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**CENTRE FOR OPEN DISTANCE AND e-LEARNING  
(CODEL)**

**INTRODUCTION TO TEACHING PROFESSION  
(EDU 111)**

## **COURSE DEVELOPMENT TEAM**

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### **INTRODUCTION TO TEACHING PROGRESSION (EDU111)**

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**MODULE 1**

**TEACHING AS A PROFESSION**

## **UNIT 1:                   BASICS CONCEPTS IN EDUCATION**

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### **1.0 INTRODUCTION**

Education is a commonly used term which has various meaning to various people. In this unit, education was defined along with other related concepts such as teaching, indoctrination, conditioning, training, instruction, and learning. The chapter concludes on the note that these concepts could form integral parts of the educational process, but surely, none of them is education proper.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) explain the meaning of education;
- (ii) State the different between initiation and education
- (iii) differentiate between Training and drilling
- (iv) distinguish between instruction and indoctrination
- (v) differentiate schooling and education

### **3.0. MAIN BODY**

#### **3.1 Meaning of Education**

Education is one of the many concepts that have been very difficult to define. This is due to the existence of several other concepts which are not "education" in themselves but which are somewhat educational in certain respects. These include teaching, instruction, indoctrination, learning, training and drilling, schooling, many other. Another factor that makes "education" difficult to define is that different cultures and societies have different conceptions of what education is and what it should aspire to achieve. Hence, members of specific cultural orientations define education as well as its aims according to their cultural peculiarities and experiences. For example, the educational system of Sparta stressed military training, while in Athens, democratic ideals were emphasized.

Despite the differences in people's perceptions and conceptions, education could be defined as a process, a product and a discipline (Ukeje, 1979).

**As a process:** Education means a set of activities, which entail handing down the ideals, values and norms of the society across generations. It involves the transmission of knowledge, skills, attitudes and beliefs. But according to Whitehead, (1932) education does not end at the acquisition of knowledge. It transcends to the ability to apply the acquired knowledge (Akinpelu, 1981). Moore (1978) opines that education may be thought of as a

process involving activities like teaching, persuading, motivating, learning examining which go on generally in schools and colleges.

**As a product:** Education is measured by the qualities and traits displayed by the educated person. Here, the educated person is traditionally conceived of as a "knowledgeable" and "cultured" person. From the progressives viewpoint, the person is "a well developed personality and a self-realized" (Moore, 1978). These definitions emphasize the power of education to change' and transform an individual from a state of ignorance and underdevelopment to a completely new person who is knowledgeable, cultured, well developed and self realized.

**As a discipline:** Education is defined in terms of the branches of organized knowledge to which students are exposed in colleges, institutes and faculties of education. The branches of organized knowledge include: History of Education; Philosophy of Education: Comparative Education; Sociology of Education: Educational Psychology; Curriculum and Instruction: and Educational Administration (Ukeje, 1979). Specialization in any of the above branches of knowledge makes an individual a student of education.

As a way of setting a minimum standard for "education", three basic criteria have been stipulated: that education must involve the transmission of something worthwhile. This represents the content of education; that it must involve "knowledge". "understanding" and an active "cognitive perspective". This stands for the purpose and intention of education: and that the mode of transmission must be based on "willingness and voluntariness on the part of the learner" not on coercion or force. This symbolizes the method of education (Peters. 1966). In other words, any process that does not involve the transmission of values, knowledge. understanding as well as the active. mental and voluntary participation of the recipient does not merit the title "education". The above criteria shall facilitate our assessment of the educational values of the following related - activities.

### **Self-Assessment Exercise**

- (i) Highlight some of the factors that make the concept of education difficult to define
- (ii) Education can be defined as a process, a product and a discipline, discuss

### **3.2 Initiation and Education**

As discussed above, education is a concept that is often misunderstood with other concepts particularly when it is defined in its very narrow sense. Some of these concepts are:

**Initiation:** This is usually seen as introducing a new member into the membership of a society to internalize their practices, rules and regulations. The activities involved in the process of initiating are usually gradual and are aimed to develop the individual's mind and body.

**Education:** Also involves some elements of initiation as individuals are introduced into certain generally accepted knowledge, ideas and beliefs. Education involves other agencies like the home, the age grades, cultural societies, the school and the religious movements. All these agencies practice initiation in one form or the other. Initiation is usually for the benefit of the individual and the society. The uninitiated can not actualize himself or herself in the society and contribute meaningfully to the growth of that society. For examples, in the school setting, all cases of orientation, induction and matriculation are forms of initiation.

**Self-Assessment Exercise:** What are the similarities between initiation and education

### 3.3 Training and Drilling

**Training:** It has to do with the acquisition of specific skills in a specific area of specialization. It is through training that teachers, lawyers, engineers and doctors acquire the required "know-how" in their respective-specialization areas. This is why we talk of the training of teachers and the training of other professionals. To emphasize the narrow scope of training, we often talk of physical training, military training, and vocational training. One characteristic feature common to all forms of training is that they involve regular "exercising" constant "repetition" and a "definite end and purpose" (Schofield. 1972). Another feature of training is that the acquisition of the particular skill involved may or may not be accompanied by an understanding of the underlying principles (Ducasse. 1958). This, of course, is in sharp contrast with education, which must necessarily involve knowledge, understanding and some sort of cognitive perspective (Peters, 1966). Thus, training is narrow. Limited and more specific. It deals with an aspect of the process of education and is therefore not education itself. For example, In the school system rote learning through recitation of poems etc. is training the mind and physical education trains the muscles.

**Drilling:** This is another concept that is related to training and is also used in the process of educating. Drilling involves the repetition of simple knowledge, facts, skills or attitude to a point where it can be done perfectly and repeatedly without any error. Drilling is common in the learning of some subjects in the school - learning of spellings, vocabulary and grammar in English language, dramatization etc. Drilling is also an essential part of the military training. The flawless performance of a given activity is the goal of drilling. Also, it is a useful concept in education but, is not education in itself.

#### Self-Assessment Exercise

- (i) Differentiate between training and drilling
- (ii) Why is training not education?

### 3.4 Instruction and Indoctrination

**Instruction:** This is the process of building into the mind the knowledge of facts, relations, rules or principles of one kind or another. This could be done through verbal, written or other nonverbal expressions. The instructor is usually taken as one who has the pre-requisite knowledge and authority to direct others. Those being directed are passive and at times, as in the military may not be given the opportunity to air their opinions. It is a one-way communication affair.

In a broader perspective, instruction is much more than teaching or training because it is systematic, specific and objective. It is the process of leading the learner through sequence of statements and restatements of a problem or body of knowledge that can increase the learner's ability to grasp, transform and transfer what he is learning (Bruner, 1966). Thus, instruction is the process whereby the environment of the learner or an individual is deliberately managed to enable him to learn to exhibit certain behaviours under specific condition(s) as a response to specified situation. Instruction could therefore be a process of education or a sub-set of education but definitely not education itself.

**Indoctrination:** This concept is often confused with instruction. It can be seen also as a matter of teaching or imparting knowledge in a certain manner. In the process of indoctrination, an individual has no choice. He is not allowed to participate effectively or actively in the process. He remains a passive recipient of the content (thus involves some elements of coercion). In other words, Indoctrination involves the use of non-rational means in an

attempt to impart unquestioning commitment to the truth of certain unprovable claims with the intention of making them stick. Indoctrination occurs in the teaching of absolute moral values e.g. truth, justice, purity, teaching of religious beliefs, political ideologies like democracy, communism and socialism.

For example, a teacher that attempts to inculcate into the minds of his pupils his own value system, beliefs, attitudes and ideas is indoctrinating. This should not be encouraged. The teacher should encourage and enhance freedom and intellectual integrity in the classroom

#### **Self Assessment Exercise 4**

- (i) Differentiate between instruction and indoctrination
- (ii) Of what importance are the instruction and indoctrination to education

### **3.5 Schooling and Education**

This is a concept that is taken to be synonymous with educating. It is true that schooling is the process of formal education but it is not by itself education.

The aim of the school is to develop a person's abilities and talents following some prescribed rules, regulations and curriculum.

It is through the school that the society teaches values, skills, treasured knowledge important to the survival of society and the individual.

Schooling is an essential process to education but still it is not education. The school is the most organised and systematized institution which brings pupils together for the purpose of educating them.

#### **Self-Assessment Exercise**

Differentiate between schooling and education

### **4.0 CONCLUSION**

This unit has taken us through the definition of education and that of other related concepts. It has to be emphasized here that education is a broad and a comprehensive process, which continues throughout the life of an individual. It is an all embracing concept in which a little bit of the other sub-processes could be embedded. Each of these sub-processes could form an integral part of education but none can independently constitute or symbolize it because they are narrow, limited and specific. The relationship between them and education is that of the part and the whole: they are not education proper yet education may not be realized without a little bit of each of them.

### **5.0 SUMMARY**

We have discovered that there are some factors that make education difficult to define. Broadly speaking, education can be defined based on process, process and discipline. We have also discussed such concepts as initiation, instruction, indoctrination, drilling, training, teaching, learning and schooling which are often confused with education but are some of the concepts of education.

### **6.0 TUTOR-MARKED ASSIGNMENT (TMA)**

1. State any three definitions of education
2. From what perspective do indoctrination and conditioning break down as a process of education?

3. State the characteristics features of instruction

### **7.0 REFERENCES/FURTHER READINGS**

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## **UNIT 2: TEACHING AND LEARNING CONTENTS**

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### **1.0 INTRODUCTION**

Teaching and learning has been taken as component which makes up the process of education. The essence of teaching is to bring about learning. In this unit, you will be introduced to the meaning of teaching and learning, elements of teaching and learning, functions of teaching and principles of teaching and learning.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) define teaching
- (ii) state some elements of good teaching
- (iii) highlight some principles underlying teaching
- (iv) list the functions of teaching
- (v) define learning
- (vi) enumerate some elements of learning
- (vii) state the conditions that necessitate learning process
- (viii) highlight some principles of learning process
- (ix) what are the effective ways of learning

### **3.0. MAIN BODY**

#### **3.1 Definition of Teaching**

Teaching, like education, is variously defined by different people to suit their perception of the word. Teaching, according to Clark and Starr (1970:4), is an attempt to help people acquire some skills, attitude, knowledge, ideas and appreciation. In other words, the teacher's task is to create or influence desirable changes in behavior in his or her own pupils. Van Dalen and Brittel (1950) defined teaching as the guidance of pupils through planned activities so that they (pupils) may acquire the richest learning possible from their experiences. Clark (1995) sees teaching as interaction between a teacher and student under the teacher's responsibility in order to bring about the expected change in the student's behaviour. Nwachi (1991) defined teaching as the imparting of knowledge from one person to another and the guiding of someone to behave in a particular manner. Frankena (1965) expressed that teaching cannot be done by just anybody because it involves: (a) conscious and deliberate activities (b) less experienced or immature people to be taught and (c) a body of knowledge to be imparted.

## Teaching

### 3.2 Elements of Good Teaching

According to Okorie (1977:3), some of the characteristics of good teaching consist of the following:

1. Make your classes interesting through maintenance of a conducive atmosphere, social and physical, which stimulates and encourages learning
2. Use a variety of methods and encourage efficient and friendly sharing and cooperation in all phases of classroom activity.
3. Supplement methods with audio-visual aids
4. Use as much as possible pupil's own motives as guide in the selection of learning goals and experiences
5. Apply your teaching to life situations
6. Be organized and develop a good teaching plan bearing in mind the needs of your pupils
7. Use other persons in your teaching where there is need for expert information on a particular subject area
8. Know today what you plan to teach tomorrow
9. Cause the pupils to think as you teach
10. Try something new in teaching
11. Accept the responsibility that the next generation depends upon you
12. Evaluate your pupils accurately, fairly and in an organized manner
13. Provide the pupils with activities for most classes
14. Get to know your pupils, love them for what they are. They are the greatest crop you will have the opportunity to grow and cultivate.

### Self-Assessment Exercises

1. Define teaching
2. State some elements of good teaching

### 3.3 Functions of Teaching

The following are the functions of teaching:-

- (i) **Informing and Explaining:** A good teacher is expected to be well-informed in his areas of specialization. He is expected to be able to communicate his knowledge to his students.
- (ii) **Stimulating, Directing, Guiding and Administering:** Teaching involves stimulating the pupils to learn. The child is equally to be directed and guided in his study. The teacher has the task of administering many children in the classroom. He is to see that none of the pupils is disturbed from learning.
- (iii) **Identifying What to Learn:** The proprietor of the school gives the teachers the syllabus. It is the responsibility of the teacher to interpret and present it to the child.
- (iv) **Identifying Learning Problems:** During teaching, the teacher asks series of questions. These help to expose the pupils' learning problems. It is the responsibility of the teacher to solve these problems through remedial work.
- (v) **Evaluating, Reporting and Recording:** Teaching includes evaluating the pupils' performances. These are reported and recorded to show the progress record of the pupils. Educationists rates evaluating as important as instructing.
- (vi) **Classroom Arrangement:** This is a part of teaching activities. The classroom stage for learning. The methods to be used and the likely atmosphere of the class is determined by the organisation of the classroom.

- (vii) **Socialization:** Some functions of teaching are deliberate while some are latent. Among the latent functions, is socialization. As the pupils learn together, they become intimate. Thus, they become friends.
- (viii) **School-Community Relationship:** The school is known to be a microcosm of society. Through teaching, the teacher may foster relationships with the community.

### 3.4 Principles of Teaching

Teaching has some underlying principles. These are:-

- (i) **Clear Objectives:** Teaching is goal-oriented. To achieve the goal, there should be objectives. In preparing to teach, the objectives to be achieved must be clearly stated.  
This serves as a guideline in teaching.
- (ii) **Pupils' Readiness:** Teacher should ensure that the pupils are intellectually ready for what is to be taught.
- (iii) **Previous Experience:** Every child had some experiences before going to school. The teacher should build on these.
- (iv) **Individual Differences:** It is known that learners are different from one another in many ways. These differences must be realized by the teacher. He should recognize these differences and use a variety of methods and materials to teach.
- (v) **Teaching Should Be Systematic:** It should proceed from known to unknown, simple to difficult, concrete to abstract, and general to specific.

### Self Assessment Exercise

1. What are the principles underlying teaching?
2. Highlight some functions of teaching

### 3.5 Definition of Learning

Learning is simply change in an organism, due to experience that can affect the organism's behaviour (Hintzman, 1998).

Ngwoke (1995) defines learning as a process which causes a change in the behaviour of an individual. This change in behaviour results from experience or interaction between the individual and his environment. Human learning is a process of adaptation which may lead to a better adjustment to the demands of life. It is a continuous process which goes on throughout life. It may be observed in the form of development or change of attitudes, interests, adjustments, skills, values, beliefs, insights, mannerisms, gestures etc.

According to Denga (1998:16) learning is a process which involves the development of activities, interests, habits, social adjustments, acquisition of drives and rewards, development of skills, acquisition of knowledge, role selection, beliefs and formation of cognitive structure. Learning takes place almost in every life's activities. It then means that learning is a continuous process which goes on and on with improvement as long as it operates within that environment.

Akinpelu (1981) defined it as "a change of modification in the behaviour of an organism as the result of experience or as a reaction to stimulation in the environment" (Akinpelu, 1981; p. 200). However, this definition has been challenged on the ground that a change in behaviour is not learning but an outcome of learning. Secondly, not all learning actually results in a change of behaviour. For example, if an individual learns a fact of information, it does not necessarily follow that his behavior must change. It may not. This is to say that

any acceptable definition of learning must conceive of it as a process and not as an outcome of a process.

In this regard, Farrant (1982) defines learning as the process by which attitudes, knowledge, understanding, skills and capabilities are acquired and retained. The definition adds that whatever is so acquired should not be attributable to inherited behaviour patterns or physical growth. A critical examination of this definition shows that learning could involve knowledge of facts, or knowledge of skills: that learning is a deliberate activity involving the learner and cannot be done for him or forced on him; that it should not result from inheritance or maturation: and that whatever is learnt must be something new. Conformity with the above criteria is a condition for any activity to merit the title 'learning'. Moreover, learning itself is another process of education but not education proper.

### **Self-Assessment Exercise**

1. State and explain three definitions of learning
2. explain seven elements of learning and their classroom implications
3. List any five principles of learning

### **3.5 Elements of Learning Process**

Cronbach (1977) identified seven elements of the learning process as follows:

- (i) The learning situation: This comprises all the elements or features in the learning environment that will facilitate easy learning. This includes the objects, learners, environments, teachers behavior, subject matter, the pupils, teaching materials and noise in the environment.
- (ii) **Learners Interest/Peculiar Needs:** For learning to be effective the learner must possess the characteristic that disposes him to learn or not to learn. These include learner's ability, inter-individual differences, learner's peculiar needs and purposes, which of course keep changing ~ from one instant to another. The learner who is properly reinforced and motivated will strive to satisfy these' needs and to attain worthwhile purposes.
- (iii) **Individual's goal:** Individual behaviors and activity are largely goal directed. The purpose of activity depends on the interest and the learners abilities. A learner's goal may be in terms of e.g. solving equation problem, reaching a particular town at a certain day, passing examination, acquiring wealth. A learner's goal may be immediate or long term, attainable or unattainable. What matters is that the goal of the learner must be the purpose of learning.
- (iv) Interpretation: The interpretation and the meaning a learner attaches on the learning situation, the learner's nature, and his goal to a large extent determines the level of motivation and the degree of involvement the learner exhibits in the pursuit of goal directed activity. The learners interpretation of his attitudes lead him to make some prediction about the anticipated course of action.
- (v) **Actions:** Learner's interest, interpretation of his psychological space makes or allows him to make efforts in overcoming obstacles on his way to achieving goals.
- (vi) **Consequences:** The learners' action towards an activity can generate consequences. Effectiveness of action is judged by consequences it generates. Actions by the learner may be rewarding or punishing depending of the nature of the

actions exhibited by the learner towards learning activities. The way learner perceives the consequence of his actions will influence his future behavior by affecting the learner's subsequent interpretations.

### 3.6 Conditions Necessary for Learning

- (i) **The Teachers Personality Factors:** These include his intelligence, knowledge of subject matter, experience, communication, class-management skills, and others. Well, integrated, self-controlling teacher with a good command of language of instruction who readily communicate with students tend to be most effective with most students.
2. **The Content Factors:** This includes relevance of subject matter, appropriateness of the content to be learnt, the maturation of learner, inter-related area of the knowledge, availability of needed materials resources, effective instruction that enables learners to comprehend the instruction.
- (iii) **The Learner's Factors:** These include learner's interest, interest, experience, attitude, intelligence, maturation, readiness, personality and perseverance.
- (iv) **The Physical Environment Factors:** These include available physical space, time, chairs and sitting arrangement and playground. In some Nigerian schools, we can find 120 students in one classroom. The students are so locked up in their chairs that they hardly can stand to respond to teachers questions. The teachers cannot control such number of students and cannot effectively supervise them.
5. **The Community Factors:** These include the general aims and objectives of education as derived from national objectives. The level of parental and community influence on specific school policies and activities such as in provision of resource material, encouragement, affects the level of achievement of the learners.

### 3.7 PRINCIPLES OF LEARNING PROCESS

Careful observation, analysis, and grouping of human behavior have yielded certain principles of learning such as:

- (i) Learning is an active process. According to John Dewey, the learner remembers what he does by himself but forgets what he hears. Learner's participation in learning activities is most important.
- (ii) Learning is more effective if the experience makes sense to learner. Learning experience makes senses if it is relevant to learner's interest .
- (iii) Learning is influenced by the learner's goals, values and motives. It can be short term, long term or immediate etc.
- (iv) Constant repetition of a response to a class of situations helps perfection in learning. Hence practice makes perfect.
- (v) Information on progress made so far towards the of goal of learning, promote learning. Feedback provides the learner with information on his performance.
- (vi) Learning is influenced by individual differences perception. The level of perception of the learner helps progress in learning. It is often believed that the colour of any object of perfection will depend an on the colour of the perceiver's eye-glass.
- (vii) Transfer of teaching occurs when initial learning is presented in away that important aspect of the objectives of learning are explained.

- (viii) Learning is always possible in a social context. No individual is Island on to himself, we learn together in in a group atmosphere.

### **Implication for Classroom Learning**

- (i) Teachers are to have true knowledge of what they are suppose to teach, how to handle teaching and information about instructional resources they use.
- (ii) When initial learning is carefully planned, this includes the initial situations and the provision of learning cues which will help the learner to acquire responses that are appropriate to both immediate and extended objectives.
- (iii) A critical explanation of learners dispositions at any given learning instant ensures that experiences are planned to suit the ability, readiness and aspirations of the learners.
- (iv) the teachers should provide opportunities for learners to explore, construct, question, differentiate and to exercise their creative abvilities in learning.

### **3.9 The Process of Learning**

- (i) **The first step in the process of learning is the INPUT:** This is in form of a stimulus. For example, let us assume that you want to learn about an aeroplane. The input or stimulus is an aeroplane or a picture of an aeroplane you saw or a model of it.
- (ii) **The next stage is that of perception which leads to choice and actions:** Perception has to do with the process of becoming aware of change through the mind or the eyes. It is at this stage we start thinking of the shape of the plane, the interior, how it flies and lands, the risks and the importance of it. The perception leads to the stage of mental activities called covert activities.
- (iii) **After that stage, come covert activities:** This is the stage of visible activities that bring about the learning. It is now you examine, draw, write, talk, and discuss about the plane. This is the period when learning takes place.
- (iv) **To have a permanent change of behaviour, some authors emphasize that there should be repetitive action (repetition)** as in (iii) above e.g. You re-examine the plane and discuss it again and again.
- (v) **After repetition, comes association:** This is the time we can interpret things in the light of our previous experiences. For example, you now associate the time when a plane flew over your school with the new information you heard about it and so on. By now you reach the stage of output which is the learning stage. Learning has taken place.

### **Self-Assessment Exercise**

1. Explain the process of learning

### **4.0 CONCLUSION**

Teaching and learning has been seen in this unit as an important aspect of education. Learning depends on effective teaching. Understanding the concept of good teaching, functions of teaching principles underlying effective teaching will lend itself to better teaching. Similarly, knowledge of elements of learning, conditions necessitating for learning, principles of learning process will guide both the teacher and the learner to achieve the educational goals.

## **5.0 SUMMARY**

Teaching is more than imparting of knowledge; it includes attempts to help someone acquire or change some skills, attitudes, knowledge, idea or appreciation. Its functions include informing, explaining, stimulating, directing, guiding and administering the pupils; identifying what to learn and learning problems; evaluating, reporting and recording the performances of the pupils. Other functions include classroom management, class unity, giving security, development of school community relationship, participating in school and professional activities. The principles

underlying teaching include formation of clear objectives, pupils readiness, building on pupils previous experiences, meaningful learning and respect for individual differences.

Learning in ancient times emphasized memorization or rote learning. Now it is seen as the acquisition of new knowledge, ideas, skills, values and experiences that enable the individual to modify or alter his actions. Learning and teaching are inseparable activities. The process of learning involves input, perception, covert activities, overt activities, repetition, association and output.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Discuss the concepts: Teaching and Learning".
2. Discuss the underlying principles of teaching and learning

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- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

In the previous unit, you have learnt the meaning and concepts of teaching and learning. Teaching as you will learn in this unit, is viewed as the most vital and strategic profession for national development. Without well-trained teachers and effective teaching, there can be no medical doctors, lawyers, engineers, and other professions. In this unit, you will be introduced to the meaning and characteristics of a profession, history of teaching profession, the status of teaching profession in Nigeria, the problems and prospects of teaching profession in Nigeria.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) explain the meaning of profession
- (ii) state the characteristics of profession
- (iii) explain the meaning of teaching profession
- (iv) briefly explain the history of teaching profession in Nigeria
- (v) describe the status of teaching profession in Nigeria
- (vi) identify some problems of teaching profession in Nigeria

### **3.0. MAIN BODY**

#### **3.1 Definitions of a Profession**

Profession is any occupation which demands of its members a prolonged and specialized intellectual training for acquisition of specialised skills and attitude for their particular type of service. Ukeje (1996) defines profession as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled services or advice to others for a definite fee or salary. Obidi (1975) defined a profession as an occupation that claims the exclusive technical competence and which also adheres to the service ideals and allowed ethics of professional conduct. Hoyle and Molagun (1996) claimed that a profession is an occupation that asserts an exclusive monopoly of knowledge, having definite standards and possesses the ability to convince the generality of the public that its services are unique.

Falade (1993) claimed that a profession contains essential characteristics such as an occupation that carried with it great responsibility and that member of a profession possess special skills and competencies based upon a long period of theoretical and practical training. William (1981) opined that a profession usually exercises a system of control or a code of ethics over practice through professional societies, associations and institutions or

sometimes by law. Saunder and Willson (1983) In Olatunji (1996) were of the opinion that a profession is the application of intellectual technique to the ordinary business of life acquired as a result of prolonged and specialized training. Oyeleye and Soremi (1985) referred to a 'profession as an occupation that asserts an exclusive monopoly of knowledge, having definite standard and possesses the ability to convince the generality of the public that its services are unique. From the various definitions of a profession, one can see clearly that it possesses certain characteristics.

### **Self-Assessment Exercise**

Give brief and explicit definition of profession

### **3.2 Characteristics of a profession**

The following are the characteristics of a profession:

- 1. Knowledge:** A profession should require specialized knowledge to equip the practitioner with the basic; mental skills and sound scientific foundations of such profession. This knowledge must be acquired through specialized intellectual study and training. The knowledge is acquired through attendance of formally recognized institutions of learning. The mastery of the core relevant knowledge requires high intelligence and long period of intensive training
- 2. Professional Code of Conduct or Ethics:** A profession should have laid down standards. Which ensure control of entry into the occupation. The code should also guide the behaviour of members. This code includes traditions, customs and standards of practice identified as good enough for the profession which practitioners are expected to rigidly adhere to.
- 3. Professional Organisation:** A profession should have strong organization aimed at protecting or fostering its professional interest. In Nigeria, we have the Nigerian Medical Association (NMA), the Nigerian Bar Association (NBA) etc. It is regrettable that the Nigerian Union of Teachers (NUT) is only registered and recognised as a trade union
- 4. Legal Recognition of the Profession by the Government and the Public:** The public should recognize a typical profession For example, doctors, lawyers engineers and teachers are highly recognized and respected in the society The public trusts their judgment and skills. The government gives legal recognition to profession through act of parliament or decree.
- 5. Freedom of Practice:** There is absolute and complete freedom to practice the profession. ' A practitioner- derives psychological satisfaction and personal pride and display excellent and quality job as a result of high degree of autonomy granted him to make decision on his clients as he or she thinks fit.
- 6. Entry into the Profession is Strictly Controlled:** This is guided by setting and enforcing standard for selection, training, licensing and certification. There should always be an entry qualification. For instance, nobody can belong to the profession of law unless he had been called to the Bar and enrolled as an advocate by the Nigerian Legal Council and admitted into the Nigerian Bar Association (NBA).
- 7. A Profession provides in-services and Professional Growth for Practitioners:** Various professional organisations institute conferences, seminars workshops and lectures to update the knowledge and skills of members are put in

place. This is to enable them cope with innovations improve and maintain minimum standard of professional practice.

- 8. Period of Internship of apprenticeship:** In the process of professional practice, the professional should acquire absolute knowledge needed to practice the occupation. For example a doctor requires at least one year of housemanship, a pharmacist requires one year of internship, a teacher requires-at least 12 weeks of teaching practice, an engineer requires at least one year of industrial training experience and a lawyer requires at least one practical-experience in 'the law school to qualify as professionals.

### **Self-Assessment Exercise**

1. Identify some of the characteristics that qualify teaching as a profession.

### **3.3 Teaching profession?**

This refers to the occupation of those included in imparting knowledge to learners in the art of changing human behaviour and transforming the society for better. A professional teacher is the person who have sound mind, been duly registered as qualified teachers, capable of teaching, and can be appointed to teach at any appropriate level of recognized institution. Teaching profession has been classified as the mother of all profession, the oldest of all profession and mother of other trades.

### **3.4 History of teaching profession**

Teaching as a profession originated from Greece and was pioneered by Greek sophist. They are group of people who felt they have more knowledge than others. They move from place to place and teach people who care to learn the art of public speaking. These people were later joined by Socrates who had a different view on learning. He no money should be charged for learning since he believed that teachers' reward should be in heaven.

With the conquer of Greece by Rome, teaching spread to Rome by Greece slaves and the meaning and concept of teaching become widely recognized. Then, some sort of hierarchy was been introduced leading to rhetor and literature teachers. It was then advocated that teachers should be paid salary to ensure their work. Plato then support to this and designed a curriculum for different classes.

During the middle ages, teaching became diversified and complicated and thus reached out to other places, at this time more little were produced in teaching profession such as master, tutor, teachers, all these categories of peoples performed the basic function of teaching.

In Nigeria, the idea of teaching profession came with the coming of the missionaries in 1842. The teaching then was done by the untrained convert who served as teachers, pastors. Catalyst with time, the missionaries realized the need to train those concerned with teaching and this led to the establishment of teachers training college. The first of teachers college in Nigeria was established by C.M.S. missionaries at Abeokuta in 1856. This was later moved to Lagos and finally to Oyo in 1896 to become St. Andrew college Oyo. Other training schools were built by the Baptist in 1897 at Ogbomosho and Methodist missionaries in 1918 at Ibadan. Teaching profession at this time was boycotted by few dedicated individuals who mosituted the book of enlightened ones in the society.

Between 1940 and 1969, teaching profession took a well coordinated shape and carried out by four groups strictly selected teachers, those teachers are;

- (i) Probationary Teachers: - they are bright young men and women who have passed the standard six or its equivalent but have not taught more than 3 years.
- (ii) C' Teachers: - they are the set of teachers who passed standard six and have taught for at least 3-15 years.
- (iii) C'S Teachers: - they are the set of teachers who passed standard six and taught for more than 20 years but for a reason could not go for training.
- (iv) Trained Teachers:- they are of 2 types
- (v) Grade II teachers: - they are those who went for 4- 5 years training.
- (vi) Grade III teachers: - they are those who went for 2 years training.

Teaching profession at this time was propelled by committed lawyers and patriotic intelligent young men and women who were carefully selected and who show teaching as a profession. By 1970, Nigeria experienced a nutrend in teaching profession as a result of the launching of U.P.E. (Universal Primary Education). The period was then marked by over teaming school population which yielded to meet up with its trend the restricted orders of selecting teachers were dropped to a large form of selection. This attracted every dick and harry (everybody) in to the profession. Consequently, the quality of teaching profession became diluted and manifested in carefree attitude within and among teachers and this had contributed to the low status accorded to the teaching profession in Nigeria and led to the widely debated issues in Nigeria as a profession.

### **Self-Assessment Exercise**

1. Briefly explain the terrain of teaching profession

### **3.5 Status of Teaching Profession in Nigeria**

The importance of teachers in determining the quality, quantity and efficiency of the educational system cannot be over-emphasized. However, whatever the influences of the teacher would be on the system of education can only be determined by the teacher's quality, teacher's quantity and: teacher's value (Abodunrin & Ogundare, 1996). In addition, there was the suggestion as far back as 1969 that teaching cadre should be classified into three, namely: (a) professional group (b) intermediate group and (c) Auxiliary group. By this, the greater proportion of service teachers in Nigeria fell into categories (b) and (c) is which we have the professionally unqualified teacher. With this, one cannot talk of quality teaching no matter the numerical strength of this unqualified group in the Nigerian school system.

Abodunrin and Ogundare (1996) discerned that right from the inception of the Universal Primary Education Programme of the Federal Government in 1976, the number of available professionally trained and qualified teachers could not cope with the staggering number of pupils. Teachers were overloaded and could not cope effectively in teaching and classroom management. This situation gave way to the employment of all categories of people in teaching because of the dire need for teachers. People with Modem Certificate, commercial IV, West African School Certificate were employed to teach.

Fafunwa (1971) described the type of individuals found in the teaching profession in African schools and this description succinctly fits the Nigerian situation. According to Fafunwa (1971) those found in teaching include:

- (a) Persons who are convinced that teaching is their calling and' that they can best serve their country in-the capacity.
- (b) Persons who choose teaching and find satisfaction in it as compared with other occupations.

- (c) Persons who cannot make good elsewhere, but have because they have the minimum academic qualifications required to join the teaching profession from necessity rather than from choice.
- (d) Persons who have been to secondary schools, but have been disqualified from further higher education because of poor academic records.

The classification above does not end in the sixties. Now, there are many teachers in our schools who are there not because they want to be teachers but because they have nothing else to do. The National Policy on education of the FGN (1981) states that all teachers in the Nigerian educational institutions from pre-primary to university will be professionally trained. This laudable purpose has not been attained in the Nigerian educational system and as such any of the service teachers are not committed to the teaching profession.

Akinyemi (1983) observed that many of the teachers in, the rural areas are those least dedicated to the teaching profession. They took to teaching as temporary measure for earning a living. This is why teacher's attrition is higher in the rural than in the urban areas.

### **Self-Assessment Exercise**

1. To what extent is teaching regarded as a profession in Nigeria?
2. Highlight the various categories of people found in teaching in Nigeria.
3. With the caliber of people found in teaching, discuss whether teaching is a profession in Nigeria or not.

### **3.6 Problems of teaching profession in Nigeria and how to improve it**

Problems of teaching profession in Nigeria include among others:

- (i) **Employment of Unqualified Teachers:** The predominance of unqualified individuals in teaching, particularly in primary and post-primary schools in Nigeria, had greatly eroded the professional standing of teachers given the substantive role which such individuals play in the school system.
- (ii) **Lack of Professional Standard:** Teaching has not been accorded **real** professional standing because its members have failed to meet in a significant manner, those criteria or characteristics of a profession (Farrant, 1988; and Hoyle. 1980). Teachers neither have control over the services which they offer nor the-training and work standards of their members (Farrant, 1988).
- (iii) **Lack of Administration of Code of Conduct:** The code of ethics of the profession is not administered on members as some other professions do when admitting new members and it has no binding force on teachers as it applies to other established professions Such as law and medicine, etc.
- (iv) **Lack of Entry Qualification:** There is also lack of standardized entry qualification into the profession. Based on the vociferation of different entry requirements, such as grade 11, [ I , NCE, B Ed. And so forth. In the same vein, the period ~f training of teachers, particularly, at primary school level, is lot as lengthy as i& other professions for the acquisition of he minimum entry qualification, e.g. Grade II certificate.
- (v) **Poor Remuneration:** Teachers are, poorly paid and do not enjoy good conditions of service, particularly in the public sector. The poor remuneration of teachers has turned teaching into stopgap or stepping stone job for practitioners who are searching for other lucrative jobs.

- (vi) **The Poor Condition of Service:** This has also turned a sizeable proportion of teachers to part-time teachers on account of involvement in other part-time economic activities, e.g. trading, farming., and so forth. This role conflict has further eroded professionalism among professional teachers.
- (vii) The self concept of teachers who tend to rate themselves and practices as non-professionals;
- (viii) The failure of Nigerian government and educational authorities to treat teaching as a profession and teachers as professionals;
- (ix) The unnecessary intervention of government in the certification and admission of new members into the profession;
- (x) The government policy of mass production of teachers out-side the recognized and standardized requirements and the mass employment of non-professional in public schools;
- (xi) The problem of lack of autonomy on the part of NUT to control the service, training and work standards of its members;
- (xii) The failure of government to put in place a good remuneration package and general working condition which will motivate professionals to have job satisfaction and remain on the job on full-time
- (xiii) The failure of NUT and government to show real commitment to the professional development of teaching through adequate funding and policies for continuing education and career advancement of service teachers.

### **Self-Assessment Exercise**

1. What are the problems of teaching profession in Nigeria?

### **4.0 CONCLUSION**

The extent to which these problems are adequately addressed will determine the prospects of teaching as a profession in Nigeria. If these problems are adequately tackled, then teaching may become a highly rated profession of comparable standing with already established

professions. If the problems remained largely untacked or peripherally tackled, teaching may further degenerate into packaged (pure) water industry which just anybody can be invoiced in.

### **5.0 SUMMARY**

Having considered different definition of profession and what characterized it. For education to succeed in Nigeria teaching profession should possess all the attributes or characteristics of a profession. This unit highlighted some of the problems militating against teaching from being a profession.

### **6.0 TUTOR-MARKED ASSIGNMENT (TMA)**

1. Suggest measures for the professional development of teaching in Nigeria.
2. To what extent is teaching regarded as a profession in Nigeria?

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## **UNIT 4: QUALITIES OF A PROFESSIONAL TEACHER**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Who is a teacher?
  - 3.2 Characteristics of a professional teacher
  - 3.3 Teachers area of competence demonstration
  - 3.4 Teachers Professional Ethics
  - 3.5 Qualities of a good teacher
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Readings

### **INTRODUCTION**

The success of any system of education depends, to a large extent, on the number of teachers, their quality and their devotion to duty and their effectiveness on the job. It is as a result of this central position of the teacher that it is often said that no education system can rise above the quality of its teachers. In this Unit, the characteristics of a professional teacher, teachers areas of competence demonstration, teachers professional ethics, and qualities of a good teacher will be discussed.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) describe the teacher
- (ii) highlight the characteristics of a professional teacher
- (iii) list and explain the teachers professional ethics
- (iv) enumerate and explain the qualities of a good teacher

#### **3.1 Who is a Teacher?**

Alaezi (1990:1) describes teaching as the business of all those involved in the act of changing human behaviour and transformation of society for better, particularly when their actions render them perceptibly significant, respectable and recognizable to others because of the consequences they accomplish and the unique manner they do them. This definition of a teacher implies that he must possess knowledge and methods of imparting it that could bring about positive change in the learner's attitude/behaviour. Before one answers the name "teacher", he must consciously attempt to receive training in the art of teaching that will equip him with the requisite knowledge, skills, techniques, aptitude and methods necessary for the job. The teacher, in the course of his teaching, helps his students to:

- (i) acquire, retain and be able to use knowledge;
- (ii) understand, analyse, synthesize and evaluate skills;
- (iii) establish habits; and
- (iv) develop attitudes.

#### **3.2 Characteristics of a Professional Teacher**

A professional teacher must have the following characteristics/features:

- (i) Alert and enthusiastic
- (ii) Cheerful and optimistic
- (iii) Self control and not easily upset
- (iv) Likes fun and has a sense of humour

- (v) Recognises and admits own mistakes
- (vi) Patient, friendly and courteous
- (vii) Accepts all students
- (viii) Gives help willingly
- (ix) Punctual and seldom absent
- (x) Cooperates with staff willingly
- (xi) Communicates appropriately with parents
- (xii) Shows a professional commitment to self improvement.

### **3.3 Teachers Area of Competence Demonstration**

- (i) Identification and analysis of educational problems
- (ii) Analysis of learning environment
- (iii) Organisation of learning environment
- (iv) Specification of objectives
- (v) Identification and management of resources for solving educational problems
- (vi) Design of instruction including production of simple materials
- (vii) Evaluation of instructional materials and learning outcomes

### **Self-Assessment Exercise**

1. Examine the various definitions given to teaching.
2. What are the qualities of good teaching?
3. List any five areas of teachers competence demonstration

### **3.4 Teachers' Professional Ethics**

Ethics is a system of moral principle by which human actions and problems may be judged good or bad, correct or incorrect, acceptable or unacceptable (Chike-Okoli, 2002). Ethics concern the nature of good and evil, the problem of human conduct and ultimate objectives in behaviour. Ethics of the teaching profession refers to the set of moral principles which teachers hold because they regard such principles as being in accordance with good conduct. In Nigeria, the ethics of teaching profession according to Nigeria Union of Teachers (NUT) are:

- (a) Commitment to the students
- (b) Commitment of the parents
- (c) Commitment to employers
- (d) Commitment to the profession
- (e) Commitment to community

#### **(a) Commitment to the students**

- (i) Every teacher is expected to do justice and impartiality to the students regardless of their physical, mental, emotional and social or religious characteristics.
- (ii) To recognise and respect among students and seek to meet individual educational needs.
- (iii) To help students to develop an understanding, appreciation of their privileges and responsibilities.
- (iv) Not to enter into any indecent relationship with the students in the school.
- (v) To withhold confidential information about a student and home expect it is required by the law.
- (vi) To make discrete use of all available information about students.
- (vii) To avoid all damages or deformation comments about the students at home.

#### **(b) Commitment to the parents**

All teachers are expected of this;-

- (i) To share the responsibilities of improving educational opportunity for all
- (ii) To respect the basic desire of parents in Nigeria for the education of their children.
- (iii) To seek to establish friendly and cooperative relationship with home of the students
- (iv) To help to increase the students confidence and endeavour to avoid remarks which undermine their confidence
- (v) To provide parents with information that with will the interest of their children and make careful and wise use of information received from parents
- (vi) To keep parents informed about the progress of their children.

**(c) Commitment to employers**

- (i) The teacher shall conduct his professional duties through proper channels
- (ii) Refrain from discussing confidential and official information with un-authorized person.
- (iii) They shall apply for the post only when it is known to be vacant.
- (iv) They shall apply for the post only on professional and legal qualifications.
- (v) They should adhere (strict) for the condition of the contract or appointment until within it has been pointed by mutual consent or legally.
- (vi) They should refuse to seek for a post from which a member of the union has been un-justly dismissed.
- (vii) They should give sufficient notice of any change of status, position or service.
- (viii) They should engage in known gainful employment outside the contract (i.e. main job).

**(d) Commitment to the profession**

- (i) They should deal justly with other members of the profession.
- (ii) They should show speed willingness to help unemployed members to obtain a work.
- (iii) They should avoid deformative statement or comments in the presence of the students and others about a fellow teacher.
- (iv) They should maintain active compulsory membership in a professional organisation.
- (v) They should speak constructively on the teaching profession and make the profession attractive.
- (vi) They should not disregard any lawful instruction of the union.
- (vii) They should not conduct themselves in detrimental or injurious to the interest of the profession.

**(e) Commitment to the community**

- (i) Adhere to a reasonable pattern of behavior accepted by the community for professional persons.
- (ii) Assume full political and citizenship responsibilities but avoid exploiting the instructional privileges of the teaching profession in Nigeria to promote political activities.
- (iii) Discuss controversial issues with an objectivity that will keep his students from partisan opinion.
- (iv) Recognise that the school belongs to the community strive, to keep the public informed of the educational programme which is being provided and encouraging by participation in shaping the purposes of the school.
- (v) Respect the community in which he is employed and be loyal to the school system, community, state and nation.

**Self-Assessment Exercise**

1. Who is a teacher?
2. State at least two ethics of professional teachers from each of the following:

- (a) commitment to the students
- (b) commitment to the parents
- (c) commitment to the employers
- (d) commitment to the profession
- (e) commitment to the community

### 3.5 Qualities of a Good Teacher

Some of the qualities a good teacher is supposed to possess include the following:-

1. **Good Character:** Teacher as a moulder of lives must be an embodiment of good character. A good and effective teacher is one who respects the truth, who is sincere in word and act, and whose personal life sets a good example to his pupils. He/she must like people especially the young ones. The teacher with good sense of humour and care for the young ones instils confidence in the parents that their children are in safe hands. Students soon get to know the teacher that is sincere and honest.
2. **Very competent to handle his/her teaching subject:** One must know what he teaches to be able to inspire the confidence of his students. A good teacher must know his subject inside out, not just what he is to cover as shown in the syllabus. A teacher's knowledge of the subject must be above that of non-education graduate of the same field. It is only then that a teacher can open the doors of this field in an interesting and exciting manner to the students.
3. **Willing to add to his/her knowledge:** Education is not static; new knowledge, ideas and insight of application of this knowledge come out daily. A teacher who does not update his knowledge regularly becomes stale and outdated. Effective teachers always find the slightest opportunity to update their knowledge and skills. A good teacher is a practical scholar, a student of the academic discipline.
4. **A good teacher must be flexible and open-minded:** He is not fixed and limited in his ways. He is always ready to receive new ideas especially those that will foster positive development. He sees things in different angles, thus approaches a topic from several viewpoints. He has a creative mind.
5. **Faces reality in an objective way:** A good teacher does not allow his emotions to cloud his judgement. He has a way of ascertaining facts. A good teacher seeks help and tries to free himself from any emotions that will upset him and or make him sway to his personal or irrational judgement on topical issues.
6. **Neatness:** A good teacher leads by example in this regard. Though not necessarily expensive but his dressing should be neat, clean and smart. He should emphasize the culture of cleanliness in his pupils and should try to live a healthy life.
7. **Firmness:** As much as the teacher is kind towards his students, he should be **firm** in ensuring fair-play and equal treatment to all. Students are often confused when he changes his rule frequently. Teacher's weaknesses are exposed by his inconsistency in enforcing rules and acceptable mode of behaviour. Any attempt to show preferential treatment to his students will make him lose respect and so lack his students' confidence.
8. **Kindness and understanding:** A good teacher **is** always friendly and helpful to his students. Being aggressive does not help the situation as it will only distance the students from the teacher, thus making it difficult for him to understand their

problems. A good teacher always takes interest in his students' genuine personal problems and shows a lot of understanding in assisting to solve them. He treats any personal problems of his students with utmost confidentiality with a view to enlisting their confidence.

9. **He must be active in the community and ready to initiate parent contacts:** He must always show co-operation to the parents of his students in finding solution to their students' problems.
10. **Effective Communication:** A good teacher does not leave his students in doubt on what he wants them to do. He gives clear instructions and direct orders that elicit understanding from his students. A good teacher in this regard, is expected to have adequate knowledge of the language being used as a medium of instruction in schools. In addition to having adequate knowledge of the subject-matter with good personality, the teacher needs to present his lesson with good, simple and clear language adequately adjusted to the students' level and population. While the teacher is expected to be fluent and accurate in his speech, his voice must be lively, pleasant and audible everywhere in the classroom so as to avoid monotony.

#### **Self-Assessment Exercise**

1. Enumerate the qualities of a good teacher

#### **4. CONCLUSION**

Teachers should be very much concerned about the attitudes and opinions of their students. Undoubtedly, a teacher who can teach his students in such a way that they will learn the subject and at the same time like and respect him deserves more honour than the teacher who is not liked by his students even though they learn the subject. Therefore, teachers owe duties to their students, students' parents, community, employer and to the future of the profession and to cultivate good attitudes towards all aspects of teaching.

#### **5.0 SUMMARY**

You have learnt in this unit who is a teacher, the characteristics of a good teacher, ethics of a professional teachers and qualities of a good teacher. Teaching has unique characteristics that makes it different from other professional. It is a profession with set rules and codes of conduct that regulate its practitioners. For any teacher to succeed, he must possess the requisite qualities that will enable him perform very well on the job.

#### **6.0 TUTOR-MARKED ASSIGNMENT**

- (i) Visit at least five schools and take a survey of their qualified professional teachers.
- (ii) How is the professional teachers differ from their non-professional counterparts in:
  - (a) planning their lessons;
  - (b) personal relationship with school authority and colleagues; and
  - (c) commitment to the job.

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## **UNIT 5: TEACHER'S PROFESSIONAL SKILLS**

### **CONTENTS**

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  - 3.2 Teaching preparation skills
  - 3.3 Motivational skills
  - 3.4 Communication skills
  - 3.5 Skills in resource management
  - 3.6 Questioning skills
  - 3.7 Human relation skills
  - 3.8 Classroom organizational skills
  - 3.9 Leadership skills
  - 3.10 Counselling skills
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) List and discuss some teachers professional competencies
- (ii) Discuss the different instructional and organization skills that teachers are expected to possess
- (iii) Differentiate between leadership and counseling roles expected of the teachers

#### **3.1 TEACHER PROFESSIONAL COMPETENCIES**

The following are the teacher professional competencies which influence effective classroom management:

- (i) **Knowledge of Learner's Characteristics:** Learners characteristics include age, sex, attitude, socio-economic background, level of intelligence, previous knowledge, interest and so on. This knowledge will equip the teacher to be able to understand students' behaviours and performances. They will also make him to assist the students more promptly and effectively and by so doing he will become friends of the students and thus enjoy their cooperation and respect.

The knowledge of children's psychological development, pretest, interviews and discussions with students help the teacher to know more of his students characteristics which will help him to determine the students' interest and ability more accurately.

- (ii) **The Mastery of the Subject Matter:** An ill prepared teacher will not only embarrass himself but also lose self respect. Students often look unto the teachers as an authority in the subject he/she teaches. A good teacher should prepare very well and know far more than what he intends to cover. Students know whe a teacher does not know more of the subject and they often seize this opportunity to ridicule and embarrass the teacher by asking questions and making counter productive observations.

- (iii) Creating Good Rapport:** The teacher should be able to create good rapport between the students and himself and among the students themselves. In other words the teacher should create a friendly atmosphere in the classroom. When the teacher develops interest in the students they are likely to reciprocate by loving and respecting the teacher. Teachers can show friendliness by being consistently polite, taking time to listen and avoiding situation that undermines students' self concept. Teacher should create free access to the students, this helps to narrow down the psychological distance which normally exists between the teachers and the students.

### **3.2 TEACHING PREPARATION SKILLS**

Teaching involves the use of many skills. Teaching preparation skills is one of the most difficult assignments of a teacher is to determine the objectives of a lesson.

The reasons stem out of the complexities of planning and implementing the curriculum.

Specific difficulties of planning and implementing may be due to the fact that:

- (i) the curriculum may be planned by some people among whom may not be the class teacher;
- (ii) the curriculum may be planned for specific social objectives;
- (iii) the classroom teacher who is not a party to the planning is expected to interpret and implement the curriculum in line with societal objectives which may not be stated in detail;
- (iv) the pupils who are to be taught differ from one another;
- (v) the instructional objectives to be formulated are expected to cover and operate the cognitive, affective and psychomotor domains simultaneously.

It is not easy to combine all these requirements together to formulate instructional objectives.

The assignment requires professional skills of a resourceful teacher to implement.

- (i) A skilful teacher would tactfully solicit for the pupils' input thereby making the objectives both teacher-and-pupils oriented.
- (ii) The objectives must be stated as learning outcome or pupils behavioural changes expected after the three facets of the instructional objectives together.
- (iii) The teacher should skilfully balance up the objectives in such a way that the culture of the child, his individuality, freedom, and life-long education are incorporated.

The teaching preparation should consider the maturation and capabilities of the pupils, the time limit for the lesson, the entry behaviour (previous knowledge) of the pupil and the choice of appropriate methods and resources. All these different factors are to be considered and respected in a single preparation. This activity requires professional expertise or skills.

### **3.3 MOTIVATIONAL SKILLS**

Motivation is central to educational methods. A common approach to motivation is the satisfaction of the psychological needs of the learner. A skilful teacher should be able to use the following principles which can stimulate motivation:

- (i) Intrinsic motivation produces more successful learning than the extrinsic.
- (ii) The pupils who are intrinsically motivated work more easily and harder.
- (iii) Motivation by reward is more successful than by punishment.
- (iv) Pupils are more motivated when they understand the standard of work expected of them.
- (v) The standard, goals and purposes of any lesson should be at the level of interest, activities and maturity of the pupils.
- (vi) Worthy activities that are not rewarded or cheap rewards given could lead to lack of motivation.

- (vii) Healthy competitions at reasonable intervals can lead to motivation.
- (viii) Teachers who have good relationships with their pupils can motivate them to like their lessons.
- (ix) The child's environment is an influence on his level of motivation. The ability to motivate is an important skill that teachers should possess to be able to stimulate the pupils to learn.

### **3.4 COMMUNICATION SKILLS**

Communication skill is an important verbal interaction instrument used by the teacher. Some teachers have the knowledge but their oral communication is poor in the long run, they are ranked as poor teachers. The sources of poor oral communication are:

- (i) insufficient vocabulary;
- (ii) poor knowledge of the structure of the language;
- (iii) poor pronunciation;
- (iv) poor voice modulation or inflection;
- (v) poor diction and enunciation;
- (vi) misinterpretation of meaning; and
- (vii) contradicting facial expressions, hand gestures and posture changes.

It requires high skills for the teacher to get his verbal messages across to his pupils. To improve the communication skill of the teacher, he has to:

- (i) learn to speak in simple, straightforward language;
- (ii) develop his vocabulary by constant reading;
- (iii) learn to pronounce each word distinctly;
- (iv) learn to use appropriate body gestures with whatever he says;
- (v) learn to vary the tone of his voice and rate of speech;
- (vi) avoid as much as possible, the use of long words;
- (vii) be a good listener; and
- (viii) encourage his pupils to listen attentively.

### **3.5 Skills in Resource Management**

Educational resources are important tools the teachers use in their teaching. These resources cover all those materials used in teaching and learning processes. Some of them are printed materials, sketches, charts, pictures, objects and machines.

A skilful teacher can make some of the materials. He should also be able to handle the graphic materials and encourage his pupils to build theirs. As many materials as are needed should be collected and kept by the class.

The teacher should learn to make the best use of resources.

- (i) He should use appropriate materials for each topic.
- (ii) Such materials should be attractive.
- (iii) The materials used must be bold.
- (iv) They should be simple and capable of being used to explain complex concepts.
- (v) The materials should be safe.
- (vi) The materials should be used when needed.
- (vii) They should not be too many in a lesson.

Educational resources could be very useful in the success of a lesson if skilfully used. In the same way, unskilful use of them could ruin the best of a lesson.

### **Self-Assessment Exercise**

1. Why is it difficult to determine the instructional objectives of a lesson?
2. What principles should a teacher bear in mind in order to stimulate the pupil's motivation?
3. What should a teacher do to develop his verbal communication skills?
4. What should a skilful teacher note about resources development and utilization?
5. What are the sources of the teachers' poor oral communication?

### **3.6 QUESTIONING SKILLS**

One of the characteristics of a skilful teacher is the successful use of questioning. Questions are asked and answered throughout a lesson. The question must be clear and unambiguous. At times, the pupils give wrong answers not because they do not know the correct answer but because the question was poorly asked.

There are certain guidelines to follow in asking useful questions.

- (i) The question must be asked before choosing a pupil to answer.
- (ii) The question should not be the type that requires a 'yes' or 'no' answer only. Such questions are leading questions which do not require much thinking.
- (iii) The pupils must be given time to think and answer the question.
- (iv) The pupils must not be forced to answer the questions.
- (v) The questions asked must be at the level of the pupils.
- (vi) The teacher should make it a practice to ask his questions only once. This is how to train the pupils to listen to the teacher at all times.
- (vii) The question should be straightforward.

Questions are important in teaching. It is a very evaluative instrument in the hands of skilful teachers.

### **3.7 HUMAN RELATION SKILLS**

Teaching and learning are activities, which take place among human beings including the teacher and his pupils. There is the need for cordial relationship between the teacher and his pupils. The development of a good relationship is not an early assignment. However, it is important for many reasons.

- (i) A good relationship between the teacher and the pupils is a pivot to the creation of good teaching/learning environment.
- (ii) It makes the pupils have confidence in their teacher.
- (iii) It also makes the pupils have interest in the teacher's lessons.
- (iv) Cases of indiscipline are few in a classroom where there is a cordial relationship between the teacher and the pupils.

The development of good relationship is a skill to be developed and utilized by the teacher. He can develop this inter-personal regard by following the highlighted principles:

- (i) The teacher must prove that he is out for their success.
- (ii) He must be democratic in the management of the class
- (iii) He must encourage the pupils to ask and answer questions.
- (iv) He should reward the pupils when necessary.
- (v) He should use appropriate situations to explain issues, which will make the pupils, know that he cares for them.
- (vi) He should be sympathetic and kind to his pupils.
- (vii) He should counsel those who have problems.

### **3.8 CLASSROOM ORGANIZATIONAL SKILLS**

Classroom management among other things involves the arrangement and organisation of the classroom facilities and specific routines of handling equipment, orderliness, and well regulated atmosphere.

The purpose of classroom organization is to create an atmosphere of efficiency of both the teacher's and pupils' time, efforts and energies. The efficient use of materials, furnishings and teaching resources are the other purposes.

The class is made up of pupils of various backgrounds and characters. The behaviour of these pupils can positively or negatively affect the morale of the classroom. A good classroom organization aids in controlling the class.

The mode of seating arrangement depends on the classroom size, subject and method of teaching.

Before the commencement of the lesson, the teacher must organize himself. He should make sure that all the materials he has to use are well laid out. These materials should be arranged in such a way that they can be easily distributed and collected without disturbing the peace of the class. The organization and coordination of all human and material resources in a classroom require skills. The teacher must have these management skills.

#### **Self-Assessment Exercise**

1. What are the guidelines to follow in asking useful questions?
2. What is the importance of good human relationship between the teacher and the pupils?

### **3.9 LEADERSHIP SKILLS**

A leader is a person who by action of guiding, giving examples or encouragements by activities, directs the affairs of a group of people, organisations or nations. Leadership is not a single trait as described above but a composite quality involving many characteristics. Good leaders are known to be assertive, possess initiative, tactful, possess self-confidence and fairly understand their followers. A teacher as a leader in the classroom can be viewed from these perspectives.

#### **Types and Roles of Teachers**

The learning/teaching situations and the school activities in general depend on the type of roles the school teacher assumes. Some educators group teachers according to their roles in the school. These are:

- (i) The Lax - fair (Take-it-easy) teachers,
  - (ii) The Autocratic Teachers,
  - (iii) The Democratic Teachers, and
  - (iv) The Authoritarian Teachers.
- (i) The Laissez-Fair (take-it-easy) teachers care less about the activities of the school. They exert little or no pressure to see the pupils learn. They have no defined goals. Their pupils are usually loose and without a guide.
  - (ii) The Autocratic teacher is interested in his pupils and he pays much attention to their performances. The weakness of this type of teacher is that he feels his own ways are the best and all the pupils must conform. He has no respect for the pupils' views.
  - (iii) The Democratic teacher is the open minded type who listens to the views of his pupils. He has good human relationship with his wards. He helps and guides them as necessary.

(iv) The Authoritarian teachers are the "iron type." They have no room for any nonsense.

They are very strict and harsh. They punish their pupils often. This is a poor group of teachers. A teacher is not expected to be an unbendable iron or an extremist. A teacher is expected to build his pupils and not to destroy them.

#### **Self-Assessment Exercise**

1. (a) Define Leadership  
(b) Define Counselling.
2. Enumerate the various types of teachers in our schools.
3. What factors impose leadership on teachers in the classroom?
4. Explain the characteristics of good leadership.

### **3.10 COUNSELLING SKILLS**

Counselling in school is a process in which the teacher tries to help his pupil with problems in a face-to-face situation. It has a personal touch in that the teacher as counsellor brings into the exercise of solving the pupils' problem his sympathy, patience, interest understanding, concern and co-operation.

It is the task of the teacher to find out why the child feels the way he does. The emphasis in counselling is on the process of decision-making rather than on the quality of decisions made.

The main objective of the teacher as a counsellor is to help each of his pupils to succeed. Certain points have to be borne in mind to achieve the objectives. These are:

- (i) The teacher must have a good understanding of the pupil.
- (ii) He should develop good relationship with each pupil to the point that the child can trust him.
- (iii) His behaviours should convince each pupil that he cares for them.
- (iv) He should prove to the pupil that he can keep secrets.
- (v) He should encourage the pupil to develop self confidence in himself.
- (vi) He should also encourage the pupil to develop positive attitudes towards his academic work.

#### **Self-Assessment Exercise**

1. a. What is the basic objective of counselling in school?  
b. What points should a teacher bear in mind to achieve this objective?
2. What are the characteristics of counselling?

### **4.0 CONCLUSION**

Teachers' skills are major factor in effective teaching.

### **5.0 SUMMARY**

Instructional and organizational skills of the teacher refer to the teaching activities and arrangement expertise of the teacher. The necessity to possess these skills led to the idea of teacher training. In this unit, we examined seven broad skills, which cut across the teaching/learning activities, teachers human relationship and the classroom organization. These skills are, teaching preparation skills, motivation, communication skills, resources development and utilization, questioning skills, humanity and classroom management skills. One of the most difficult assignments of a teacher is to form the objectives of a lesson. This is due to the complexities of planning and implementing the curriculum. The teaching preparation should consider the maturation and the capabilities of the pupils, the time for the lesson, the entry behaviour of the pupils and the methods used.

Motivator is central to educational methods. A common approach to motivation is the satisfaction of the psychological needs of the learner. There are intrinsic and extrinsic motivations. Rewards are among the sources of motivation. Communication skills are limited to oral interactions between the teacher and the pupils. Some factors inhibit the teacher's oral communications skills. Educational resources cover all the materials used in aiding his teaching. It could be very useful in the hands of skilful teachers. The art of questioning requires professional skills. The teacher must ask thought-provoking questions. The questions must not be ambiguous. A good relationship between the teacher and the pupil is pivot to the creation of good teaching/learning environment. The teacher must be sympathetic and kind to his pupils.

The teacher's organizational skills are useful in classroom arrangement as well as class control. The teacher must be sure that all the materials he has to use in a lesson are well laid out before the lesson begins.

A leader is a person who by action of guiding, giving examples or encouragements by activities, directs the affairs of a group of people, organizations or nations. Counselling is a process by which one person tries to help another person in face-to-face advisory actions. There are four types of teachers. These are (i) The Laissez fair teachers, (ii) The Autocratic teachers (iii) The Democratic teachers and (iv) The Authoritarian teacher. The main objective of the teacher as a counsellor is to help his pupils to succeed. As a result, the teacher should understand his pupils, develop good relationship with them and Drove to them that he cares. He should prove that he keeps secrets. He should develop the pupils' self-confidence and encourage them to study hard. The characteristics of counselling are acceptance, listening, responding, empathy and trust.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Enumerate and discuss the general principles (tips) for the selection of teaching methods and resources for teaching.
2. Carefully examine the instructional and organisational skills are expected to possess and explain how teachers could use them in the discharge of the duties.
3. Enumerate and explain the leadership and counseling roles of teachers. Do they in your opinion perform these roles effectively?

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# **MODULE 2**

## **TEACHING PROCESS**

## **UNIT1:**

## **COMMUNICATION PROCESS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Meaning and Types of Communication
  - 3.2 Components of Communication Process
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    - 1.31 Lasswell's Model
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    - 1.33 Schramm's Model
    - 1.34 Berlo's Model
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  - 3.5 Barriers to Effective Classroom Communication
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References

### **1.0 Introduction**

In this unit, an attempt is made to define communication, identify some components of communication process and models. The effectiveness of these in classroom settings and possible barriers to free flow of communication in classroom are also discussed.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. Define communication
2. Differentiate between verbal and non-verbal communication
3. List the components of communication process
4. Describe some models of communication
5. Discuss the effect of classroom communication
6. List the barriers to effective classroom communication

### **3.0 Main Body**

#### **3.1 Meaning and Types of Communication**

Communication originated from a Latin word "COMMUNIS" which means creating and establishing commonness between two or more people who enter into dialogue with one another. It can also be defined as a successful impacting or exchange of information between those involved in the design process which can be achieved by various techniques including speaking, writing, photography and models. Communication could either be verbal or non-verbal.

**Verbal Communication:** involves language either as spoken or written. Here a combination of sounds and symbols representing certain conventions or phenomenon are used. Any message passed to another person or group of persons involving written or spoken words is said to be verbal communication.

**Non-Verbal Communication:** This other form of communication is achieved by way of expressing, feelings, gestures, reactions, anxiety, anger etc. They are body movements that help to pass messages to another person or group of persons without necessarily using words. They help to further clarifying meaning to words phrases. For example, at the end of

a students' answer to Teacher's question, he simply said, that was great. Such response could either be a complements or a complete ridicule of that student. But observing the gesture made by the teacher, such gesture could explain the meaning of his statement.

In a formal organization, communication could flow in Vertical or Horizontal.

**Vertical Flow of Communication:** This type of flow starts from the top of the hierarchy of authority to the lowest. in other words, information comes from the boss to the junior staff From the most senior officers to the most junior ones. In other words information or instructions are given by the topmost officer and is passed down to the lowest in rank.

**Horizontal Flow of Communication:** At times, there is always the need for subordinates or officers of equal ranking to share information, ideas and messages amidst themselves. This is particularly common where the organization is divided into many departments, they tend to liaise with one another for harmony of productively and achievement of common goals. Transaction of information involved in this type of arrangement flows horizontally.

### **Self-Assessment Exercise**

1. Define Communication
2. Differentiate between verbal and non-verbal communication
3. Differentiate between Vertical flow and Horizontal flow of communication

### **3.2 Components of Communication Process**

1. The encoder: is the source or the possessor of the knowledge, skills, messages, information, attitude or idea to be passed across to the audience.
2. The Sender: is the person who arranges, organizes the knowledge or information to be passed across to the audience in a logical and understandable way.
3. The message: this is the information, knowledge, idea, skills and attitude which are to be presented and transmitted in appropriate words or symbols from the sender to the receiver.
4. Channel: this is the medium of transmitting every message across to the receiver
5. Receiver: this is the person who accepts the message being passed across
6. Decoder: a receiver of a message becomes the decoder if, after receiving the message, engages in mental exercise of interpreting, calculating and converting the message received.
7. Feedback: this is the response and the reaction of the receiver back to the sender.

### **Self-Assessment Exercise**

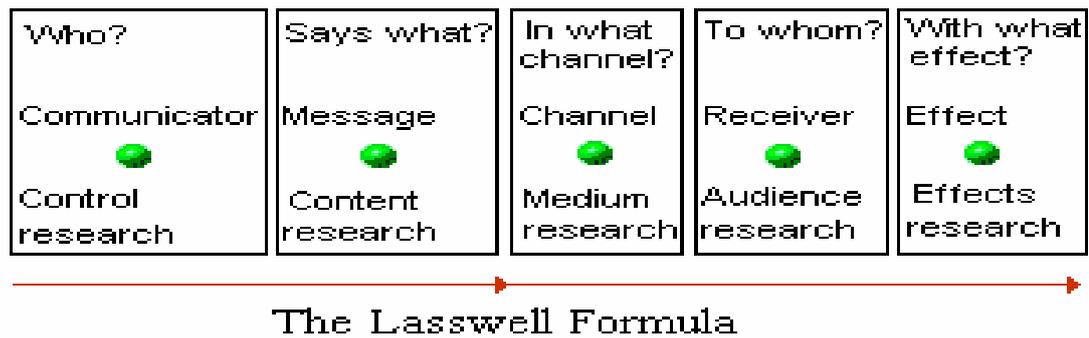
1. List the various components of communication process
2. Differentiate between the encoder and decoder of a message

### **3.3 Communication Models**

Communication models involve the use of words and diagrams to express and illustrate the communication process. When communication is targeted towards achieving teaching and learning objectives, the models applied can then be described as models of communication in instruction since they are designed from the real communication ones.

#### **3.31 Lasswell's Model**

Harold Lasswell, since the 1940s, proposed five basic questions to show the major elements or variables in the communication process as a political scientist. His model, which has been much quoted since then, has this as its main thrust " an effect must be achieved if communication takes place". It is presented diagrammatically as shown thus;



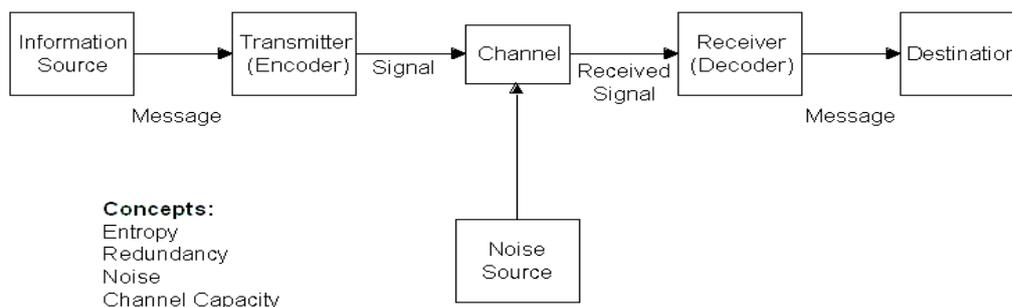
### 3.32 The Shannon and Weaver Model

Claude Shannon and Warren Weaver (1949) attempted to do two things with their model.

1. To reduce the communication process to a set of mathematical formulas
2. To discuss problems that could be handled with the model

The basic thrust of this model was that semantic noise (one of the components added as improvement over the previous models) can be a major communication barrier. Thus, the teacher should watch out for what linguists call "malapropism".

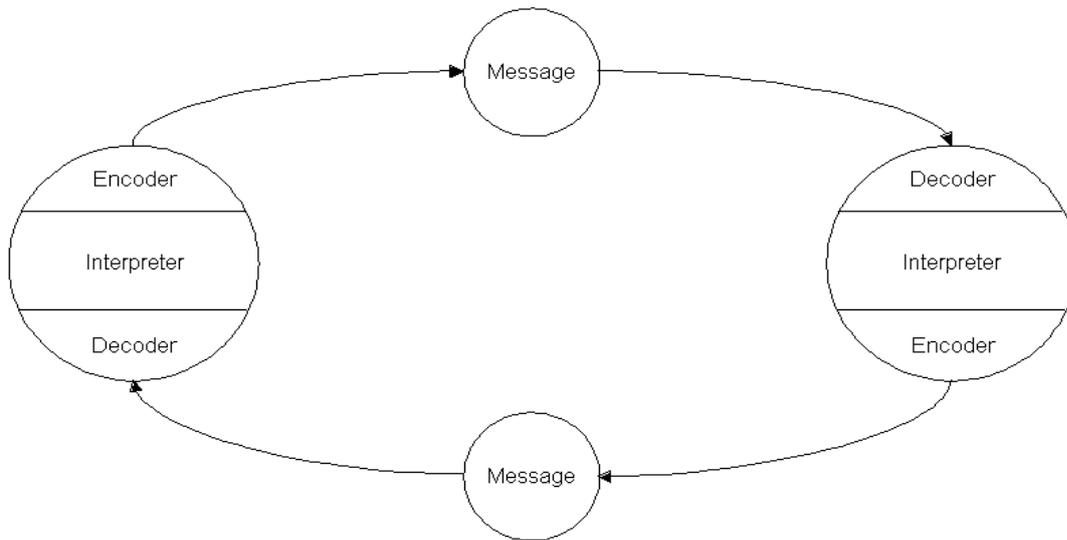
#### The Shannon-Weaver Mathematical Model, 1949



### 3.33 Schramm's Model

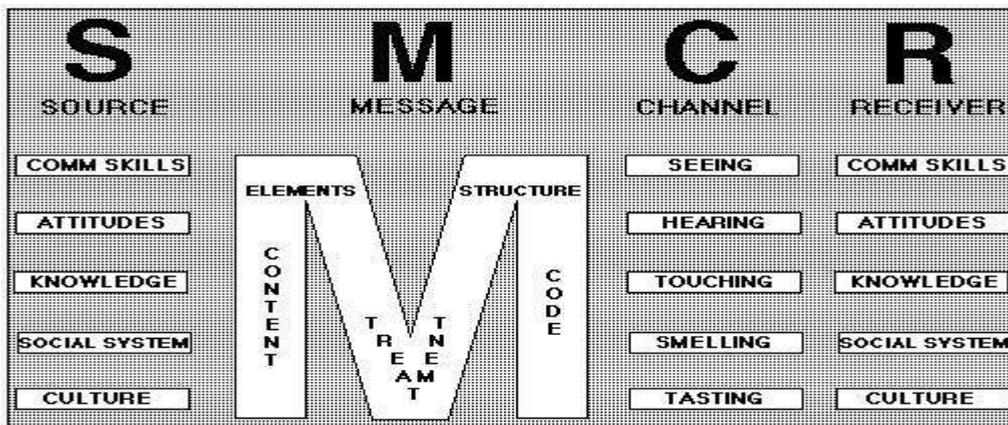
Wilbur Schramm's model also contained three components, viz, the source, the message and the destination but shows that for understanding to take place between the source and the destination, there must be something which he called "field of experience" overlapping for them. Consequently, if their fields of experiences overlap, communication becomes easier. When there are overlapping experiences, teachers can communicate more successfully in the classroom. Therefore, you should make students feel comfortable, use previous knowledge and other factors that can stimulate overlapping experiences. Students learn better under this type of environment.

## Schramm's Model of Communication, 1954



### 3.34 Berlo's Model

David Berlo (1960) highlights four essential elements of the communication process – viz, source, message, channel and the receiver (S-M-C-R model). All communication according to him must come from some source. The main thrust of his theory is that several important factors must be considered relating to the source, message, channel and the receiver. The model was later modified to include the feedback or response component.



The Berlo S-M-R-C Model accounts for a variety of human variables that are present in person-to-person communication. When one is attempting to convey an emotionally complex message, the Berlo Model may be the most appropriate choice.

### Self-Assessment Exercise

1. List four communication models
2. With date, describe four models of instruction

### **3.4 Effective Classroom Communication**

Communication in the classroom is said to be effective when the message sent had been received and understood in its true meaning. It is effective or successful where the content of the curriculum is received and understood in its true sense.

Classroom Communication is also effective where the knowledge gained in the process is actively employed to solve practical problems. Thus, an effective classroom communication will involve receiving and understanding the true meaning of the communication content, as well as being able to employ the gained knowledge for practical applications.

#### **Self-Assessment Exercise**

When is classroom communication said to be effective?

### **3.5 Barriers to Effective Classroom Communication**

Where any of the components of communication process fails to meet its demand, it becomes a barrier to the process. Some of such barriers are discussed below:

1. **Noise:** this refers to any distortion, hindrance that tampers with the free flow of the message or its interpretation and comprehension. Physical, psychological, emotional and linguistic problems constitute noise.
2. **Message:** The packaging of the message is very important. If there errors, in it content or has representation, it could account for ineffective communication.
3. **The Relative Difficulty Level of the Message Being Sent:** This is always in relation to the receiver's readiness and maturation. That is, why it is always advocated that learning should progress sequentially from known to the unknown, from simple to complex usually in relation To the competence of the receiver.
4. **The Language of Communication:** Great Problems are experienced when either the sender or receiver has no adequate command of the language being used either of verbal or non-verbal nature. thus the power of expression becomes significant in this regards.
5. **Deficiency in Listening Skills:** Even after great pains are taken to communicate a thought to students, many pupils are still unable to Get the message. This could be perhaps as a result of the learner's in possession of listening skills. Listening is not just a matter of hearing sounds but also involves catching the thought patterns and making great meaning of them. It involves comprehension. Unfortunately, great number of children in Nigerian schools come from homes where their parents are not reasonably educated and where English is hardly used as a means of communication.

### **3.6 How to Improve Classroom Communication**

The point has always been made that effective teaching demands effective communication. Hence, there is need to improve communication in the classroom. The following suggestions have been provided.

#### **1. Minimizing noise.**

The teacher should try to minimize distractions from within and outside the class. Effective class control is required and attempt should be made to prevent cars from driving straight into the classroom areas of the school. Where noise becomes inevitable, you should increase the volume of your voice to suppress the noise.

#### **2. Improved speaking ability.**

The teacher should make effort to improve his verbal communication skills. He does this by trying to speak good English always. He should try to pronounce words properly and aloud

for learners to hear and understand. At the teacher training institutions, attention should be paid to adequate preparation of teacher-trainees in the use of language.

### **3. Be organized**

Most people fail in their communication because they are not organized. In attempt to speak fast, they fail to coordinate their thought patterns. You should therefore learn to think about what you want to say before saying it.

### **4. Consider pupils' needs, interests and capabilities**

At all times, you should have the pupils' level of development and understanding in mind while teaching so that you do not use words or concepts far above their level. In this way, your message may be received.

### **5. Class control**

In order to promote listening with comprehension among the pupils, ensure that they pay attention. The attention should not be such that their minds are not there. Constant use of questioning and watchful eyes by you will help to get their listening attention.

### **Self-Assessment Exercise**

- (i) Discuss some barriers to effective classroom communication
- (ii) How do we improve classroom communication?

### **4.0 Conclusion**

The importance of communication in man's daily activity cannot be over-emphasized. The effectiveness of such in classroom activities depends on the appropriateness of the components as well as freedom from communication barriers. In this unit, meaning of communication, its components, models, communication barriers and effectiveness of communication in classroom have been discussed.

### **5.0 Summary**

In this unit, you have learnt

- ❖ That communication could be verbal or non-verbal and that communication can either flow vertically or horizontally
- ❖ The various components of communication process
- ❖ The different models of communication
- ❖ When classroom instruction is effective
- ❖ The barriers to effective classroom communication

### **6.0 Tutor-Marked Assignment**

1. differentiate between vertical and horizontal flow of communication
2. with the aid of appropriate diagrams, explain two communication models
3. list five components of communication process
4. when is classroom communication said to be effective?

### **7.0 References/FURTHER READING**

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## **UNIT 2:**

## **BEHAVIOURAL OBJECTIVES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Aims, Goals and Objectives
  - 3.2 Behavioural Objectives
    - 3.2.1 Characteristics of Behavioural Objectives
    - 3.2.3 Advantages of Stating Behavioural Objectives in Performance Terms
  - 3.3 Taxonomies of Educational Objectives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### **1.0 INTRODUCTION**

Learning objectives are important access devices used in course development process. You must have noticed that in every one of the four units you have so far studied "Objectives" is always listed in the section, "Contents" and numbered, 2.0. This is the case for the rest of the units in this course. In this unit, you are going to learn, what learning objectives are, how they are derived, their types and functions in the instructional process.

### **2.0 OBJECTIVES**

At the end of studying this unit, you should be able to:

- differentiate between aims, goals and learning objectives
- describe the qualities that a learning objective should have
- classify and distinguish domains of educational objectives
- write aims for teaching a given course
- write objectives for teaching a unit topic
- assess the quality of objectives in a given unit of study.

### **3.0 MAIN CONTENT**

#### **3.1 Aims, Goals and Objectives**

##### **Aims**

Aims are broad or general statements of education intentions that a given society sets for the educational system and they are usually visionary, idealistic and philosophical in outlook. Aims are therefore the most crucial and strategic elements in the overall educational planning of a given society. For example, the stated aims of the Nigerian education system as identified in the National Policy of Education (NPE) (2004) include the building of: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and; a land of bright and full opportunities for all citizens. These aims are therefore characterized by global, visionary, idealistic, philosophical and abstract in nature and require a fairly long or life-long period of accomplishment.

##### **Goals**

Goals are fairly broad statement of educational intention which express the broadly stated goals in a narrower and more specific terms for different sectors, levels and activities of education. Goals are therefore characterized by lesser degree of broadness, abstractness and idealism. In the same vein, the time frame for realizing the goals is not as long as that required for aims. For example, permanent literacy and numeracy, acquisitions of scientific and reflective thinking are part of the goals of primary education in Nigeria. These could be

realized at the end of primary education. Goals therefore, address the desired ends of education at different levels or sectors, instead of the overall ends or aims which the entire educational system is devoted.

### **Objectives**

Objectives are short-term and precise statements of educational intentions, which described in specific, activity oriented and behavioural terms those educational outcomes expected from the learner(s) in the course of exposure to specified learning experiences. Objectives are therefore the narrowest and the most specific or precise of the three educational intentions (aims, goals and objectives). Objectives are the most relevant to the day-to-day teaching learning experiences between teachers and pupils in specific lessons in the school system.

### **SELF ASSESSMENT EXERCISE 1**

Differentiate between aims, goals and objectives

### **Behavioural Objectives**

Behavioural objectives are what the teacher expects the pupils to learn at the end of the lesson. The emphasis here is that, these objectives or what you hope the pupils to learn are in relation to a given instruction or lesson. Hence, they are often referred to as instructional or lesson objectives. These may include a knowledge of some concepts, facts or information and competence in the application of some principles derived from the lesson. Other related outcomes or results from instructional objectives include the development of certain attitudes, values and aesthetics or appreciation.

The objectives of a lesson or an instruction are stated in terms of pupils' behaviour. In this way, you become very specific in terms of the changes you want to occur in the pupils' behaviour. Hence, they are referred to as behavioural objectives. They are behavioural in the sense that, they specify observable and measurable actions or activities of the pupils. These actions or activities may take the form of naming, listing, writing, drawing, defining, explaining, describing, distinguishing, stating, calculating, criticizing and so on. These are action verbs which, when used to state objectives of lessons, produce acceptable behavioural objectives.

For example, by the end of the lesson on the motion, pupils should be able to:

- (i) identify for a given motion, the two bodies between which there is a relative separation
- (ii) distinguish between distance and displacement in a translational motion
- (iii) plot a distance-time graph and deduce the speed of motion from the gradient or slope of the graph.

The behavioural nature of the above objectives is that, they specify clearly what the pupils would be doing or performing during and immediately after the lesson as evidence that the desired learning has taken place. The behavioural objectives emphasize performance.

### **Characteristics of Behavioural Objectives**

In order to make behavioural objectives to be of practical use in the teaching and learning process, they should have the following characteristics:

**Relevance:** Behavioural objectives should be relevant to the topic to be taught. This is necessary because these objectives are intended to serve as guide for the teaching of the topic. They also point to the aspects or scope of the topic to be taught.

**Clarity:** It is very important to write the behavioural objectives in a clear and precise manner. This means that, there should be no room for any one to be in doubt as to what the objectives imply. They should communicate immediately, the intent or what tasks the learner would be performing at the end of the lesson.

**Specificity:** One of the most important attributes of behavioural objectives which you must recognise is that, they are specific. Each objective points to a single task or performance and the action verbs used in stating it is such that gives no room for further interpretation. For example, to calculate, draw, label, arrange, and demonstrate are precise in their meanings. This precision helps to remove vagueness, ambiguity or a situation in which a statement may have more than one meaning. Thus, you are strongly advised never to use such verbs as to know, understand, see, comprehend, and so on when writing behavioural objectives.

**Measurability:** No behavioural objective is worthwhile if it does not possess the attribute of being measurable. In other words, it should be such that can be evaluated in terms of the extent to which it has been attained. It is for this purpose that behavioural objectives must be stated clearly, categorically and specifically. For example, it is possible to measure or evaluate the extent to which a pupil can draw the map of Nigeria showing the thirty-six (36) states by asking him to draw it. We can also easily determine the extent to which he can recite the National Pledge by his being asked to recite it at the end of the lesson. This would be more measurable than trying to find out how much the pupils have appreciated the map of Nigeria showing the thirty-six (36) states or how much they have understood the National Anthem. These objectives cannot easily be measured or evaluated within the classroom setting.

**Pupil-Centredness:** The teacher does not teach purposely to test how much of the subject-matter he knows. Rather, the focus of teaching is the pupils, that is to help them acquire certain desirable skills, knowledge, attitudes, capabilities and so on. Hence the behavioural objectives must be stated in terms of observable pupils' behaviour. In other words, they should be statements of what the pupils would be doing and not what the teacher intends to do. For example, it is more appropriate to have behavioural objective stated as follows:

By the end of the lesson, the pupils should be able to draw the map of Nigeria; instead of by the end of the lesson, the teacher should be able to help the pupils draw the map of Nigeria. The first is pupil-centred in that it focuses on what task the pupil would be performing by the end of the lesson. The second is teacher-centred in the sense that it focuses on the task the teacher would be performing and so is no behavioural objective.

## **SELF ASSESSMENT EXERCISE 2**

1. Differentiate between aim and objectives
2. From the discussion we have had so far, list at least three qualities that a well written objective should have.

## **Advantages of Stating Behavioural Objectives in Performance terms**

When learning objectives are stated in performance terms, they:

1. help teachers define the content of a course and the depth to which it will be studied
2. guide teachers to plan a unit of instruction by providing a sound basis for the selection of instructional content and methods.
3. guide teachers to select appropriate instructional aids ego the internet, radio, CDs, libraries, computers and television for content delivery

4. help teachers determine the nature and mode of assessment
5. help the teachers construct appropriate and relevant assessment
6. guide learners to understand what they are to study and learn in a unit
7. assist learners to assess/measure their progress while studying a unit.
8. enable teachers think seriously and deeply about what is worth teaching, what is worth spending time and effort to accomplish in a unit of study.

### SELF ASSESSMENT EXERCISE 3

1. Distinguish between a course aim and a unit objective.
2. State two aims for the course you have been assigned.

### 3.3 Taxonomies of Educational Objectives

Taxonomies of educational objectives have served as sources for deriving instructional objectives since the late fifties. The taxonomies are classified into three domains of learning, namely:

- The ***Cognitive domain*** which deals with intellectual development, (Bloom, 1956). Cognitive objectives are the learning outcomes or mastery which describe academic or mental work. They tend towards the intellectual aspect of learning. They emphasize knowledge, understanding and other thinking or academic tasks.
- The ***Affective domain*** which deals with the development of feelings and attitudes (Krathwohl, 1964 ). There are many changes in learners' behaviour which are not easily observable. These include attitudes, values, feelings and emotions. These are mainly internal to the learners. Because they are internalized, it is sometimes difficult to determine whether or not the desired changes in attitude have been effected through teaching. Those learning outcomes which relates to the social life of the teacher fall under the umbrella of affective which are not easy to see from outside. For example, after teaching the National Pledge, the teacher expects that the pupils should be able to demonstrate honesty in their lives. It would be difficult for the teacher to know if such attitudes or values have changed immediately after the lesson.
- The ***Psychomotor domain*** which deals with motor skills development (Simpson, 1972). In other words, this aspect of learning is concerned with the learners' ability to acquire and apply skills. It involves muscular and motor skills or manipulation of objects or activities using neuro-muscular co-ordination. It involves the use of the hands or legs or any other parts of the body as co-ordinated by the brain in any practical sense. For example, ability to pronounce correctly, sing, dance, run, draw, shoot, and so on, form part of psychomotor performance.

Of the three, the *Cognitive domain* is often the most emphasized especially in formal school settings but the other two are also used whenever the subject to be learnt can be used to teach skills, attitudes, values and feelings. Here, below, are some words which demonstrate observable behaviours under the three domains of learning.

#### Affective Domain

Accept attempt ask challenge change commend	Discuss display dispute follow form initiate
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comply conform defend	integrate join judge
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**Cognitive Domain (subdivided into Bloom's five categories)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
copy define duplicate label list match memorize name order quote recognise recall record repeat reproduce tell underline	Classify describe explain express identify indicate interpret locate outline relate report respond restate review rewrite select translate set up	Apply change demonstrate discover dramatize draw employ extend illustrate manipulate modify operate perform prepare produce show solve use	analyse appraise calculate categorize compare contrast criticize diagram differentiate distinguish examine experiment explain illustrate predict question test	arrange assemble collect combine compose create design devise formulate manage manipulates modify organize originate plan propose	appraise argue assess attach choose compare conclude defend estimate evaluate judge justify predict rate score select support value

**Psychomotor Domain**

Adapt adjust assemble bend build calibrate close combine construct copy design diagram disconnect draw	Duplicate fix generate grasp handle hear identify illustrate load locate loosen manipulate measure modify	move operate perform pickup point to practice press pull push remove repair replace rotate see	select service set up shorten show slide sort stretch touch transport write
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**SELF ASSESSMENT EXERCISE 4**

Underline the verb phrases which best demonstrate observable behaviours:

Know Give examples of Fully understand Evaluate Pick out Appreciate Summarize	State Understand Suggest reasons why Be familiar with Distinguish between Analyse Compare	Describe Really know Explain Become acquainted with Have a good grasp of Carry out Acquire a feeling for
---	---	--

Summarize Believe in	Learn the basics of Demonstrate	Realize the significance of Show diagrammatically
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#### 4.0 CONCLUSION

Statements of learning objectives are an important component of course material development. You cannot design and develop a quality course material without due consideration of the important role of statements of objectives. For every unit of the course you are writing, you must have well written learning outcomes stated in behavioural/performance and measurable terms.

#### 5.0 SUMMARY

In this unit, you learnt the distinction between aims, goals and objectives. Also, you have learnt that learning objectives are statements about what learners are expected to be able to do after undergoing a period of study. We also said that learning objectives should be written in behavioural and measurable terms and listed the advantages of doing so. We presented and discussed three domains of educational objectives, namely, the cognitive, the affective and the psychomotor domains and explained how these could help you to source and frame objectives in performance terms.

#### 6.0 TUTOR-MARKED ASSIGNMENT

1. Take units 1 - 3 of the course you are writing and state one aim for each.
2. Write four learning objectives in performance terms for each of the units.

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## **UNIT 3**

## **EVALUATION OF LEARNING OUTCOMES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Meaning of Evaluation
  - 3.2 Purpose of Evaluation
  - 3.2 Types of Evaluation
  - 3.3 Distinction between Formative and Summative evaluation
  - 3.4 Methods of Evaluating Cognitive Learning Outcomes
  - 3.5 Stages of Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

### **INTRODUCTION**

In the previous unit, you have learnt the definition of aims, goals and objectives and various concepts related to behavioural objectives. This unit focuses on evaluation/assessment of learning outcomes. Importance of evaluating the learning outcomes; methods and stages of evaluating cognitive learning outcomes.

### **OBJECTIVES**

At the end of this unit, you should be able to:

- (i) explain the term evaluation in relation to classroom instruction
- (ii) explain at least five purposes of evaluation in classroom instruction
- (iii) list and describe types of evaluation
- (iii) distinguish between formative and summative evaluation
  
- (iv) distinguish between Self Assessment Exercises and Tutor-Marked Assignments
- (v) state the benefits of Self Assessment Exercises and Tutor-Marked Assignments
- (vi) name and describe types and forms of SAEs and TMAs
- (vii) construct SAEs and TMAs for stated learning objectives
- (viii) write sample answers for SAEs
- (ix) prepare marking guide for TMAs

### **3.1 Evaluation**

Evaluation as a concept is derived morphologically from the root "value" and the stem "evaluate". Evaluation can generally be defined as the process of passing judgement on the value or worth of an object, a person, an event, a thing or an undertaking. Evaluation in education has been defined by Grolund (1976) as "a systematic process of determining the extent to which instructional objectives are achieved by pupils" (p.11). Evaluation involves both qualitative and psychometric behaviours together with value judgement on the desirability of those behaviours. This definition clearly indicates that evaluation in the school setting is closely tied to instructional objectives vis-a-vis learning outcomes. In this sense, evaluation is concerned with the quantitative description/measurement, (e.g. 70%) and qualitative description/judgement (e.g. Excellent, Good, Average, etc) of a student's performance.

Bloom (1971) perceives evaluation as the systematic collection of evidence to determine whether certain changes are taking place in the learner and the extent of the changes in

individual learner. He further identified two sides to evaluation as the goals and roles and collection of information (data collection) plus the processing of collected data. Evaluation is therefore a useful tool in the determination of the worth of a learning programme for the purpose of making alternative decisions.

### **3.2 Purpose of Evaluation**

Evaluation should be regarded as an integral part of teaching and learning because of the following purposes which it serves:

1. **It is a measure of the effectiveness of the teaching strategy:** In the absence of evaluation, the teacher may feel that he has done a successful job and may not be able to explain when the end becomes a failure. But an evaluation of the learning outcome or what the pupils have learnt will reveal which of the behavioural objectives have or have not been attained. You will then ask yourself why the lesson has not been as successful as planned. You may have to re-examine the adequacy or otherwise of the strategies used in the presentation. You may also have another look at the teaching aids and other aspects of the lesson including the physical environment of the class. These will provide hints for improvement in subsequent lessons.

2. **It is a source of encouragement for pupils:** When a child is successful in tests or examinations or even such school activities as sports, debates, quiz and so on, he becomes motivated to achieve more. When you carry out a programme of evaluation once in a while, you would be creating a situation that motivates learning in the pupil. Similarly, if evaluation reveals that a pupil is not doing well, he is reminded to work harder. Otherwise, without evaluation, the pupil might go with a false appearance of well-being.

3. **It provides bases for guidance and counselling:** Every pupil needs to be advised to solve his academic and emotional problems. Without evaluation, you may not know which of the pupils have academic problems for which they need advice. Evaluation at times reveals that emotional problems which retard the academic progress of the child. On the basis of this, you can be of help to the pupil by helping him to solve some of the problems through counselling. For the successful pupil, he may need guidance as to where his subjects of interest will take him to in terms of vocation.

4. **It serves as a basis for classification of pupils:** There is a practice whereby pupils are kept in classes according to their level of intelligence measured by their level of performance in tests or examinations. For example, you could have the very bright ones in class 3A, the good ones in class 3B and the average and weak ones in class 3C. This classification is impossible unless a form of evaluation is carried out to assess the competences of the pupils. They may become more hard-working to avoid relegation by way of being placed in streams or arms of the class below B. It is this same explanation that holds for the use of evaluation for selection of candidates, for admission or employment.

5. **It serves as a basis for pupils' promotion:** It is conventional or traditional to promote pupils from one class to the next at the end of the academic year. This follows a form of evaluation by way of examination. In this way, since the pupils know that their promotion depends on passing their examination, the tendency is that, most of them may become serious with their studies.

6. **It Provides a measure of standards:**

At times governments become sad over students' poor performance in competitive examinations. Some may threaten to close down schools which consistently perform

poorly. They may want to link the seriousness of the teachers and pupils in the school with the pupils' overall performance in their examinations. Often, a school whose pupils always do well in external examinations tends to command more public respect than failure schools. Evaluation by way of examination thus, provides means of setting standards for schools.

### **Self-Assessment Exercise 1**

1. Define evaluation
2. State at least five purposes of evaluation

### **3.3 Types of Evaluation**

Gronlund (1981), describes four purposes and four types of evaluation/assessment in education as shown below:

1. Evaluation of pupil **entry performance** to a sequence of units (placement evaluation)
2. Evaluation of pupil **learning progress** during instruction (formative evaluation)
3. Evaluation of pupil **learning difficulties** during instruction (diagnostic evaluation)
4. Evaluation of pupil **achievement** at the end of instruction (summative evaluation)

**1. Placement Evaluation:** Is concerned with the learner's entry behaviour or performance and typically focuses on questions such as the following: (1) Does the learner possess the knowledge and the skills needed to begin the planned instruction? (2) To what extent do the learner's interest, work habits, and personality characteristics indicate that one mode of instruction might be better than another? Answer to questions like these require the use of the variety of techniques: readiness tests, aptitudes tests, self-report inventories, and so on. The goal of placement evaluation is to determine the position in the instructional sequence and the mode of instruction that is most beneficial for each learner.

**2. Formative Evaluation:** Is used to monitor learning progress during instruction. Its purposes are to provide continuous feedback to both the learner and the instructor concerning learning successes and failure. Feedback to learner provides reinforcement of successful learning and identifies the specific learning errors that are in need of correction. Feedback to the designer provides information for modify instruction, strategy or technique. Feedback evaluation depends heavily on specially prepared tests for each segment of instruction or stage of the design model. These are usually mastery tests that provide direct measures of the intended learning outcomes of the segment. Since formative evaluation is directed toward improving learning and instruction or developmental stage, the results are typically not used for assigning course grades.

**3. Diagnostic Evaluation:** Is a highly specialized procedure. It is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation. The main aim of diagnostic evaluation is to determine the causes of persistent learning problems and to formulate a plan for remedial action.

**4. Summative Evaluation:** Summative evaluation typically comes at the end of a course or unit of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades or for certifying learner mastery of the intended learning outcomes. The techniques used in summative evaluation are determined by the instructional objectives, but they typically include teacher-made achievement tests, rating on various types of performance and evaluation of products. Although the main purpose of summative evaluation is grading, for certification of learners achievement or products. It also provides information for judging the appropriateness of the instructional objectives and the effectiveness of the instruction.

### 3.4 DISTINCTION BETWEEN FORMATIVE AND SUMMATIVE EVALUATION

Formative evaluation is undertaken by educators for the purpose of obtaining information on students' progress. It usually occurs during the period of instruction. The data gathered from formative assessment is used for telling learners their strengths and weaknesses as well as assisting them through remedial exercises to overcome their weaknesses. Formative assessment is given over a period of time, and at certain intervals, usually after some time of instruction.

Summative evaluation on the other hand is given, often once, at the end of a course. It comes in form of end of term/semester/year examination. The information obtained is used for grading a student, for the purpose of moving him/her to a higher level or for certification.

#### Self-Assessment Exercise 3

1. List four types of evaluation
2. Write short note on each of them

### 3.5 METHODS OF EVALUATING COGNITIVE LEARNING OUTCOMES

There are many methods of evaluating pupils' cognitive learning outcomes. However, the most commonly used are the teacher-made tests and examinations.

#### The Teacher-Made Test

This involves the teacher setting questions for the pupils to answer based on a set of objectives. These questions could be essay-type or multiple-choice (objective) type. Each of them has its own merits and demerits. However, in using tests to evaluate your pupils, you should be guided by the following (conditions for a good test):

1. **Validity:** The validity of any test material or question is the extent to which it measures what it is supposed to measure, that is the set objectives. You should therefore bear in mind always that there is no room for any test item which has no specific objective to measure.
2. **Reliability:** One thing is to base your test items on the objectives stated in advance another is to ensure that the tests sufficiently and correctly measure these objectives. In other words, the test should measure accurately and consistently.
3. **Objectivity:** A test ceases to be objective if the scoring is affected by bias or partiality of the teacher. Hence, teachers are advised to remove personality while using tests to evaluate pupils' learning outcomes.
4. **Usability:** A test should not be complicated or cumbersome to make its use easy both in terms of administration and scoring. For example, when some test items are not well constructed, they become vague and difficult to score.

### TYPES OF TESTS

#### Essay-Type Tests

These are tests which permit pupils to express their opinions in their answers and in writing. The questions to be used here may be restricted or unrestricted. Restricted essay tests are those which do not allow a pupil to say as much as he knows about the question. He is restricted to some aspect of the topic such as: Identify any five parts of a tree or Discuss any three uses of water. On the other hand, the tests become unrestricted when the pupil has the opportunity to say as much as he knows about the topic. For example what are the uses of water? Who is more important, mother or father and why?

In constructing essay test items, you should bear the following in mind:

1. **Clarity:** The questions should be as clear and categorical as possible to avoid

vagueness and confusion. They should clearly indicate the task to be performed or what is expected of the pupils.

2. **Pupils' level:** The pupils' level of understanding and development should guide the teacher in constructing his essay test questions. The level of language used should be such that does not pose a barrier to pupils' understanding of what they are required to do.
3. **Accuracy:** The questions constructed should be grammatically correct to convey complete and meaningful ideas.
4. **Instructions:** There should be adequate guides or instructions for pupils in essay-type tests such as the need for diagrams and the allocation of marks for the questions.

### Scoring Essay-Type Tests

Scoring essay-type tests is usually not an easy one. However, you should always try to make your scoring as objective as possible to make it reliable. A number of approaches could be adopted.

1. **Marking Scheme:** Before scoring, you are required to prepare a marking guide showing the main points expected from pupils' answers and how marks would be distributed. This helps you to be consistent in the allocation of marks.
2. **Marking Across-Board:** Where the test answer sheets to be marked are many, you are advised to score the scripts in stages. For example, you may decide to score all the pupils in a particular question before moving to the next. This prevents tiredness and enhances consistency.

### Objective-Type Tests

An objective test is characterized by a question for which a number of answers have been provided out of which only one is correct. The pupils are required to identify the correct one. This is multiple-choice and the most commonly used method of objective tests. The major advantages of this type of test are that, it is easy to score and more reliable. However, it is difficult to construct. Therefore, you should bear the following in mind.

The questions which you construct should be clear and concise. You should avoid the use of negative, long and ambiguous statements.

The questions should be as many as possible to provide wider experiences for the pupils as well as raising the validity of the test.

The suggested alternative answers should be such that pupils cannot easily identify the correct one without making some efforts. You do this by making the alternatives to be almost equal in length or similar in structure. For example, which of the following is the new capital city of Nigeria?

- (a) Aladjia      (b) Abaji      (c) Abuja      (d) Aguda

In this way, the correct answer is not easily given away.

**Scoring Objectives Type of Test:** As pointed out earlier, scoring objective type tests is relatively easy. But where the scripts are many, you may need to devise a means to facilitate your scoring.

**Punching:** Here, you prepare a separate answer sheet for the pupils. Instead of answering in their bulky question papers, they would just be required to shade the appropriate letter of the alphabet which stand for the correct answer to a particular questions

For example

1.	A	B	C	D	E
2.	-	-	-	-	-
3.	-	-	-	-	-

During scoring, all you are required to do is to pick up an unused answer sheet and provide the correct answers on it. You will then make holes on each of the correct answers such that when the master-sheet is placed on the pupils' answer sheets, their correct answers are easily seen and counted. However, you may need to scan through their work for those who may have provided more than one answer. Generally, the arrangement of the question items and how the answers are to be provided determine how scoring will be done.

#### **Self-Assessment Exercise 4**

1. Distinguish between essay test and objective type of tests
2. State four conditions of a good test
3. Explain the four guidelines in constructing essay type of tests

### **3.6 STAGES OF EVALUATION**

1. **Class Tests:** Once in a while, you may need to give your pupils some questions to answer as a way of testing how much they have learnt. In some cases, this comes up weekly or fortnightly. Today, continuous assessment is highly emphasized in Nigeria to the extent that many schools organize tests every week.
2. **Terminal Examinations:** At the end of term, it is traditional to organize examinations in schools to test the overall learning progress of the child during the term. This is also the time most parents, especially the uneducated busy ones, do remember that their children attend school. They would ask for their report cards to assess the level of their attainment in school work.
3. **End-of-Year Examinations:** At the end of the academic year, some decisions need to be made on which of the pupils are fit for promotion to the next class. Examinations are conducted to facilitate these decisions.
4. **Certification:** When a pupil completes his course of study, there has to be something to show for it. The distinction of the learner also needs to be reflected by the grade of certificate he gets. Through examinations, this distinction becomes possible. On the whole, whenever tests or examinations are used to evaluate pupils' learning outcome, there has to be a feed- back. That is, the pupils should know the result of their performance as this would serve as motivation to continue with good performance or improve on poor one.

#### **Self-Assessment Exercise 6**

List and discuss stages of evaluation of learning outcomes

### **4.0 Conclusion**

Evaluation of learning outcomes is an important component of curriculum, an indispensable part of instruction and the responsibility of the classroom teacher. The classroom assessment is the foundation of the day-to-day evaluation programme of the school.

However, most teachers have little or no formal training in evaluation techniques, a situation which is far from the ideal.

## **5.0 Summary**

This unit took you through evaluation process in the classroom. Evaluation of learning outcomes is a procedure or process of measuring the extent to which the pupils have attained set objectives for the lesson. Evaluating learning outcomes serves the following purposes: as a measure of the effectiveness of teaching strategy; as a source of encouragement for the learners; as a basis classification of pupils; as a basis for pupils' promotion; and as a measure of standards for schools. Types of evaluation include: Placement, Diagnostics, formative and summative. Methods of evaluating cognitive outcomes include tests and examinations. The qualities of a good test are: Validity; Reliability; Objectivity, and Usability. Evaluation takes place at the end of the lesson, weekly, fortnightly, termly, yearly or at the end of the course of study.

## **6.0 Tutor-Marked Assignment**

1. Explain the term evaluation in relation to learning outcomes.
2. Identify the three areas of pupils' behaviour in which evaluation is done during classroom instructions.
3. Explain at least five purposes of evaluation of learning outcomes.
4. Identify any two methods of evaluating cognitive learning outcomes.

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## UNIT 4

## LESSON PLAN

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Meaning of Lesson Plan
  - 3.2 Importance of Lesson Plan
  - 3.3 Parts of a Lesson Plan
  - 3.4 Specimen of Lesson Plan
  - 3.5 Advantages of Lesson Plan
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Readings

### 1.0 Introduction

In this unit, you will learn the various definitions of lesson plan, its importance, component parts of a lesson plan. A specimen of a lesson plan and advantages of lesson plan were discussed.

### 2.0 Objectives

At the end of this unit, you should be able to:

- (i) Define the term 'Evaluation'
- (ii) State at least five importance of lesson plan
- (iii) Identify some components of lesson plan
- (iv) Write a lesson plan on a chosen topic
- (v) State at least five advantages of lesson plan

### 3.0 MAIN BODY

#### 3.1 Meaning of Lesson Plan

Planning includes everything that the teacher does before he actually begins teaching. Ideally, the plan may include things the teachers put down on paper as a guide to his teaching. It may include his written objectives, what he wants to be accomplished, who is to do what, how and when it is to be done, where it will be done, why it is to be done and what procedures for evaluation. The success of any lesson depends to a great extent, upon the preparation of the plan and the skilfulness with which it is accomplished. The successful planning for pupil learning is so important in teaching learning process.

#### 3.2 IMPORTANCE OF LESSON NOTES

Preparing for lessons by writing notes of lesson or lesson note is significant to the teacher and the learners in the following ways.

##### 1. It is a Guide to Lesson Preparation

It makes the teacher to become more familiar with the materials to be taught. While preparing for your lesson, you are opportuned to take a number of vital decisions. These decisions include: the most appropriate teaching aids to use; the most suitable teaching methods to adopt and the order in which the learning material is to be presented. Thus, a lesson note serves as a guide to lesson preparation

## **2. It is a Guide to Effective Teaching**

Teaching is deemed effective only when it results in the realisation of the set objectives. In order to do this therefore, the set objectives should always be your focus while teaching. Fortunately, the lesson note is written based on some set objectives and learning materials which are most relevant to these objectives are selected. The use of such a lesson note serves as a guide for you to progress towards the attainment of the lesson objectives. It is like the land-map or compass which guides a traveller to his destination without loss of time, or bearing or direction.

## **3. It saves time**

Since lesson notes guide the teacher to the relevant points of the lesson, he is saved from beating about the bush. In this way, precious time is saved. It is common to see a teacher who did not plan for his lesson. Such a teacher is unorganised and uncertain in his delivery. At times, he exhausts the time for the lesson when he is half-way into his teaching period. He may keep on wasting time on irrelevant examples and illustrations, and at times digressing. But when you plan for your lesson by writing notes of lesson, all these problems will be minimized.

## **4. It saves energy**

If the lesson note contains only the relevant points of the lesson, it saves the teacher the possibility of digression. It also helps him to conserve some energy. In fact, if you fail to prepare for your lesson, you may run the risk of talking too much on irrelevant things and at the end you develop headache. But when you are armed with a lesson note, you talk to the point and come out strong.

## **5. It serves as a reminder**

It is human to forget. But with the lesson note on hand, you can easily look up for the information you could have forgotten. This is often easy to do because the lesson note is skeletal or sketchy with the main points or procedures such that they can be seen at a glance. However, you must not form the habit of always looking into your lesson note. Otherwise, the pupils may develop bad impression about you.

## **6. It enhances logical presentation**

Learning proceeds in a systematic way. Pupils learn more successfully when led from the known to the unknown or simple to the complex. A well written lesson note is logical and systematic. Thus, the material to be taught is presented step-by-step to ensure continuity in pupils' learning. That is to create a situation in which what a child learns in one step forms the basis of what he will learn in a subsequent step. In the same manner, what he learns in a future step is made possible and clearer by what he had earlier learned. Lesson note therefore enhances the logical and systematic presentation of materials to be taught.

## **7. It is a guide for the substitute-teacher**

At times, a teacher may be unavoidably absent from school due to ill-health, accident and so on. The pupils in his class have to be taught. The headmaster may decide to ask another teacher to handle the class whose teacher is absent. Since the new teacher was not informed about his new assignment in advance, he is likely to find it difficult to teach without a lesson plan. If the original teacher had prepared the lessons in a lesson note, the substitute teacher would have less difficulty in delivering the lesson. This is so because the lesson note contains the essential information and guidelines for the lesson. Thus, writing a lesson note is important because it could solve some unforeseen problems.

## **Self-Assessment Exercise 1**

State at least five importance of lesson plan for classroom instruction

### **3.3 PARTS OF A LESSON NOTE**

In spite of the numerous purposes, which a lesson note serves, educationists and educators are yet to agree on what should constitute a lesson note. Generally, the following are some of the features common to most lesson notes.

#### **1. Subject and topic**

Without a topic, the teacher would have nothing to teach as he cannot go on discussing the entire subject. At this point, a distinction should be made between a subject and topic. A subject refers to the broad field of study such as Mathematics while a topic refers to a component of the subject such as 'Quadratic Equation' or 'Simple Interest'. You should note that any topic selected for teaching should be clearly and categorically stated to avoid vagueness. For example, it is not appropriate to have 'Reading' as a topic because it is too vague. The topic should indicate the nature of task to be performed. For example, 'Reading for Comprehension, 'Reading for Accuracy,' and so on.

#### **2. Description of pupils**

Since the lesson is going to be centered around the learners, you should take time to describe the level or category of learners whom the lesson is meant for. This helps in determining the pupils' problems, needs, interests and capabilities as bases for effective teaching. The information needed include:

Class Primary IV

Average Age : 8 + (that is above 8 years)

Sex Mixed

#### **3. Instructional and behavioural objectives**

These are the specific tasks or behaviours you want the pupils to perform or demonstrate immediately after the lesson as evidence that learning has taken place. These include a knowledge of some facts or concepts or the application of some principles or skills. The objectives are to be stated in terms of pupils' behaviour and in such a way that they can be evaluated. To facilitate this, you are advised to use such action verbs as to name, identify, mention, explain, discuss, describe, distinguish, calculate, arrange, defend, criticise and so on. You should avoid using such words as know, feel, understand and so on. These are nebulous or vague.

#### **4. Duration of the lesson**

This refers to the length of time allocated to the lesson as the time-table. This could be 30 or 40 minutes. This knowledge is important because you are expected to plan for what you can accomplish or finish within the limited time. It is embarrassing to the next teacher and disruptive to the next subject if you teach into the next lesson period allocated for another subject. It is worse still if you cannot accomplish your lesson objectives before the time elapses.

#### **5. Teaching aids**

These are the resource materials to be used to facilitate the attainment of the lesson objectives. They could be used for illustration or demonstration of processes or concepts in the lesson. For example, maps are used to bring to reality, events which are far away from the pupils such as that showing the physical features of a place. Not only should the teaching aids to be used be mentioned in the lesson note, they should be briefly described in terms of their composition and the purpose they are to serve. In fact, for teaching aids to

be of any worth, they should be relevant to the topic and level of the learners; attractive, simple, capable of easy usage, and read & available. Above all, they should be used at the appropriate time.

## **6. Pupils' previous knowledge or entry behaviour**

It is generally accepted that learning cannot be built without a foundation. This foundation could be what a child has learnt or known before, his maturity and readiness, or existing ability and willingness to learn. Therefore, you must seek to base your lesson on the pupils' previous knowledge, which is relevant to the present task to be performed. The previous knowledge may arise from the last lesson(s) taught. It may derive from pupils' informal experiences such as the television, newspapers, radio, church or social activities, peer group activities, buying and selling in the market and so on. This is usually stated in the form of assumption. For example, before teaching a topic like simple interest, the pupils must have known that people lend and borrow money or any other thing. An attempt to prove the assumption helps to introduce the new lesson in a very interesting way.

## **7. Introduction**

This aspect of the lesson note has to do with the different activities used in initiating or introducing the pupils into the new lesson so as to arouse their interest. This could be by oral questioning and answers, demonstration, short analogy or story or event similar to the experiences in the new lesson. In this way, pupils' past experiences are linked with those expected to be met in the present lesson.

## **8. Development**

This is the presentation stage. Here, you present the concepts or facts of the lesson step-by-step as carefully planned in the lesson note. A number of techniques are used to stimulate and sustain pupils' interest in the lesson. For example, oral questioning and answer method is used at appropriate stages. They serve not only as a way of carrying the pupils along, but as a means of moving from one step or stage of the lesson to the other. It is important that you write down some of these questions and their possible answers in your lesson note as they serve a number of purposes as discussed above. At the appropriate stage of the development of the lesson, provision should be made for the use of relevant teaching aids.

## **9. Summary**

As soon as you finish presenting the instructional materials, you are required to recap or make a brief summary of the important points you want the pupils to always remember in *the lesson*. This *is* often regarded as the skeletal note which should be adequate enough to make sense.

## **10. Evaluation**

This aspect relates to the procedures to be adopted in determining the extent to which the stated objectives have been attained. These procedures or techniques depend on the type of behavioural objective. They may take the form of oral-questioning and answers; drawing, arranging, selecting, labelling, reciting and so on. Evaluation is necessary as a way of determining the adequacy of every activity in the lesson

## **11. Assignment**

Perhaps, the last part of the lesson note is a statement of what tasks the pupils would perform on their own after the lesson. They could be take-home assignment, enquiry or collection of specimens such as grass-hoppers, feathers, fruits, and so on.

## **Self-Assessment Exercise 2**

List and explain the component parts of a lesson plan

### **3.4 A SPECIMEN OF A FULL LESSON PLAN**

**Subject:-** Biology

**Subject matter:-** How to use the microscope

**Class:-** J.S.S.1

**Time:-** 40 minutes

**Date:-** 20/02/2012

**Teaching Aid/Instructional Materials:-** microscope, prepared slide.

**Instructional Objectives:-** at the end of the lesson, the students should be able to

- (i) Put a slide on a microscope and focus it,
- (ii) Demonstrate drawing on the microscope
- (iii) Explain how to take care of the microscope.

**Entry behaviour/introduction:-** the students have seen microscope and know the various parts. Arouse their interest by asking them one at a time to name and identify the various parts. Then, introduce the lesson, "today we are going to learn how to use the microscope".

#### **Development:-**

**Step1:-** demonstrate to the students how to secure a slide firmly on the microscope stage by taking it up and placing it on the stage and securing it firmly with the clips. Show them how to move the object by means of a racks.

**Step2 :-** introduce the students to drawing from the microscope by demonstrating the slide provided and making a sketch of the object. Called on the students to try it themselves. i.e one eye on the microscope and the other eye on the paper.

**Step3:-** tell the students how important and delicate the microscope is and the need to care for it. Demonstrate to students how to package it inside its box, how to secure the eye piece and objective and to keep them dry.

**Evaluation:-** give the students slide of a T.S of stem to focus and make a sketch. Ask them to mention some of the ways through which the microscope is cared for.

**Conclusion:-** teacher should go over the lesson and commend those who were able to do the exercise given and offer assistance to those who had difficulties.

**Assignment:** Write the procedures for using the microscope

### **3.5 ADVANTAGES OF WRITTEN LESSON PLAN**

There are numerous advantages for the use of lesson plans, but most important ones are given below:

- (i) Good lesson plans give the teacher the zeal to carry out his teaching assignment effectively.
- (ii) They prevent the teacher from using valuable class time to search for appropriate equipment and materials and references.
- (iii) They help in guiding the teacher's time as he reaches

- (iv) They try to regulate the teacher's dissipation of knowledge so that he can have enough facts for the specified time. A teacher who breezes through the facts well ahead of time shows an evidence of immaturity or inadequate preparation.
- (v) They are helpful to beginning teacher and those who are asked to relieve a class or classes when the class teachers are absent from school
- (vi) They help the teacher to keep in mind the important point of the lesson and to organize the points in logical order.
- (vii) A teacher who prepares good lesson plans enters his class with an air of security and confidence.
- (viii) They help the teacher to determine which method or methods have been most effective in his teaching procedures
- (ix) They are among the best teaching aids any teacher can think of using.
- (x) They help reduce the amount of trial and error in teaching
- (xi) They give an indication to students or pupils that the teacher has done his own homework, which means that he is current with the latest facts and fixtures
- (xii) A teacher who has good written lesson plans which he refers to as the lesson proceeds is respected by his students or pupils
- (xiii) They help the principals, headmasters, or supervisors in evaluation or assessing the teacher's performance.

### **Self-Assessment Exercise**

List at least five advantages of written lesson plan

## **4.0 CONCLUSION**

A lesson plan may be regarded as the plan or framework of the activities of the teacher and the pupils during the lesson.

## **5.0 SUMMARY**

In this unit, we learnt that a lesson plan is a systematic, well thought out and orderly representation of the work to be covered in a given period on paper. Importance of a lesson note include the following: It serves as a guide to preparation; It serves as a guide to lesson presentation; Promotes effective teaching; Saves time; Helps to conserve energy; Serves as reminder; Enhances logical presentation of the lesson; Serves as a guide to substitute-teachers. We also learnt about the components parts of a lesson note include: Subject and Topic; Description of the pupils; Instructional Objectives; Duration of the lesson; Teaching aids; Pupils' previous knowledge; Introduction; Development; Summary; Evaluation; and Assignment.

## **6.0 TUTOR-MARKED ASSIGNMENT (TMA)**

1. Explain any five purposes of a lesson note.
2. Identify the main parts of a lesson note
3. Write a lesson note on your subject of specialization

## **7.0 References/Further Readings**

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# **MODULE 3**

# **TEACHING METHODS**

## **UNIT 1: LECTURE, DISCUSSION AND INDIVIDUALIZE INSTRUCTION**

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### **1.0 INTRODUCTION**

The teacher have been identified as the key towards the transfer of knowledge but the techniques involved in this processes can also alter or deter the process. Although it has been argued that no one particular method of teaching best transfers knowledge, this gives rise to different methods of teaching based on the teachers perception of the topic. So in line with this, we will discuss the Lecture method, the Discussion method and the individualized methods. its merits, demerits and adoptability to the environment.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) Define the lecture method and distinguish it from discussion method,
- (ii) Determine when and how to apply each of them
- (iii) State at least four merits and demerits of each of them
- (iv) Define the individualized method
- (v) State the challenges of individualized instructional method in Nigeria.
- (vi) Enumerate on your own terms the best method best used in a classroom environment.

### **3.0 MAIN BODY**

#### **3.1 Lecture Method**

##### **3.1.1 Definition of lecture method**

The major researches that have been carried out in the area of Education has always aimed at making the teaching – learning process easier for both the learner and the teacher. In doing this, so many methods of teaching came up. One of the methods that became very popular was the lecture method. This method happens to be one of the earliest methods of teaching adopted both formally and informally.

The lecture method is a process of teaching whereby the teacher verbally delivers a pre-planned or planned body of knowledge to his students. The teacher do the talking while the "students" do the listening and jot down the points when necessary. In this method, communication flows only in one direction from the teacher to the students. Some times, he entertains questions either to emphasize some points or to make some points clearer. This method, which is teacher - centered, is often used in upper classes of secondary schools and in tertiary institutions. These days, teachers can lecture a crowd of students or unseen students through the use of radio, television, and internet sites. Although this method have been criticized by many, this can also be seen as not understanding when to use this method. This method gives affords opportunities for the dissemination of information to a large group of students within a shortest possible time.

### **3.1.2 Procedure for lecture Method**

In using this method, the teacher should have the objectives of the lesson in mind in order not to derail. It becomes necessary for the teacher to be fluent in the language mode of disseminating the lesson, it is necessary for the teacher to prepare appropriate and related examples to use during the lesson to drive home his points. Other instructional aids such as pictures, wall charts and concrete objects etc. that can make the points clearer are to be prepared beforehand. The introduction in a Lecture Method should be as interesting as possible. This may be in the form of a short story. a statement, a question or any activity, which is to stimulate the students to like to listen to the lesson.

In the presentation of the lesson, the teacher should display a good command of the language preferred and known to the students. It is also necessary that the points to be taught should be presented in a sequential and interrelated manner for easy understanding. Sequential presentation also aids recall. It is not out of place to repeat some points when necessary for emphasis and clarity, but the teacher should not over do this. In doing this, the teacher should be careful not to digress from the points of the lesson. In conclusion the teacher could summarize the points taught and emphasize as necessary. At the end of the lesson, it is expected of the teacher to give assignments and references for further reading.

### **3.1.3 Merit of lecture method**

- (i) The major merit of the lecture method is that it has the capacity of reaching a large number of people in different locations at the same time.
- (ii) Fewer instructional materials are required in the lecture method.
- (iii) There is uniformity in the facts the students are given. As they have the same notes and listens to the same teacher at the same time.
- (iv) The students' efforts in searching for facts in books are saved as they are told the facts by the teacher.
- (v) The teacher has full control on what the students should learn or know
- (vi) This method is said to be less time consuming and less expensive
- (vii) It promotes easy and faster covering of the syllabus.
- (viii) It promotes attentiveness and ability to listen and appreciate.

### **3.1.4 Demerit of lecture method;**

- (i) The students are passive and spoon-fed.
- (11) The method is teacher-centered and not learner-centered
- (iii) The method does not give the students the opportunity for oral communication, interactions with the teacher or colleagues.
- (iv) The method does not allow the growth of the students enquiring or creative mind.
- (v) The method does not take into consideration for the individual differences of the students.

- (vi) Students with ear defect are often at a disadvantaged position.
- (vii) Only the cognitive domain is being tested as what is being taught only covers the cognitive domain.
- (viii) As the students are not involved in active work in the lesson, they are prone to forget what is taught easily.
- (ix) It encourages the acceptance of the teacher as the final authority.
- (x) It is not appropriate for teaching the lower classes.

### **Self-Assessment Exercise 1**

- (i) Define the lecture method of instructional delivery.
- (ii) State the basic features of the instructional method and state three merits and three demerits of this method.

## **3.2 Discussion Method**

### **3.2.1 Definition of the Discussion Method**

This involves the verbal exchange of view, opinions or ideas between two or more people, The teacher gives the students a problem to solve. They students collectively in small groups, argue among themselves in democratic manner, suggest solutions and draw conclusions. Sometimes, this method can also be used as a reinforcement where there is an already existing method of teaching. In this unit, the discussion method is treated as a pre-planned and organized process of teaching and learning and it is said to be learner centered. In preparing to use the discussion method, the teacher has to first of all consider the topic. The teacher is not expected to impose an answer to the students as the main idea in the discussion method is to allow the students to make their own judgments on topics. The topic should also be at the students' level and also the type they are familiar with. That means that it should be within their ability to discuss. The students should be given enough time to engage themselves in the discussion before the actual time.

### **3.2.2 Procedure for Discussion Method**

The discussion method is more rewarding when it is done in a small group, although the whole class or the panel as in most cases, The whole class discussion is usually used when the students are inexperienced to handle an organized discussion on their own. In this case the teacher only moderates, directs and guides the discussion. Children in small groups will have more opportunities to contribute to the discussion. The teacher should be careful in selecting the students in groups. In each group, the students must be of various abilities and disposition. The brilliant and the weak ones, the vocal and the quiet students should be together. The leadership should be interested in the topic. In most cases, the members of each group selects who becomes their leader. The leader or the recorder reports to the class the conclusions of the group during the reports session. As for the panel, a group of about five students are selected to address the class on different aspects of a topic. The class jots down points made as the members of the panel speak one after another. At the end of the presentation, the topic is thrown open to the class for comments. The role of the teacher in this case is to summarize the points made and draws the conclusions.

In discussion method of teaching, the following principles should be adhered to in order to appropriately utilize the time given.

- (i) Each participant should talk only when he/she is asked to.
- (ii) They should learn to listen to and respect other peoples views.
- (iii) There should be no personal or verbal abuse during or after a discussion.

### **3.2.3 Merits of Discussion Method**

- (i) This method encourages students to listen, think, analyze and critically evaluate points made.
- (ii) It gives the students the opportunity to practice their oral communication skills.
- (iii) It gives the students training in respecting others' views.
- (iv) It encourages friendship among students of the same class

### **3.2.4 Demerits of Discussion Method**

- (i) the discussion method is said to be time consuming.
- (ii) since it takes a lot of time, it is likely to delay the completion of the syllabus.
- (iii) Because it is individual contributory, it may likely lead to sharing of wrong information.
- (iv) It is most suitable arts and social science subjects and not suitable for sciences and mathematics.
- (v) It keeps the weak and shy students away from contributing.
- (vi) Unlike lecture method, it is not ideal for a large class.
- (vii) If not properly moderated can lead to misunderstanding amongst the students.

### **Self-Assessment Exercise 2**

- (i) What is meant by discussion method of teaching,
- (ii) In preparing to use the discussion method in teaching a group, list five (5) procedures to be considered.

### **3.3.0 INDIVIDUALIZED INSTRUCTION**

In most times, education has always been viewed as the transfer of knowledge from the teacher to the learner, and in most cases, the ability and disability of the learner is not being considered. This does not go down well with a majority of the learners as their individual differences are not being considered. Educationists appreciate the importance of individual differences in learning, unfortunately, this fact is often neglected during teaching. In recent times, emphasis has been laid on the child as an individual. This means that in teaching and learning, each learner is considered in line with his/her individual differences. To this end, the individualized method of learning is most acknowledged.

#### **3.3.1 Definition of Individualized Instruction**

Individualized instruction is defined as a process in which the student learns all on his own a field of study or a topic broken into bits, according to his interest and ability, using specially prepared programmed books, cards, and electrical or electronic teaching machines. When a type of teaching in which the goal and objectives of instruction, learning materials, subject matter or methods of teaching specially chosen to meet the specific need of a student according to his/her ability to learn, we say we have an individualized instruction.. In this method, teacher only serves as a consultant and a guide when needed. Individualized instruction have the potentiality of promoting students ability to work independently over a period of time whether a short or long period.

#### **3.3.2 Procedure for Individualized Instruction;**

In resent times, different modes have been found as a means of administering individualized instruction these includes,

- (i) programmed instruction (PI)
- (ii) computer assisted instruction (CAI)
- (iii) learner controlled instruction (LCI)
- (iv) teaching machine (TM)
- (v) personalized- system instruction (PSI)

The individualized instruction can also be administered based on the differences that exists amongst the learners. This can be done based on

- Ability level.
- Supervised individual study.

### **3.3.3 Merits of individualized instruction**

- (i) it provides remedial material for learners.
- (ii) this method can be used to make up for lack of background knowledge in the individual learners.
- (iii) it reduces students anxiety as he depends on himself .
- (iv) It encourages independent study
- (v) It is at the learners pace.
- (vi) It provides the teacher an opportunity to know his/her students individually.
- (vii) It promotes individual creativity and personal conviction on some controversial subject matter.

### **3.3.4 Demerits of Individualized instruction.**

- (i) This method is time consuming as individual learners is being given individual attention.
- (ii) There is a tendency that more emphasis will be laid on written work as a mode of assessment.
- (iii) There is no opportunity for cooperative effort.
- (iv) It gives more work to the teacher as he develops instructional material for each individual according to their ability level.
- (v) It is also more expensive as materials are provided individually.

### **3.4.5 Challenges of Individualized instructional Method in Nigeria.**

- (i) The individualized instructional system is relatively expensive and cannot be properly implemented in a poorly funded educational system like Nigeria.
- (ii) Many teachers in the system have not acquired the basic skills to properly use the individualized instructional system.
- (iii) There are limited individualized resource materials in the country to help the teachers using this method.
- (iv) Individualized instructional method might not be easily adopted in a system where the main objective is to cover the syllabus.

### **Self-Assessment Exercise 3**

- (i) Define individualized instruction.
- (ii) List at least five methods used in individualized instructional method.
- (iii) Why is individualized instruction not widely embraced in Nigeria today.

## **4.0 CONCLUSION**

In this unit, we elaborately defined and discussed three instructional delivery methods namely, the Lecture method, the Discussion method and the Individualized instructions, their various merits and demerits and the various procedures that should be taken to achieve each one of these. All these methods points to the fact that teaching and learning ends in one place "making sure that the learner gets the best in terms of quantity and quality". Above all that their is no one best methods of instructional delivery, that the best depends on the situation and environment.

## 5.0 SUMMARY

In this unit we have learnt that, the lecture method is a process of teaching whereby the teacher verbally delivers a pre-planned or planned body of knowledge to his students. The success of this method depends on the ability of the teacher to speak fluently in good tone and style. Among its advantage is that many students can be taught at the same time. It is economical in time, teaching materials and students labour. The major disadvantage is the students become more of passive listeners.

Discussion Method is a teaching-learning process that is learner centered. This is a method in which the students are actively involved if the groups are in small numbers and heterogeneous. By this method, the class may be arranged in groups or panels. The class may remain together to exchange views, opinions or ideas on a pre-determined topic. Its limitations include the fact that it cannot be used in some aspects of Mathematics and the Science subjects.

The individualized method is defined as a process in which the students, through the use of specially prepared materials, learn what they want at their own pace. That this method of instructional delivery, takes the ability and disability of the learner into consideration. Thereby making it purely learners centered. The teacher serves as a consultant. Among the techniques used in Individualized Instruction include Programmed Instruction (PI), Computer Assisted Instruction (CAI), Learner Controlled Instruction (LCI), Teaching Machine (TM), and Personalized System of Instruction (PSI).

## 6.0 TUTOR-MARKED ASSIGNMENTS

1. Define the three methods of instructional delivery as discussed in this unit.
2. Outline 3 merits and demerits of each of these methods.
3. Having known the challenges of individualized instructional method in Nigeria, on your own, suggest ways of making this method adoptable to your own environment.
4. State five procedures to be considered in using any one of the methods discussed.

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## **UNIT2:                   LABORATORY, DEMONSTRATION AND FIELD TRIP METHODS**

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    - 3.31 Meaning and Guidelines for Using Field Trip Method
    - 3.32 Merits of Field Method
    - 3.33 Demerits of Field Trip Method
- 4.0 Conclusions
- 5.0 Summary
- 6.0 Tutor-Marked Assessment
- 7.0 References

### **1.0 Introduction**

### **2.0 Objectives**

At the end of this unit, you should be able to;

- (i) define each of the teaching methods to be discussed
- (ii) state the guidelines for using each of the methods
- (iii) state the merits and demerits of each method to be treated

### **3.0 Main Body**

#### **3.1 Laboratory Method**

##### **3.11 Meaning and Guidelines for Using Laboratory Method**

Laboratory method sometimes referred to as Experimental method is a method of teaching in which an activity is carried out by a student or group of students for the purpose of making personal observations of processes, products or events. Ogunniyi (1986) defines Laboratory exercise as instructional procedure in which cause and effect, nature or property of any object; or phenomenon is determined by individual experience generally under controlled conditions. This method is very effective in teaching practical based contents in Physics, Chemistry, Biology, Agricultural Science among others. Laboratory exercise which is an empirical work, allows students to study their immediate flora and fauna, which are more relevant to the students.

The success of a laboratory work, be it individual or group depends on these guidelines:

1. the students should be made aware of the purpose of the activity in question
2. apparatus should be accessible to students
3. students should be allowed to vary the way they keep record of experiments
4. teachers should avoid stereotypes such as title, aim, materials, methods and results as if science is a straight forward process
5. teachers should encourage well-captioned table and well-labelled diagrams

6. all records should be dated

### **Self-Assessment Exercise 1**

What are the guidelines for effective use of Laboratory method?

#### **3.12 Merits of Laboratory Method**

- i. it helps students to develop manipulative skills
- ii. it leads to better retention of information learnt.
- iii. it encourages student active participation.
- iv. it stimulates students interest in science.
- v. it provides the right conditions for formulating and solving problems

#### **3.13 Demerit of Laboratory Method**

- i. It is time consuming.
- ii. it is danger or accident inherent
- iii. it is an expensive method.
- iv. It is not possible to use the method in all learning situations.

### **Self-Assessment Exercise**

1. List three merits and
2. Three demerits of Laboratory method of teaching

### **3.2 Demonstration Method**

#### **3.21 Meaning and Guidelines for using Demonstration Method**

Demonstration method is a procedure of doing or performing something in the presence of others either as a means of showing them how to do it themselves or as a means of illustrating a principle. Demonstration could either be performed either by the teacher or pupils. It is most suitable for use when teaching how to carry out new practices. The following are some guidelines to consider while choosing Demonstration as a method of teaching:

1. demonstration should be for the benefits of all learners, hence it must be visible to all
2. it is important to have in readiness, relevant materials/equipment necessary in order to have a smooth and uninterrupted demonstration
3. the activity to be demonstrated should be spectacular to arouse learners interest as much as possible, the steps taken by the demonstrator should be clear and unambiguous
4. there should be provision for formative evaluation (question and answer opportunities) during the demonstration.

### **Self-Assessment Exercise**

What is Demonstration method and what are the guidelines for using the method in classroom?

#### **3.22 Merits of Demonstration Method**

- i. It is very effective for introducing a lesson and to conclude a lesson.
- ii. Demonstration saves time, materials and are also economical as a large number of learners in a class require many times that amount of materials needed by the teacher in his/her demonstration
- iii. It affords the teacher the opportunity to carry out activities that are dangerous for students to carry out

- iv. In the sciences, demonstrations by the teachers are useful to show how to use apparatus so as to prevent breakages and accidents.
- v. Demonstration permits learners to observe rapid scientific processes which otherwise would have been missed, such as the dissection of a toad.

### **3.23 Demerits of Demonstration Method**

- i. Demonstrations do not give students the opportunity to develop manipulative skills
- ii. Limited scope is offered the students to become well acquainted with equipment and materials and also for observing and recording events
- iii. Learners particularly in large classes, often have difficulty in observing details of the object demonstrated or being used.

#### **Self-Assessment Exercise**

1. What are the merits of demonstration method?
2. What are the demerits of demonstration method?

## **3.3 Field Trip Method**

### **3.31 Meaning and Guidelines for Using Field Trip Method**

Field trip is an outdoor work or learning exercise undertaken by teachers and students so as to give the students opportunity to acquire knowledge in certain aspects of a subject. It entails going outside the classroom for the purpose of making relevant observations, collections, classification and manipulations. According to Davies (1971), field excursion is useful in realizing both cognitive and particularly affective objectives. For field trip to be an effective method of teaching, it is worthy to take the following hints into consideration.

- (i) the purpose of the trip must be well stated and the learners must be aware of such
- (ii) expected behaviour of the learners during the trip must be communicated to them before embarking on the trip
- (iii) students should be aware of materials to be carried along for the trip
- (iv) there must be provision of first aid box and facilities during the trip
- (v) prior visitation to the intended places must have been done by the teacher
- (vi) all students must be encouraged to participate
- (vii) every participating learner must be asked to submit report of the trip and should be graded

#### **Self-Assessment Exercise**

What are the guidelines for using Field trip method of instruction?

### **3.32 Merits of Field Trip Method**

- i. it enables the students to have first hand experience of things as they are or happen
- ii. it tends to bridge the gap between what is studied in the classroom and actual activities outside the classroom
- iii. it affords valuable opportunities to develop interest in some carriers
- iv. it exposes learners to how aspects of subject matter studied in class apply to everyday life
- v. it makes learners much more imaginative and inquisitive observers
- vi. it creates opportunity for learners to ask questions and obtain first hand answers from experts.

#### **Self-Assessment Exercise**

What are the merits of Field Trip method?

### 3.33 Demerits of Field Trip Method

- i. it consumes a lot of time
- ii. it is difficult to plan and execute
- iii. it demands money
- iv. there is danger of accident or injury during the trip
- v. it cannot be effective in teaching all contents of a subject

### Self-Assessment Exercise

What are the demerits of Field trip method of instruction?

## 4.0 CONCLUSION

In this unit, you have learnt the meaning of Laboratory, Demonstration and Field trip methods of teaching. Their guidelines for usage, merits and demerits in teaching and learning processes were also discussed.

## 5.0 Summary

In this unit, you have learnt

- ❖ The meaning and guidelines for using Laboratory method
- ❖ The merits and demerits of Laboratory method
- ❖ The meaning and guidelines for using Demonstration method
- ❖ The merits and demerits of Demonstration method
- ❖ The meaning and guidelines for using Field trip method
- ❖ The merits and demerits of Field trip method of instruction

## 6.0 Tutor-Marked Assessment

- (i) Differentiate between Laboratory and demonstration methods of teaching
- (ii) List five guidelines for effective Demonstration in classroom
- (iii) Enumerate three merits of Laboratory method
- (iv) List three merits and three demerits of field trip method

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## **UNIT: 3**

## **PROBLEM-SOLVING, DISCOVERY AND INQUIRY METHODS**

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2.0 Objectives

3.0 Main Body

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3.13 Demerit of Problem Solving Method

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3.33 Demerits of Inquiry Method

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7.0 References

### **1.0 Introduction**

Though many authors see discovery, problem-solving and inquiry teaching methods as inter-related, yet they are treated separately in this unit for the purpose of emphasis. The meaning of these methods, guidelines for usage and their merits and demerits are discussed as appropriate.

### **2.0 Objectives**

At the end of this unit, you should be able to;

- (i) define each of the teaching methods to be discussed
- (ii) state the guidelines for using each of the methods
- (iii) state the merits and demerits of each method to be treated

### **3.0 Main Body**

#### **3.1 Problem Solving Method**

##### **3.11 Meaning and Guidelines for Using Problem Solving Method**

Problem-solving method is an application of the unit idea. It embraces a continuous, meaningful, well integrated activity beginning with a problematical situation. In other words, problem-solving method is a teaching-learning process in which the students work on solving a problem. They do this by using the result of some analysed data. The data are collected from a proved solution rather than an assumed solution. In problem -solving method, the students are given a problem and they are to find proven solutions to the problem.

- i. The first thing to do is for the students to think of the nature of the problem
- ii. The next activity is to formulate (put forward) a tentative, guessed or suggested solution termed hypothesis.
- iii. At the third stage the students collect relevant data (facts or information).

- iv. The data are then analysed.
- v. The next activity is to test the hypothesis against the result of the data analysis.
- vi. The outcome determines whether the hypothesis (tentative, assumed or suggested solution) is acceptable, rejected or to be modified.
- vii. The students then draw conclusions.
- viii. The conclusions are then applied in new situations and new data.
- ix. Lastly meaningful generalizations can then be developed.

In planning to use problem-solving method for teaching, the teacher has to undertake the following measures:

- i. The teacher plans the topic and suggests some ideas that will be of interest to the students.
- ii. He determines how to organise the class in groups
- iii. Considering available resources, he determines the time for the task, and
- iv. Finally, he identifies and directs the students to initial the students' reference materials.

### **3.12 Merits of Problem Solving Method**

- i. Students are actively involved in the lesson.
- ii. The activities may generate enthusiasm and interest in the students.
- iii. Students are trained to organise their own learning.
- iv. As students find out things for themselves they remember them better.
- v. The method encourages critical thinking and scientific investigation skills.
- vi. It changes the attitudes of the students to knowledge. They look at knowledge as tentative rather than permanent. They get new knowledge.
- vii. Gifted and brilliant students benefit a lot from this method.

### **3.13 Demerit of Problem Solving Method**

- i. It is time consuming.
- ii. It may be demanding on the teacher as students may discover series of facts and raise questions which may embarrass ill prepared teachers.
- iii. Slow students may be at a disadvantage.
- iv. It is not possible to use the method in all situations.

### **Self-Assessment Exercise**

1. What is problem-solving method?
2. What are the guidelines for using problem-solving method?

## **3.2 Discovery Method**

### **3.21 Meaning and Guidelines for using Discovery Method**

The word 'discovery' means 'finding out' Discovery method is defined as a process through which students find out facts or knowledge through the understanding of concepts. By it, students proceed from specific example (precepts) to concepts, and from concepts to a generalization or principle. Three basic words are prominent in the discovery method. These are precepts, concepts and generalization. However, concepts formation is the dominant activity in the method.

Discovery learning may be either meaningful or rote depending on the kind of relationship (arbitrary or substantive) established between the new and previously learned content. The discovery recommended for teachers is more correctly called guided discovery. In 'this case,

the teacher sets the scenes, cues judiciously, and carefully structure the sequence of events so that the students need not re-invent the wheel.

There are some steps expected in the teaching of concepts. These are:

- (i) The teacher should state the objective of the lesson clearly. He should present the student with many examples and ask them to select the appropriate ones. For example, if the concept is 'animal,' the teacher should give examples like goat, sheep, lion, tiger, tree, cows etc. He then asks the student to pick the animals in the list. This can take place after the students have learnt the attributes of animals.
- (ii) The teacher should be aware of the required knowledge that will facilitate the understanding of the students. The student must be able to distinguish one object from another. This ability to discriminate among objects, ideas, etc. is a pre-requisite knowledge.
- (iii) The teacher should present definitions and examples. The teacher should first select the definition, including the attributes, before selecting appropriate examples and non examples.  
Enough examples should be given so that they can fully understand the attribute of a concept. Equally enough, non-examples should be presented so that the students can recognize and exclude them.
- (iv) The teacher should provide for the response from students and give feedback.

### **3.22 Merits of Discovery Method**

- i. It is self-rewarding. Students discover the facts on their own.
- ii. The students are actively involved in the lesson.
- iii. The students are rewarded by being motivated.
- iv. The students remember longer because they discover the facts (concepts and principles) on their own.
- v. Discovery learning helps in understanding the structure of knowledge. When one understands the structure of a subject, one understands how other subjects are related to it.

### **3.23 Demerits of Discovery Method**

- i. it is time consuming.
- ii. it is expensive in the sense that many resource materials (teaching aids) are required.
- iii. it cannot be used in all situations as it is not possible for the students to rediscover all knowledge. The teacher has to teach them some aspects of it at one time or the other.

### **Self-Assessment Exercise**

1. What is discovery method?
2. What are the guidelines for using discovery method?
3. What are the merits and demerits of discovery method?

## **3.3 Inquiry Method**

### **3.31 Meaning and Guidelines for Using Inquiry Method**

Teaching concepts by discovery involves teaching a method of inquiry with broad application to problem solving and knowledge gathering. Some believe that problem solving comes first and that students can begin to understand specific elements of the subject after learning how to solve problems and how to work with concepts and principles. The discovery method and the problem-solving method are interrelated.

Inquiry/Problem-Solving Methods incorporate discovery approach as one of its elements. Some believe that the Inquiry/Problem-Solving method is a natural extension of the discovery approach. The Inquiry/Problem solving are better for the higher classes of secondary schools (S.S.S Classes). On the other hand, the discovery method is suited to all levels. In using the Inquiry approach strategy, the learner:

- (i) identifies and classifies the purpose of the inquiry;
- (ii) formulates a hypothesis;
- (iii) collects and analyzes data;
- (iv) tests the hypothesis against the result of data analysis;
- (v) draws conclusions;
- (vi) applies the conclusions to a new situation and new data; and
- (vii) develops a meaningful generalization.

### **3.32 Merits of Inquiry Methods**

- i. students using an inquiry based learning approach take responsibility for their learning tasks
- ii. students are actively involved in the planning and preparation phase, and so develop skills in these areas
- iii. teachers are able to develop 'softer skills' in their students, such as cooperation, teamwork, planning and organisation and creativity, all of which are vital and are often the focus of many and varied special education teaching strategies used throughout the curriculum

### **3.33 Demerits of Inquiry Methods**

- i. assessment and reporting can be a lengthier process
- ii. it can be challenging for a teacher to take on a new method of learning
- iii. It generally works best if the whole school is using an inquiry-based learning approach, rather than just a single teacher

### **Self-Assessment Exercise**

1. Define Inquiry method
2. What are the guidelines for using Inquiry method?
3. What are the merits and demerits of Inquiry method?

## **4.0 Conclusions**

In this unit, you have learnt the meaning of problem-solving, discovery and inquiry methods of teaching. Their guidelines for usage, merits and demerits in teaching and learning processes were also discussed.

## **5.0 Summary**

In this unit, you have learnt

- ❖ The meaning and guidelines for using Problem-solving method
- ❖ The merits and demerits of problem-solving method
- ❖ The meaning and guidelines for using Discovery method
- ❖ The merits and demerits of Discovery method
- ❖ The meaning and guidelines for using Inquiry method
- ❖ The merits and demerits of Inquiry method of instruction

## **6.0 Tutor-Marked Assessment**

- (i) differentiate between Discovery and Inquiry methods of teaching.
- (ii) enumerate four guidelines for using discovery method in teaching and learning processes

(iii) list three merits and two demerits of problem-solving method

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## **UNIT 4: STORY TELLING, PLAY-WAY AND ROLE PLAYING METHODS**

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### **1.0 INTRODUCTION**

This unit focuses on three instructional approaches through which teachers can assist students to acquire knowledge in the classroom. These instructional approaches include: story telling, play away and role-playing. The application of any of these methods depends on the nature of learning material. Role playing and play-way approaches are more of student centre while story telling can be both student-centred and teacher-centred. Moreover, the characteristics features of each of the approaches were first illustrated and later followed discussions on the advantages, limitation, and guideline for effective use of the approaches.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- (i) Distinguish between the story telling, play-way and role playing methods
- (ii) enumerate the guidelines for using each of the method
- (iii) list at least three merits and three demerits of each

### **3.0. MAIN BODY**

#### **3.1 Story Telling Method**

##### **3.1.1 Meaning of Story Telling**

Story telling is defined by Advanced Learners Dictionary (1981) as the art of telling an account of past events or incidents. It is therefore a narration of event that took place in the past or created to suit a particular situation. events or incidents. Jegede and Brown (1980) observed that children all over the world enjoy listening to story telling. For this reason, they explained that stories can be used to convey ideas, teach concepts and properties of objects. The art of story telling further help to develop learners to be good listeners and apply the knowledge gained to real life situation.

Story telling appears to be most suitable for the elementary school children but it can also be used in subjects like History, Social Studies, Science and Mathematics at secondary school level. Stories about the discovery of certain concepts can be told to students or information about great scholars can be presented I story telling

### **3.1.2 Guidelines for the use of Story Telling**

1. Story telling can come up at the beginning (introduction) of a lesson or at the middle depending on the top treated.
2. The story should not be long in order to sustain students' attention
3. It should be interesting enjoyable and educative
4. The story should suit the age and the abilities of the students for easy comprehension
5. Students should be involved in story telling activities (e.g. asking questions during and after the story).

### **3.1.3 Advantages of Story Telling**

1. It stimulates students' interest in learning. Story telling gives information about happening in the historical trends of events, in relation contemporary society. Children love to hear about great scholars and their contributions to knowledge.
2. It develops student' listening habit. Most student passive listeners, but a teacher could develop their listening potentials by motivating students to listen by telling them interesting stories.
3. It helps to develop learners' sense of imaginations. For instance, a teacher could tell stories of ways solutions, are obtained to some mathematical problems. He could now give students assignments and ask them to develop new ways of solving the mathematical problems.
4. It aids learners' understanding of concepts irrespective of the field of study. For example, story telling gives more information on concepts and thus aids teaching and learning.
5. It brings life to the lesson. Interesting and exciting stories are usually loaded with humours and fun which bring life into teaching and learning activities.
6. It improves the teacher's creative abilities. This method provides opportunity to teachers to use their initiatives to make subject taught, interesting understandable to students. Stories relevant particular lesson are sometimes created by the teacher to enhance understanding of the concepts of the topic under discussion.
7. Knowledge gained from story telling sometimes corrects some of the bad behaviours of the learners.
8. It promotes transfer of learning. Knowledge and skills acquired through story telling are sometimes applied to solve contemporary problems. For Instance a formular developed to solve a particular mathematics problem can be used to solve a similar problem.

### **3.1.4 Demerits of Story Telling**

1. It consumes time. Some stories are long and thus demand a lot of time to be told to students. On the part of the classroom teacher, it may take some time for the teacher to create stories relevant to a particular topic in a subject.
2. It is not easy to evaluate the degree of knowledge gained or comprehended in a story either presented by the student or the teacher.
3. It is tedious for the teacher to select stories that would enhance meaningful learning of a topic(s) or concepts.
4. If the story is too long and not interesting, student's interest may be diverted and the classroom environment may become chaotic.

### **Self-Assessment Exercise**

- (i) What is story telling method?
- (ii) List four guidelines for the use of story telling method for effective teaching
- (iii) State three merits and demerits of story telling method

## **3.2 Play-Way Method**

### **3.1.1 Definition of Play-Way Method**

Play referred to 'as any pleasurable activity and it is known that freedom and free activity promoting learning. In play-way method, the students learn through play or activity that has a definite purpose. This method is applied in teaching on the basis that a student is naturally creative, and not just receptive.

The play-way method of instruction can be adopted to suit the ages and levels of education of the learners. In view of this, it can be used to teach some concepts in subjects like literature, social studies, science and mathematics at both the primary and secondary school levels. Also, Farrant, (1980) affirmed that play can be used in all kinds of subjects in form of simulations, games, dramatization, drawing, modeling, creative and sensational music. The effectiveness of this method depends on well chosen activities that are adequate for the age and abilities of the learners as well as relevance of such activities to the lesson presented.

### **3.1.2 Guidelines for the use of Play-Way Method**

1. A chosen play should be enjoyable and interesting to those taking part and other members of the class
2. The play should be able to sustain the interest of the students and not resulting in boredom.
3. The play for a particular lesson should conform with the age and ability level of the students
4. The language of instruction should be clear and simple.
5. The play should give learners ample freedom to express themselves in order to share ideas with one another.
6. Involvement of students' play should not be limited to certain groups of students in the class but equal opportunity should be given to all the students.
7. Incentives such as verbal praises or token gift, should be given to encourage good performance

### **3.1.3 Merit of Play-Way Method**

1. It stimulates students' interest in learning. For example, a teacher can engage students in free activities like solving mathematical puzzles or games, drawing modeling, sewing, buying and selling in order to encourage students to learn.
2. It makes the lesson more meaningful. The characteristic features of play-way method promotes better understanding of the concepts learnt.
3. It encourages active participation or involvement of students in activities scheduled in a lesson.
4. It develops student's sense of imagination. Sometimes children engage in plays which reflect the characteristics of parents, peer group, siblings and other member of the society.
5. It encourages creativity in learners. The learners come up with new ideas. knowledge and skill which are improvement over the already existing ones.
6. It provides opportunities for students to work harmoniously with one another through which they freely express their minds and gain experience from one another.
7. It provides opportunity for students to identify and develop some skills they are endowed with. These include manipulative skills such as drawing, singing, reading, modeling and painting.
8. It takes care of individual differences, because the approach encourage learners to work at their own pace.

### **3.1.4 Demerit of Play-Way Method**

1. It consumes a Lot of time this is because the teacher needs some time to choose and prepare educative plays that enhance teaching and learning. For instance, the plays should be creative, inquiring and efficient.
2. It is expensive where materials are needed for dramatization or demonstration.
3. It could lead to boredom, if the duration of the play is too long.
4. Knowledge acquired through this process may be difficult to evaluate. There is no standard way of assessing student' participation in plays presented in form of classroom activities. For instances, if students are asked to carry out a short demonstration on buying and selling there is no standard procedure of evaluating the bargaining power of the buyer and the ability to make maximum profit by the seller.
5. It could be difficult on the part of the teacher to create or think of a play that suits a particular instance of lesson for easy comprehension of knowledge.
6. Brilliant students who are most of the time actively involved in drama sometimes oppress .or show egocentric behaviours to others in the class.

### **Self-Assessment Exercise**

- (i) What is play-way method?
- (ii) List four guidelines for the use of play-way method for effective teaching
- (iii) State three merits and demerits of play-way method

## **3.3 Role Playing Method**

### **3.1.1 Definition of Role Playing Method**

Role playing is a way of simulating real life situation in the classroom. Doff (1981) states that involving student in role play implies asking students to imagine a role by pretending to be a different person or imagine to be part of the situation or an event (e.g. A farmer, a police officer and shopkeeper). In role playing, necessary materials that are exact representation of personalities or situation(s) or activity to be used should be within the reach of the students in order to act the exact role. For example, in a classroom situation, if

a problem area is buying and selling, then it can be role-played by having some learners represent traders and others customers. The teacher provides money and various articles for the role playing exercise. Suitable roles recommended for school classes are activities or personalities of people that are familiar to them. Other situations that can be role played specially in literature are fantasy situations in stories or textbooks.

Role playing can be used in any of the subjects taught at both primary and secondary schools because of the leadership role that is usually assigned to students, sometimes on the basis of subjects or the entire class representation. Such students are responsible for the welfare of their classmates.

### **3.1.2 Guidelines for the use of Role Playing**

1. Participants who are to play certain roles must be prepared or open minded withstand the rigour involved or oppositions that are likely to be involved.
2. The role players must have adequate or factual knowledge and background information of the characters involved in the situation role played.
3. Role playing should be organized in a way that would involve all the members of the group to prevent rendering some of the students passive onlookers in the class.
4. Situation to be played should not be complex, and must suit the age and abilities of the students to achieve its purpose.

### **3.1.3 Merit of Role Playing Method**

1. It assists students to understand the concepts perceived difficult by the learners. For instance, students' involvement in learning does not only serve as a motivating factor but also facilitate understanding.
2. It adds interest to the lesson. For instance, if a student is asked to play the role of a rich man he feels excited and committed to learning.
3. It enhances the use of language in difficult context. For example, a student who plays the role of a mathematician may need to acquire some knowledge in mathematical vocabulary.
4. It encourages students to use natural expressions and information as well as gestures in view of the fact that they are acting out a situation.
5. It serves as a medium of communication based on actions rather than word symbols, and it gives room for better understanding.
6. It exposes students to other ways of handling real life problems similar to the ones role played.
7. It brings the real life situation or natural occurrences to the class in order to build on activities that students naturally enjoy (e.g. playing games such as football, and ludo).
8. It can be used to identify and develop certain hidden capabilities in students.

### **3.1.4 Demerit of Role Playing Method**

1. It is time consuming especially when it comes to rehearsals and practices
2. It demands an atmosphere of free discussion and inquiry
3. It requires special attention of teachers to ensure effective class control.

### **Self-Assessment Exercise**

- (i) What is role playing method?
- (ii) List four guidelines for the use of role playing method for effective teaching
- (iii) State three merits and demerits of role playing method

#### **4.0 CONCLUSION**

The play-way and role play methods of teaching have many things in common. They are student centred approach while story telling is both teacher-centred and student-centred. The students are more active in play-way and role play while in story telling they are more receptive. These methods arouse students interest and has been found very effective if properly used.

#### **5.0 SUMMARY**

Story telling method is a narration of event that took place in the past or created to suit a particular situation. It is a teacher-centred when teacher narrates the story and students listen, it becomes a student-centred when student narrates and teacher listen. It stimulates students' interest in learning but it consumes time.

Play-way method involves engaging students in activities that bring pleasure or enjoyment to them, such as game playing, acting a play and playing music. It is student-centred approach. It makes the lesson more meaningful and develops students' sense of imagination. Time consuming on the part of teacher and could be boredom on the part of students if the duration of the play is too long.

Role playing is a way of stimulating real life situation in the classroom. It can be used in any of the subjects taught at both primary and secondary schools. It used to assigned a leadership role to students. This method assist students to understand the concepts perceived to be difficult by the learners. It time consuming when it comes to rehearsals and practices. The success of these methods depends on the ability of the teacher to organize the students and materials and judicious use of time.

#### **6.0 TUTOR-MARKED ASSIGNMENT (TMA)**

Describes instances when story telling, role playing and play-way methods can be used in the following subjects:

- (a) Science
- (b) Mathematics
- (c) Economics
- (d) Social Studies

#### **7.0 REFERENCES/FURTHER READINGS**

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## **UNIT: 5**

## **SIMULATION/GAME, GROUP AND PROJECT METHODS**

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### **1.0 Introduction**

No matter how interesting learning activity could be, without choosing an appropriate method of teaching, intended learning outcome will not be achieved. While other units in this module have dealt with some of these teaching methods, this present unit focuses on Simulation/Game, Group and Project methods.

### **2.0 Objectives**

At the end of this unit, you should be able to;

- (i) define each of the teaching methods discussed
- (ii) state the guidelines for using each of the methods
- (iii) state the merits and demerits of each method treated

### **3.0 Main Body**

#### **3.1 Simulation Method**

##### **3.11 Meaning and Guidelines for Using Simulation Method**

Simulation is referred to as a concentrated learning exercise purposely designed to represent important real life activities by providing the learners with essential elements of the real or actual situation without its hazards, cost or time constraints. Simulation methods are dynamic and lively ways of presenting thought-provoking ideas and problems. Simulation is usually more loosely structured than a game. Game can be referred to as contexts based on skills and or chance that are played according to set rules. According to Brown, Lewis and Harclerod (1977), an instructional game is a structured activity which set rules for play in which two or more students interact to reach clearly designed instructional objectives. Example of such game is monopoly.

1. In planning to use simulation/game, the teacher must have prior knowledge of it
2. Grouping and sitting arrangement of learners must be decided by the teacher
3. In introducing the game, the teacher should first make a brief explanation of the rules or procedures and ensure that every learner understands such

4. The teacher should go round the class and guide the pupils as necessary
5. Attention of learners should be called to noticeable errors or problems during activity
6. In conclusion, the class meets to discuss their opinions, learning and questions at the end of the period.

### **Self-Assessment Exercise**

Itemize procedures for using simulation/game method in classroom

#### **3.12 Merits of Simulation/Game Method**

1. learning that occurs in simulation is based on experience because they provide learning by doing opportunities.
2. they create opportunity for social interaction among students
3. simulation/games are highly self-motivating
4. realities of life are presented in concrete and simple forms
5. because learners are actively involved, retention and recall of idea are easier

#### **3.13 Demerit of Simulation/game Method**

- i. some games and simulation activities take some considerable amount of class time
- ii. simulation are game are expensive and in some cases, not available
- iii. simulation will generate more noise and classroom unrest than do other classroom teaching methods.
- iv. because of the competitive nature of games, there re tendencies for disorderly behaviour in the class
- v. some are occasionally somewhat complex and demanding of the teacher in terms of the planning and monitoring necessary to make a game or simulation function successfully.

### **Self-Assessment Exercise**

1. List three merits and
2. Three demerits of Simulation/Game method

## **3.2 Group Method**

### **3.21 Meaning and Guidelines for using Group Method**

This is the method by which a teacher groups the learners in his class according to their academic competencies for a particular instructional activity. This method affords learners to learn at their own pace. Groups are usually of the same size which could be base on ability, gender, interest group, or other criteria depending on the nature of what is to be learnt. The teacher has to learn how to keep the groups fully occupied when they are not being taught, and he has to discover the kind of assignment for each group and the right amount of time to allocate for its completion. The teacher must divide his attention equally or give more attention to the slow learners.

### **Self-Assessment Exercise**

How can Group method of instruction be used in classroom?

#### **3.22 Merits of Group Method**

- i. it affords learners opportunities to actively participate in instructional activity.
- ii. it is an effective way of increasing independent learning skills and reducing the need for one-to-one support.
- iii. it allows learners to learn at convenient but meaningful pace.
- iv. Many children with Down syndrome prefer to work with their peers as their motivation is enhanced
- v. it gives the teacher clear record of every learner's progress

vi. Group work is an effective way of promoting inclusion.

### **3.23 Demerits of Group Method**

- i. the setting up and management of group work makes heavy demands on class teachers
- ii. Group method needs considerable thought and preparation
- iii. may not be effective when introducing new skills and concepts

#### **Self-Assessment Exercise**

3. What are the merits of group method?
4. What are the demerits of group method?

### **3.3 Project Method**

#### **3.31 Meaning and Guidelines for Using Project Method**

The project method is a process of learning in which the activity is carried out solely by the learners in real life situation. The task may be carried out individually, by group of learners or by the whole class. Projects can be student initiated or teacher initiated. They may be used to probe some topics in depth, to introduce relevant applications of the subjects being studied, to investigate historical background of the topic and so on. Project work occurs during the class period, but most of the project work is usually carried out outside of class period. Students' reports may be shared with the class and students' productions can be displayed as a sort of exhibition. To effectively use this method,

1. the students must be fully aware of what the project entails
2. students should have freedom to conduct the project the way they feel best to achieve their set objectives
3. the teacher should be the grand planner and should ensure discipline is maintained.
4. The teacher should be a guide and a resource person
5. Students' findings should be compiled and reported to the class
6. Resource materials used should be returned to their places at the end of the project

#### **Self-Assessment Exercise**

What are the guidelines for using Project method?

#### **3.32 Merits of Project Method**

- i. it allows students' full participation
- ii. it is learner-centred
- iii. it encourages creativity on the part of the learners
- iv. the method reduces the sense of failure among students
- v. project method makes school work real to life
- vi. it fosters good spirit of cooperation among the students
- vii. since students are free to determine their goals, they could be motivated to succeed

#### **Self-Assessment Exercise**

What are the merits of Project method?

#### **3.33 Demerits of Project Method**

- i. it consumes a lot of time
- ii. it is expensive and it requires many resource persons
- iii. some school subjects may suffer under this method
- iv. it may be a problem to schedule a project as it may disrupt the school time-table

#### **Self-Assessment Exercise**

What are the demerits of Project method of instruction?

#### **4.0 Conclusion**

In this unit, you have learnt the meaning of Simulation/Game, Group and Project methods of teaching. Their guidelines for usage, merits and demerits in teaching and learning processes were also discussed.

#### **5.0 Summary**

In this unit, you have learnt

- ❖ The meaning and guidelines for using simulation/Game method
- ❖ The merits and demerits of Simulation/Game method
- ❖ The meaning and guidelines for using Group method
- ❖ The merits and demerits of Group method
- ❖ The meaning and guidelines for using Project method
- ❖ The merits and demerits of Project method of instruction

#### **6.0 Tutor-Marked Assessment**

1. List five guidelines for effective use of Group method in classroom
2. Enumerate three merits of Simulation/Game method
3. List three merits and three demerits of project method

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## **UNIT 6: ASSIGNMENT, CLASS TEACHING & QUESTION METHODS**

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### **1.0 INTRODUCTION**

Due to the believe that there is always a need for change and innovations, researchers have always continued to look for best ways of teaching different subjects considering students individual differences, and the need to achieve the goal of teaching which is to pass knowledge from one generation to the other. In doing this, so many methods of teaching have been researched upon and found to be effective in different areas of teaching methodology. Among these methods include, The Assignment method, The Class teaching method and The Question Method. In this unit we will define and critically examine the merits and demerits of these different methods on after the other.

### **2.0 OBJECTIVES.**

By the end of this unit, you should be able to:

1. Define the Assignment method and differentiate it from the Question method.
2. Explain the concept of Class Teaching,
3. Explain the procedure of using the methods discussed,
4. State the 4 merits and demerits of the Assignment method.
5. Explain the Class Teaching method,
6. Discuss 3 major Features of the Class Teaching Method.
7. Choose a particular method which you find suitable to your own situation and practice it on your own.

### **3.0 Main Body**

#### **3.1 ASSIGNMENT METHOD**

##### **3.1.1 Definition Assignment Method;**

This is a method of teaching where the teacher who serves as a guide, analyses and breaks the content of the course into achievable units based on the time to be given to the students to go and sort answers to. In doing this, the teacher in support, provides guidance and support materials including instructional books and other equipments and materials. This method requires that the students work on their own with the guidance of the teacher. The major aim of this method is that students are given opportunity to work on their own, at their own pace and to discover on their own.

##### **3.1.2 Procedure for Assignment Method;**

In using the Assignment Method, procedures are laid down for efficient use and result oriented assignment method of teaching.

- Teacher should avoid excessive assignment that cannot be achieved within the specified time.
- The assignment should not be one that will have a negative effect on the motivational spirit of the students which is the main aim of the method.
- The assignment should not be one that is unambiguous.
- The assignment should not be given outside the range of the students.
- Emphasis should be more on oral, reading and research, this is to avoid cheating through copying.
- Assignments to be given should be of interest to the students and also meet their needs and capacities.
- The teaching staff should regulate the number of assignments so as to regulate the load on the students.
- Students should be properly guided and listened to where they find questions difficult.

##### **3.1.3 Merit of Assignment Method.**

1. This method develops in students the habit of reading and research.
2. Knowledge gotten through this method is hardly lost since it is the original work of the students.
3. Students work conveniently at their own pace.
4. This method allows for competition amongst the students.
5. Intelligent students achieve more in the given time.

##### **3.1.4 Demerits of Assignment Method;**

1. Students tend to rush their work thereby making it inferior.
2. Students who find it difficult working on their own are always disadvantaged.

#### **Self-Assessment Exercise 2**

Discuss the procedures involved in using the Assignment Method of teaching.

### **3.2.0 THE CLASS TEACHING METHOD.**

#### **3.2.1 Definition of The Class Teaching Method;**

This is one of the oldest teaching methods. Class teaching takes place when the teacher instructs the pupils in the class collectively as a unit. Although this might look like the lecture method, the difference lies in the number of students in the class. The class teaching method has a specified number of students in the class ranging from 35-40 students, while the lecture method can take a very large number of students and sometimes can be in different locations at the same time. In the class teaching method, all the students are taught the same thing at the same time and in the same way which does not give room

for individual students differences. The task that faces the teacher in this method is organizing the class, this is what gives this method its name and the advantage it has over the lecture method.

### **3.2.2 Procedure for Class Teaching Method;**

For effective class teaching method to be used,

- the teacher must keep the class disciplined,
- the number of students should not be more than 40,
- there should be adequate provision for cross ventilation in the classroom,
- Conducive environment should be provided for proper teaching to take place.

### **3.2.3 Merits of Class Teaching Method;**

1. It saves the teacher the time and energy, instead of concentrating on an individual, he concentrates on the class.
2. It encourages group discussion and the sharing of knowledge.
3. Students know themselves by working together, they understand and develop group sense.
4. Since the class members are few, the teacher can instill discipline.
5. Students learn to work together and tolerate each others view.
6. Class teaching method is more suitable subjects like Religion and morals where emotional reactions of the children are best observed.

### **3.2.4 Demerits of the Class teaching Method;**

1. the class teaching method does not cater for the individual differences.
2. It incorporates the lazy.
3. It hinders the development of initiative and independent activity.
4. It does not allow weak pupils to develop their sense of discovery and in most cases make them to hide under "the intelligent ones will answer".
5. It creates an imbalance between the right students and the weak ones, the weak ones cannot get from the bright ones and the bright ones cannot go further.
6. the teacher sometimes cannot give sufficient attention to the students due to large class number.
7. The teacher often judges the class by the performance of the few intelligent students which sometimes does not reflect the actual performance of the class.

### **Self-Assessment Exercise 1**

- (i) Define class teaching
- (ii) Outline the procedures that differentiate the class teaching method from the lecture method.

## **3.2.0 THE QUESTION METHOD**

### **3.2.1 Definition of the Question Method**

The question method is the process in which, a sequence of suitable questions are asked with the objective of leading the students to draw a logical conclusion or generalization. In using this method, the teacher asks the students questions to assess whether the students can identify some inconsistencies on earlier statements made. This method can also be known as the Socrates method. This method Socrates believes that to elicit more reaction from the students or to drive more points clear. For example the teacher makes a statement to find out how students will react to the statement made, when no additional thing is being added, the teacher asks questions to elicit suggestions from the students thereby making the students to think more and be more thought provoking.

Although this method is not being used alone, there is a need for the teacher to use this method in conjunction with other methods and at the appropriate time in a lesson.

The questions can be grouped based on type,

- (i) The Factual or lower order type:- these questions are questions that require factual answers eg, "yes" or "no". they are recalling questions.
- (ii) The complex or higher order type:-this type of question require the students to think and formulate the answers, it require an explanation. Eg, "why".
- (iii) Probing Questions:- this is the type of question asked to keep a discussion going or to dig deep into a particular topic of discussion. This may come in the form of asking for more clarification and justification.
- (iv) The divergent or creative type:- this type of question require the an ongoing answer series, thus answer leading to question and question leading to answer, this type of question require students to think critically and rationally before explaining an answer.

### 3.2.2 PROCEDURE FOR QUESTIONING METHOD.

- The questions should be planned as carefully as any other learning activity.
- The questions should be clear and straight to the point.
- Questions should be wisely selected and carefully phrased or worded so as to remove ambiguity.
- Teachers should avoid the questions leading to yes or no answer.
- The answer of one question should lead to another and not sparingly.
- Group or chorus answers should not be entertained.
- Questions should address the issues bordering the mind of the students.
- The teacher should endeavor to carry every body along, ask questions according individual differences.
- Give every student opportunity of attempting every question asked by throwing the questions open.

### 3.2.3 Merits of Question Methods

1. **Stimulates Critical Thinking:** Encourages students to think critically, analyze information, and develop reasoning skills as they respond to questions posed by the teacher.
2. **Active Student Participation:** Fosters active participation and engagement in the learning process. Students are encouraged to express their thoughts, opinions, and ideas.
3. **Enhances Communication Skills:** Improves verbal communication skills as students articulate their responses, reasoning, and arguments in a coherent and effective manner.
4. **Encourages Inquiry and Curiosity:** Promotes a sense of curiosity and inquiry by challenging students to explore concepts more deeply and ask their own questions about the material.
5. **Facilitates Discussion and Debate:** Creates an interactive classroom environment where students can engage in discussions, debates, and collaborative problem-solving.
6. **Customization to Student Level:** Allows teachers to tailor questions to the level of students, adapting the complexity of questions based on the students' understanding and readiness to learn.

7. **Promotes Self-Reflection:** Encourages students to reflect on their own knowledge and understanding, leading to a deeper and more meaningful learning experience.
8. **Adaptable to Various Subjects:** Can be applied across various subjects and disciplines, making it a versatile teaching method suitable for a range of academic topics.
9. **Develops Analytical Skills:** Strengthens analytical skills as students learn to dissect and evaluate information, identify patterns, and draw conclusions through the process of questioning and answering.
10. **Builds Confidence:** Provides students with opportunities to express their ideas, contributing to the development of self-confidence and a positive attitude towards learning.
11. **Promotes Socratic Dialogue:** Encourages a Socratic dialogue between the teacher and students, fostering a cooperative and collaborative learning environment.
12. **Prepares for Real-World Problem-Solving:** Prepares students for real-world problem-solving scenarios by cultivating the ability to ask and answer questions in diverse and complex situations.
13. **Long-Term Retention:** Facilitates long-term retention of information as students engage with the material actively through questioning, leading to a deeper understanding of concepts.
14. **Cultivates Lifelong Learning Skills:** Develops skills that extend beyond the classroom, promoting a mindset of lifelong learning and a willingness to seek answers independently.
15. **Adaptable to Different Learning Styles:** Can be adapted to accommodate different learning styles, providing flexibility in teaching approaches to cater to the needs of diverse learners

#### 3.2.4

##### **Demerit of Question Method.**

1. **Unequal Student Participation:** Some students may be more willing or able to participate in class discussions, while others may be shy or hesitant. This can lead to uneven engagement and understanding among students.
2. **Potential for Student Frustration:** Constantly being questioned without receiving clear answers or guidance may lead to frustration among students. They may feel overwhelmed or anxious if they perceive the learning environment as overly challenging.
3. **Limited Coverage of Material:** The question method can be time-consuming, potentially resulting in a slower pace of content delivery. This may be a concern if there is a large amount of material to cover within a limited timeframe.
4. **Dependence on Teacher Skill:** The effectiveness of the question method relies heavily on the teacher's ability to ask relevant and thought-provoking questions. Inexperienced or less-skilled teachers may struggle to implement this method effectively.
5. **Potential for Superficial Understanding:** If students provide brief or memorized answers to questions without fully grasping the underlying concepts, the method may lead to a superficial understanding of the material.
6. **Inability to Cover All Learning Styles:** Some students may learn better through hands-on activities, visual aids, or other methods that complement or replace the question method. Relying solely on questioning may neglect other learning styles.

7. **Intimidation or Anxiety:** The pressure of being questioned in front of peers may create anxiety for some students, inhibiting their ability to think critically or express themselves effectively.
8. **Lack of Direction:** In certain situations, students may feel lost or directionless without clear guidance. The question method may not provide sufficient structure for some learners.
9. **Limited Assessment of Individual Understanding:** The question method may not be suitable for assessing individual student understanding comprehensively. Some students may excel at answering questions orally but struggle with other forms of assessment.
10. **Overemphasis on Verbal Skills:** Students who excel in verbal communication may be favored in a classroom heavily reliant on the question method, potentially neglecting the strengths of students with other skills or talents.
11. **Challenging for Large Classes:** In larger class settings, it can be challenging to involve all students actively in the question-and-answer process, leading to some students being overlooked.
12. **Cultural Sensitivity:** Cultural differences may affect students' comfort levels with certain types of questioning. Some cultures may value direct questioning, while others may prefer a more indirect approach.

#### 4.0 Conclusion

In this unit we have been able to discuss the various procedure for using any of the three method discussed in this unit. The various merits and demerits of the three different methods as discussed in this unit. It has shown that the methods discussed in this unit have their own demerit that another method of teaching can handle which encourages the merging of two or more methods for effective teaching and learning process.

#### 5.0 Summary;

\* The assignment method involves the breaking down of subject topics into smaller achievable units that the students can on their own sort answers to given all the required assistance in form of books and facilities that will help the students to realize the aim of the assignment.

\* The major advantage of the assignment method is that it allows the student to inquire on their own which makes them to develop their own work which encourages them and that the major disadvantage of the assignment method is that students tends to rush their work thereby making them inferior sometimes.

\* Class teaching method is one of the earliest methods of teaching where the teacher teaches the students in a class group at the same time, same class and using the same method without any due consideration for human differences.

\* the question method is a method where the teacher asks questions to the student to stimulate thinking ability of the students so as to make correction and redirect their reasoning direction in a particular subject topic.

\* that in using any of these methods discussed, there are laid down procedures that must be followed so that the aim of using that method can be reached.

\* in all, that the three methods discussed in this unit are far reaching methods that can really promote the teaching learning process if proper control is taken of it.

#### 6.0 TUTOR-MARKED ASSIGNMENTS

- (i) Define the assignment method and differentiate it from the question method.

- (ii) Outline the procedures for the proper use of the class teaching method.
- (iii) State 4 merits and 3 demerits of class teaching method.
- (iv) State the different types of question aimed at stimulating different kind of answers.

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