

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN, NIGERIA
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COURSE: ASE 115- INTRODUCTION TO PRINCIPLES AND PRACTICE OF INSTRUCTION (2CR. COMPULSORY) For Students in Humanities

Lecturers:

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Consultation Hours: Wednesdays 2-4p.m

COURSE DETAILS:

Course Content:

Introduction to the Principle of Instruction

Introduction to the general principles and methods of teaching. Concepts of the three tier teaching practices experiences in Arts & Social Sciences disciplines.

Course Description:



CourseDescription:

The course introduces students to principles and practice of instruction. The course will deal with the definitions of basic concepts and processes in education, such as education, teaching, indoctrination, training, instruction, curriculum, syllabus, and scheme of work, lesson note, Attention will also be focused on the forms of education, aims of education, including agencies of education, formal instructional methods, preparatory activities of teaching, classroom management. Selection and utilization of appropriate instructional materials, various methods of teaching, supervision of students teaching, classroom management for

effective teaching, and development of teachers and evaluation of learning outcomes will be discussed. All topics are theoretical oriented.

Justification

Teaching is becoming more complex. This is because of the fluctuating performance of the students especially at the secondary school level. Many teachers are not acquainted with the principles and practice of instruction. Principles and practice of instructional is a compulsory curricular offering in the faculties of education all over the world. This is to equip the students with the pedagogical skills in the art of effective teaching. Exposure to the course makes a trained teacher to be distinguished from those that have no such pedagogical skills when it comes to teaching in the classroom practice.

Course Objectives

At the end of the course, it is expected that the students should be able to:

- Define basic concepts and processes in education, such as education, teaching, indoctrination, training, instruction, curriculum, syllabus, and scheme of work, and lesson note,
- Highlight the main features of a lesson note.
- Differentiate between instructional and behavioural objectives in the teaching.
- Explain how to prepare scheme of work and lesson notes for teaching.
- List the various methods of teaching and where each is applicable
- State how best you can control your classroom without much disciplinary problem
- Enumerate types of question, the characteristics and guidelines for questioning
- State types of tests and purpose of evaluation
- Explain the purpose of marking, of assignments and of assigning marks and grades
- State the different ways by which study habits can be improved and how one can prepare for examination
- List types of audio-visual aids and their significance in teaching. Describe the guiding principles in the selection of resources for the teaching.
- Identify the necessary things a teacher should note for effective management and discipline of the class like record keeping, discipline in the classroom, punctuality, paying attention to individual differences.

Course Requirements

Students are expected to be actively involved in the classroom. Class attendance is mandatory and it will be taken at each lecture. Any student who does not meet 70% attendance would be disqualified to write examination. Each student would be subjected to class work and practice. In addition students will be subjected to the end of course examination using Computer Based Test of 100 multiple choice items.

Methods of Grading

1. Class Attendance 70% attendance to qualify for end of semester examination
 2. C. A - 30
 4. End of Session Examination- 70
- TOTAL- 100

Course Delivery Strategies

Jigsaw, Team- Games Tournament, Lecture, project and discussion instructional strategies

would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. Power point presentation would be used mostly in lessons' delivery.

Week 1: BASIC CONCEPTS IN EDUCATIONAL PROCESSES (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to:
Define some basic concepts in educational processes like education.
Explain the types of education, agencies of education, and aims of education.

Topic Description

Definition of basic terms used in education especially in the teaching learning process. Terms like education, types of education, aims of education, agencies of education.

Study Questions

1. Define the following: education.
2. Describe the types of education
3. Differentiate between a schooling and education.
4. Explain the agencies of education.

Reading List

Ayet, H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*. London. Institute of Education, University of London
Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.
Oladosu, A.G.A.S (2009). Concepts in Education, In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

WEEK 2: BASIC CONCEPTS IN EDUCATIONAL PROCESSES (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to define some basic concepts in educational processes like curriculum, syllabus, scheme of work, lesson note.

Topic Description

Definition of basic terms used in education especially in the teaching learning process. Terms like education, teaching, indoctrination, training, instruction, curriculum, syllabus, and scheme of work, lesson note.

Study Questions

1. Define the following: teaching, indoctrination, training, instruction, curriculum.
2. syllabus, and scheme of work, lesson note.
3. Differentiate between a training and instruction.
4. Differentiate between a curriculum and syllabus.
5. Explain what is meant by indoctrination.

Reading List

Ayet, H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*. London. Institute of Education, University of London
Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

Oladosu, A.G.A.S (2009). Concepts in Education, In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

Week Three: FACTORS AFFECTING LEARNING (2Hrs)

Objective

At the end of the lesson, students should be able to state the factors affecting the rate of learning

Topic Description

Discussion of the factors that affect learning such as , previous experience. Readiness or the level of preparedness, high interest, motivation, aptitude, intellectual capacity and high level of assimilation, physical defects like visual or hearing impairment environmental factors.

Study Questions

1. What are the three (3) factors responsible for how children learn?
2. State three factors that enhance learning.

Reading List

- Abimbola, I. O. (2009). Lecture, discussion, recitation and tutorial methods. In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin
- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64.
- Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London
- Adeyemo, P. O. (1985) Principle and Education and Practice of Education Ado Ekiti: Omolayo Standard Press and Bookshops Co. (Nig.) Ltd.
- Kayode M. A., Akande, F, F., Abdulrasaq A. O. (2004) Human Learning Integrity publications, Ilorin
- Molagun H. M. and Taiwo B. M. (2004) Introduction to Sociology of Education, Ilorin: Nathadex Publishers, , Kwara State.
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd. pp. 74-78.

Week Four: FORMAL PREPARATORY ACTIVITIES OF TEACHING

Objective

At the end of the lesson, Explain and define the concept of teaching

- State ten (10) aims of teaching
- Explain the usefulness of the syllabus
- Prepare a good scheme of work, unit plan, lesson note

Topic Description

The discussion will centre on the various activities required before effective teaching. The class will discuss teaching and the aims of teaching. Explanation of the syllabus, scheme of work, unit plan, and lesson note will be done.

Reading List

- Abimbola, I. O. (2009). Lecture, discussion, recitation and tutorial methods. In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 60-64.
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 74-78.

Week Five: FORMAL INSTRUCTIONAL METHODS

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be employed to teach.

Topic Description

The teacher and the students shall discuss the various method of teaching. The lecture method of teaching, project method of teaching, discussion method of teaching, inquiry method, field trip method will be discussed as methods of teaching will be discussed.

The characteristics, merits and demerits of each of the methods would also be discussed.

Study Questions

1. Describe the characteristics of the Lecture Method.
2. Why do many people condemn the lecture method of teaching?
3. Enumerate the merits and demerits of the discussion method of teaching
4. What are your suggestions for the use of lecture method?

Reading List

- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 60-64.
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 78-87.
- Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

Assignment

Students are to prepare questions to ask during the next week revision exercise

Week Six: FORMAL INSTRUCTIONAL METHODS II

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be employed to teach.

Topic Description

The teacher and the students shall discuss the various method of teaching. The discovery method of teaching, excussion method of teaching,individualemethod of teachingwill be discussed as methods of teaching will be discussed.

The characteristics, merits and demerits of each of the methods would also be discussed.

Study Questions

1. Describe the characteristics of the role play Method.
2. Why do many people like the discovery method of teaching?
3. Enumerate the merits and demerits of the excursion method of teaching
4. What are your suggestions for the use of excursion method?

Reading List

- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 60-64.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 78-87.

Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

Werek 7: FORMAL INSTRUCTIONAL METHODS III

Objective

The focus of this topic is to familiarize the students with more teaching methods that can be employed to teach.

Topic Description

The teacher and the students shall discuss the various method of teaching. The dramatization method of teaching, demonstration method of teaching, role play method of teaching, inquiry method, laboratory method will be discussed as methods of teaching will be discussed.

The characteristics, merits and demerits of each of the methods would also be discussed.

Study Questions

1. Describe the characteristics of the Laboratory Method.
2. Enumerate the merits and demerits of the role play method of teaching
4. What are your suggestions for the use of demonstration method?

Reading List

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 78-87.

Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

Assignment

Week 8: UTILISATION OF INSTRUCTIONAL MATERIALS. (2 hrs.)

Objective

At the end of the lesson, the students should be able to identify resources appropriate for teaching and discuss the advantages of using learning and instructional materials.

Topic Description

The students will identify and enumerate the instructional resources appropriate for teaching. They would be taught the advantages and limitations of using resources in teaching, the guiding principles in selecting resources like relevance, appropriateness, availability and adequacy.

Study Questions

1. List the material resources for the teaching any selected topic.
2. What are the advantages of using resources in the teaching?
3. Enumerate the limitations of material resources.

Reading List

Abolade A. O. (2009). Television and community resources, In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamentai principles and practice of Instruction*. Ilorin: Department of

Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 42-56.

- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd.pp. 60-65.

Week 9: IMPROVISATION OF INSTRUCTIONAL MATERIALS (2 hrs.).

Objective

This is to let the students learn and cultivate the habit of improvising instructional materials with the assistance of their pupils, using available materials in the environment.

Topic Description

The students would be taught what improvisation means, the advantages of and disadvantages of improvisation. Materials that are available in the environment for improvisation, steps to take in improvising instructional materials.

Study Questions

1. What is Improvisation?
2. List some materials available in the environment useful for improvising instructional materials?
3. What are the advantages of improvisation?

Reading List

- Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin
- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 42-56.

- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd.pp. 60-65.

Week 10: SUPERVISION IN STUDENTS TEACHING (2Hrs).

Objective

At the end of the lesson, the students should be able to:

Explain clinical supervision in teaching exercise, and supervision of students teaching.

Identify the problems in supervision of students teaching.

State and discuss the solutions and ways of improving the quality of students' supervision

Topic Description

Thorough discussion of clinical supervision will be done. The class is to discuss the problems confronting supervision of students teaching.

Study Questions

1. What is clinical supervision?
2. What are the problems facing the supervision of students' teaching?

Reading List

- Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin
- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 42-56.

- Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London
- Jekayinfa, A.A. (2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 60-65.

Week 11: CLASSROOM MANAGEMENT AND DISCIPLINE

Objective

At the end of the lesson, the students should be able discuss factors influencing classroom management. At the end of the lesson, students should be able discuss at least five ways of maintaining discipline in the classroom.

Topic Description

The students will be introduced to how to keep school records, how to discipline the students in the class when need arises, the type of disciplinary measures to use and those not to use in the class. Also some ways of maintaining classroom effectively will be highlighted.

Study Questions

1. What is classroom management?
2. Enumerate the different school records to be kept by a teacher to effectively maintain the class.
3. What do we mean by discipline?
4. Name different disciplinary measures that can be used in a class?
5. What disciplinary measures should a teacher not use?
6. List the various ways by which a teacher can maintain effective class management.

Reading List

- Adesina, S., Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 85-88.
- Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London
- Jekayinfa, A.A. (2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 109-113.
- Omosewo E. O. (2009). Hints on Effective classroom management In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamental principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin
- Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90-95.

Week 12: EVALUATION OF STUDENTS' LEARNING OUTCOMES (2 hrs.).

Objective

Students should be able to state and discuss types of evaluation namely, formative and summative. They should be able to discuss evaluation techniques that they can employ as teachers and why they employ such evaluation technique.

Topic Description

Discussions of the meaning and types of evaluation, tools of evaluation, functions of test, type of tests and the evaluation of the affective and psycho-motor domains of Learning. Item analysis in test construction will be treated. The class will discuss the characteristics of a good test

Study Questions

1. What is Evaluation?

2. Mention and explain the types of assessment.
3. Enumerate the instructional functions of tests.
4. List the Guidance functions of tests.
5. What are the administrative functions of tests?
6. Mention five tools of evaluation.

Reading List

- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 85-88.
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 1134-118.
- Lawal. R. A. (2009). Types and uses of test In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamentai principles and practice of Instruction*.Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin
- Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90-95.

Assignment: Students are to prepare for revision

Week 13: QUESTIONS AND QUESTIONING TECHNIQUES (2Hrs)

Objectives

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

- Differentiate between teacher centered and student centeredapproach to learning.
- Enumerate and explain the various questioning techniques.
- Explain why you should give students time to answer
- Explain why you should allow students to help each other
- Explain how to tailor the question to your aims
- Explain why students should be spurred to give a summary of whathas been covered.
- Explain why you should ask open ended questions
- Explain why the teacher should actually listen to the studentsresponse.

Topic Description

A thorough discussion of the two types of classroom, that is, teacher centred and learner centred classes will occur.Discussion of questioning technique and the ways teachers can employ questioning technique to develop the learner, Analysis of teacher’s questions and his response to answers given by the learners and its effects on the learners will be done. Discussion of the various types of questions teacher can ask will be done.

Study Questions

1. Explain two types of classroom learnt in this lesson.
2. Mention and discuss various types of questions.
3. What are the ways teachers can respond to students’ answers?

Reading List

- Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 85-88.
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods I*. Ilorin. Olives Productions Ltd.pp. 1134-118.
- Lawal. R. A. (2009). Types and uses of test In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamentai principles and practice of Instruction*.Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

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Week Fourteen: REVISION IN PREPARATION FOR SESSIONAL EXAMINATION (2 hrs.).

Objective

The topic is to review the previous topics by asking and answering questions.

Topic Description

Revision of the various topics through explanation, asking and answering of questions by either

the teacher or the students. Allowing students to point out difficult topics and re-explaining.

Study Question

1. Differentiate between a training and instruction.
2. Differentiate between a curriculum and syllabus.
3. Explain what is meant by indoctrination.
4. Distinguish among Aims, Goals and Objectives in Education.
5. What are the guiding principles in the formulation of objectives for teaching?
6. Differentiate between an instructional objective and a behavioural objective.
7. Highlight the advantages of stating objectives for teaching.
8. Explain teaching, training, instruction?
9. What do we mean by techniques
13. List three method of teaching
14. List two methods in each type of classroom.
15. What is Evaluation?
16. Mention and explain the types of evaluation.
17. Enumerate the instructional functions of tests.
18. List the Guidance functions of tests.
19. What are the administrative functions of tests?
20. Mention five tools of evaluation.

Reading List

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students andTeachers*. Ibadan. Board Publications Ltd. Pp 85-88.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods.(General Methods)*.London. Instituteof Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd.pp. 1134-118.

Lawal. R. A. (2009). Types and uses of test In I. O. Abimbola, and A. O. Abolade, (eds). *Fundamentai principles and practice of Instruction*.Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90-95.