trainer is advised to guide the trainee teacher to be creative and flexible in using collaborative methods during teaching practice and to select learning and teaching tools using the student's immediate environment.

8.0 Teaching and Learning Resources

The teaching and learning resources for Educational Psychology and Sociology for the Diploma in Special Education, should be interactive and meet the learner's needs. The tutor should ensure that the student teacher has the opportunity to acquire skills for the preparation and use of various learning and teaching tools. The tutor is advised to use the tools available in the learner's immediate environment. The resources may include computers, printers, tablets, disks, texts containing information related to the relevant competences, creative and non-creative texts, graphics, touch graphics, photographs, multimedia, television, film, radio, meaningful examples, real objects, and dictionaries.

9.0 Assessment of Learning Progress

Assessment of the student teacher's learning progress will be based on the criteria defined in each learning activity. The tools used in testing are those that will focus on building the student teacher's competence. The trainer should ensure that he/she tests the student teacher in the aspects of knowledge, skills and orientation. In addition, it is important to evaluate the student-teacher's performance in all aspects of learning. The results of the evaluation will help make improvements and ensure that the goals of Special Education are met. The tutor should also design testing activities to stimulate learning. The final assessment will contribute seventy percent (70%) whereas continuous assessment will contribute thirty percent (30%). Distribution of continuous assessment scores will be as follows; first year terminal examinations will be six percent (6%), first year annual examination will be six percent (6%), Second Year Terminal Examination will be six percent (6%), portfolio work will be five percent (5%) and project work will be seven percent (7%). Table 2 shows the breakdown of continuous assessment scores.

Table 2: *Scores distribution for continuous assessment.*

S/No	Assessment activities	Distribution (%)
1	First Year Terminal Examination	6.0
2	First Year Annual Examination	6.0
3	Second Year Terminal Examination	6.0
4	Project	7.0
5	Portfolio	5.0
	Total	**30**

A student teacher must pass the continuous test with at least fifty per cent (50%) and 50% of the final examination to be awarded a diploma. If a student teacher fails, he/she can repeat the exams twice within three years.

10.0 Number of Periods

The syllabus provides an estimate of the time that needs to be spent in teaching and learning based on the weight of specific competences and activities to be performed by the student teacher. Time estimates are based on the 60-minute period system. This subject will have two (2) periods per week.

11.0 Teaching and Learning Content

The syllabus contains content that is organized into six components which are main competence, specific competence, learning activities, assessment criteria, teaching and learning resources and the number of periods. Tables 3 and 4 show the contents for the First and Second years, respectively.

Table 3*: First-year Contents*

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
1.0 Demonstrate mastery of Educational Psychology in teaching and learning	1.1 Demonstrate mastery of foundations of educational Psychology	(a) Analyse concepts and foundations of Educational Psychology (meaning, origin, importance and objectives)	Concepts and foundations of Educational Psychology are appropriately analysed	Journals, text modules, pictures and drawings on psychology	17
	1.2 Analyse child growth and developmental stages in learning	(a) Analyse child growth aspects, developmental stages and needs in teaching and learning (theories, aspects, stages and needs)	Child growth aspects, developmental stages and needs in teaching and learning are appropriately analysed	Clinic cards, text on psychology, pictures, charts and drawings	17

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
	1.3 Demonstrate mastery of theories and principles of learning.	(a) Analyse the theories and foundations of learning (meaning, aspects, theories, principles, importance and application)	The theories and foundations of learning are correctly analysed	Journals, texts on psychology, modules, pictures, drawings, counselling and guidance videos	17
	1.4 Demonstrate mastery of counselling and guidance skills	(a) Analyse the theories, foundations and principles of guidance and counselling (meaning, theories, types of counselling, counselling skills, importance, differences and principles)	The theories, foundations and principles of guidance and counselling are correctly analysed	Journals, psychology text, modules pictures, drawings, guidance and counselling videos	17
		(b) Analyse the principles of educational and career guidance and counselling	The principles of educational and career guidance and counselling are clearly analysed	Journals, psychology text, modules pictures, drawings, guidance and counselling videos	
		(c) Analyse ethics of guidance and counselling (Qualities, ethics and importance)	Ethics of guidance and counselling are accurately analysed	Journals, psychology text, modules, pictures, drawings, guidance and counselling videos	

Table 4: *Second year contents*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of Educational Sociology in teaching and learning	2.1 Demonstrate mastery of the basics of Educational Sociology	(a) Analyse the theories and principles of Educational Sociology (Meaning, origin, theories, importance and objectives)	The theories and principles of Educational Sociology are correctly analysed	Journals, sociology text, modules pictures, drawings, guidance and counselling videos	35
	2.2 Analysing Social Issues that affect learner's upbringing and learning	(b) Analyse the relationship between school and society in child care and learning (The importance of the relationship between school and society and its contribution to improving child nurturing and learning)	The relationship between school and society in child care and learning is accurately analysed	Journals, sociology text, modules, pictures, drawings, guidance and counselling videos	35

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