

**Course: ASE 303- SUBJECT METHODOLOGY II –ECONOMICS (2 CREDITS COMPULSORY)**

**Lecturer: YUSUF, A. B.Ed., M.Ed., Ph.D. (Social Studies Education)(Ilorin).**



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**Consultation Hours:** Thursdays 2.30-4p.m

## **COURSE DETAIL**

### **Course Content**

#### **Subject Methodology II ( for Arts & Social Sciences Subjects)**

Aims and objectives of teaching appropriate subject. Examination of the School Certificate syllabus in appropriate subjects. Textbooks and curriculum material selection. Major curricular innovations and teaching strategies in appropriate subjects. Communication in the classroom. Post-analysis of previous peer teaching experiences .Problems and prospects of teaching selected subject in the Nigeria school system 30h (T);C PR; ASE 203 2 Credits (Compulsory)

#### **Course Description:**

The course, which is an extension of EDU 203, focuses on the pedagogical skills required by the economics teacher. .At this level, course is concerned with communication in the classroom examination of the school certificate economics syllabus, economics textbooks and curriculum materials selection. Attention will also be given to the major curricular innovations in economics, improved strategies of teaching economics at the Nigerian Senior Secondary School level, post analysis of previous peer teaching experience, problems and prospects of teaching in the Nigerian secondary school system.

#### **Justification**

The society is now concerned with what the teachers are teaching and what the students are learning. This is because of the poor performance of the students in examinations. It has now become imperative for the teachers to employ more improved Instructional strategies to be able to cope with the rapid explosion of knowledge the needs of the learners. This course, which is compulsory for all education students, is intended to ensure that the would- be teachers are well grounded in the art and science of teaching. This is to expose the education students who are the prospective teachers to pedagogical theories, practice and application of effective teaching of economics in the secondary schools. The

course is designed to enhance the performance of education- economics students to meet the needs of the learners and the society. In addition, exposure to the practice of classroom teaching will makes a potential teacher to be prepared for his or her professional calling.

### **Course Objectives**

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

- make use of appropriate communication in the classroom required for effective teaching
- Assess the appropriateness, suitability and adequacy or otherwise of the secondary school certificateeconomics curriculum.

- Describe the guiding principles in the selection of textbooks and curriculum materials for the teaching of economics.
- Discuss and analyse the major curriculum innovations in the secondary school economics over the years.
- Discuss and analyse the instructional strategies in the secondary school economics.
- Discuss and analyse the experience in the previous peer teaching exercise.
- Analyse the problems and prospects of teaching economics at the secondary school level

### **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.	Class Assignment and practice	10
3.	C. A	20
4.	End of Session Examination	70
	TOTAL	100

### **Course Delivery Strategies**

Cooperative instructional strategies such as Jigsaw, Team- Games Tournament, project and discussion including lecture method 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. Opportunity for online discussion and interaction would be provided.

### **Week One: Communication in the Classroom**

#### **(2 hrs) Objectives:**

At the end of the end of the two hour lectures, the students should be able to define communication. Students are expected to discuss the communication process at the end of the lesson. The students should be able to define noise, mention and explain the causes of noise and be able to discuss solution to the problems.

#### **Topic Description**

Discussion of the concept and types of communication, processes of communication, noise and noise source, causes of noise, solution and how the teacher can improve communication in the classroom.

#### **Review Questions**

1. Define communication in the classroom.
2. What are the processes of communication in the classroom?
3. List and explain 4 types of communication.

4. Explain what is meant by noise.
5. What are the major causes of noise in the classroom?
6. Suggest solutions to the problems

### **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.

### **Week Two: Critical examination of School Certificate Economics Syllabus (2 hrs.)**

#### **Objective**

This is to enable the students assess the adequacy, appropriateness and suitability or otherwise of the School Certificate Economics Syllabus.

#### **Topic Description**

Discussion and assessment of the adequacy, appropriateness and suitability or otherwise of the School Certificate Economics Syllabus.

#### **Study Questions**

1. Critically assess the School Certificate Economics Syllabus.

### **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. 29-37

Omoniyi, K.O. (2000). *Fundamentals of Curriculum Process*. Oyo. Odumatt Press & Publishers. pp. 21-34.

### **Week Three: Economics Textbooks Selection.**

#### **Objective:**

This topic is purposely aimed at making students to identify and analyse the criteria for the selection of economics textbooks in secondary schools at the end of the lesson. Students should be able to list and discuss problem of selection.

#### **Topic Description**

This will involve discussing with the students the criteria for the selection of economics textbooks in secondary schools and the importance of economics textbooks to the students. Also, to be discussed are the various problems of text books.

#### **Study Questions**

1. What are the criteria for the selection of economic textbooks.

2. Discuss the problems of economics textbooks.
3. Enumerate the importance of economics textbooks.

### **Reading List**

Abiri, J.O.O & Jekayinfa, A.A. (Eds.). (2008). *Perspectives on the History of Education in Nigeria*. Ibadan. EMOLA-JAY COMMUNICATIONS INC.

Fafunwa, Babs. (1974). *History of Education in Nigeria*. London. George Allen and Unwin Ltd.

Frankenna, W.A.K. (1965). *Philosophy of Education*. New York. The Macmillan Co.

### **Week Four: Selection and Utilisation of Instructional Materials 1.(2 hrs.)**

#### **Objective**

This is to assist the students in identifying resources appropriate for teaching economics and the guiding principles in their selection.

#### **Topic Description**

The students will identify and enumerate the material resources appropriate for teaching economics in the secondary schools. They would go through 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 economics at secondary school level.
2. What are the advantages of using resources in the teaching of economics?
3. Enumerate the challenges of material resources.

### **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 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 Five: Selection and Utilisation of Instructional Materials (Resource Persons) (2 hrs.)**

#### **Objective**

This is to assist the students in identifying the steps to take in employing resource persons for economics.

#### **Topic Description**

Discussion on the importance of resource persons in economics, preparations needed before, during and after the appointment of resource persons.

### **Study Questions**

1. What are the usefulness of a resource person.
2. The appointment and use of resource person consumes time. Do you agree? Give reasons.

### **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. Institute of Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*.Ilorin. Olives Productions Ltd. pp. 65-66

Omoniyi, J.K.(1988). *Textbooks and the Reliance in Teaching and Learning*.Lagos. MacMillan and Co. Nigeria Ltd.

### **Week Six: 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**

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

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*.Ilorin. Olives Productions Ltd. pp. 70-73.

### **Week seven: Curricular Innovation in Economics (2 hrs.).**

#### **Objectives**

This topic is to assist students to be able to discuss innovations in economics curriculum and instruction over time.

### **Topic Description**

The students would be assisted to discuss the innovations witnessed in the economics curriculum such as change in the content, instructional materials, methodology, evaluation and the societal demand.

### **Study Questions**

1. What are the economics curriculum innovations?
2. Explain the innovations

### **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 74-82.  
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. 92-101.  
Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

### **Week Eight: Teaching Strategies in Economics (2 hrs.).**

#### **Objective**

The students should be able to discuss the strategies of teaching economics.

#### **Topic Description**

The participatory strategies of teaching economics will be explained to the students using cooperative strategies such as jigsaw, team-game tournament, debate, etc.

1. What are the merits and demerits of the following strategies?  
jigsaw, team-game tournament, debate, panel approach, devil's advocate, buzz group, conferencing
2. What are their characteristics?

### **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. Institute of Education, University of London  
Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*.Ilorin. Olives Productions Ltd. pp. 74-78.

### **Week Nine::Teaching Strategies in Economics (2 hrs.).**

#### **Objective**

The students should be able to discuss the strategies of teaching economics.

### **Topic Description**

The participatory strategies of teaching economics will be explained to the students using cooperative strategies such as jigsaw, team-game tournament, debate, panel approach, devil's advocate, buzz group, conferencing, etc.

1. What are the merits and demerits of the following strategies?  
debate, panel approach, devil's advocate, buzz group, conferencing
2. What are their characteristics?

### **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. Institute of Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*.Ilorin. Olives Productions Ltd. pp. 74-78.

### **Week Ten:Teaching Strategies in Economics (2 hrs.).**

#### **Objective**

The students should be able to discuss the strategies of teaching economics.

#### **Topic Description**

The participatory strategies of teaching economics will be explained to the students using cooperative strategies such as jigsaw, team-game tournament, debate, panel approach, devil's advocate, buzz group, conferencing, etc.

1. What are the merits and demerits of the following strategies?  
debate, panel approach, devil's advocate, buzz group, conferencing
2. What are their characteristics?

### **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. Institute of Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*.Ilorin. Olives Productions Ltd. pp. 74-78.



## **Week Eleven: Post Analysis of Peer Teaching Exercise (2 hrs.).**

### **Objective**

At the end of the lesson, students should be able account their experience in the peer teaching exercise.

### **Topic Description**

Analysis of the experience in the peer teaching exercise.

### **Study Questions**

1. Write the report of the previous peer teaching.

### **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. 1134-118.

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

**Assignment:** Students are to prepare for revision

## **Week 12: Post Analysis of Peer Teaching Exercise (2 hrs.).**

### **Objective**

At the end of the lesson, students should be able account their experience in the peer teaching exercise.

### **Topic Description**

Analysis of the experience in the peer teaching exercise.

### **Study Questions**

1. Write the report of the previous peer teaching.

### **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. 1134-118.

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

## **Week Thirteen: Problems and Prospect of Teaching in Secondary Schools**

### **Objective**

At the end of the lesson, students should be able analyse problems facing the teaching and learning of economics at secondary school level.

### **Topic Description**

Discussion of the problems facing the teaching and learning of economics in secondary schools.  
Analysis of the prospects of teaching and learning of economics at secondary school level.

### **Study Questions**

1. Write the report of the previous peer teaching.

### **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. 1134-1118.

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

## **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 Questions**

1. Define communication in the classroom.
2. What are the processes of communication in the classroom?
3. List and explain 4 types of communication.
4. Explain what is meant by noise.
5. What are the major causes of noise in the classroom?
6. Suggest solutions to the problems
7. Critically assess the School Certificate Economics Syllabus.
8. What are the criteria for the selection of economics textbooks.
9. Discuss the problems of economics textbooks.
10. Enumerate the importance of economics textbooks.

11. List the material resources for the teaching economics at secondary school level.
12. What are the advantages of using resources in the teaching of economics?
13. Enumerate the challenges of material resources.
14. What are the usefulness of a resource person.
15. The appointment and use of resource person consumes time. Do you agree? Give reasons.
16. What are the merits and demerits of the following strategies? debate, panel approach, devil's advocate, buzz group, conferencing
17. What are their characteristics?

## 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. 1134-118.
- Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90- 95.

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