

Course: ASE 203- SUBJECTMETHODOLOGYL ECONOMICS(2 CREDITS, COMPULSORY)

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Consultation Hours:Wednesdays 2.30-4p.m

COURSE DETAILS:

Course Content:

Subject Methodology I

Definition of basic concepts in Education. Formulation of aims, goals, objectives for teaching Arts and social sciences education subjects; Approaches, methods and techniques of teaching. Resources and materials selection for teaching . Lesson notes preparation and appropriate peer teaching exercise. Maintenance of discipline and classroom management.Questioning techniques in the classroom.
15h (T) 45h (P);2 Credits (Compulsory)

Course Description:

The course focuses on the methods and strategies of teaching economics at the Nigerian Senior Secondary School level. Basic concepts in the teaching-learning process like curriculum, syllabus, and scheme of work, lesson note, behavioural objectives ,entrybehaviour and teaching approaches will be focused in the course. Attention will also be given to the objectives of teaching economics at the secondary school level, how to formulate aims goals and objectives, preparation of lesson notes for teaching economics, selection and utilization of appropriate instructional materials, various teaching approaches and methods of teaching economics, classroom management, and evaluation of learning outcome.

Justification

Instructional Methods is a global course that is offered by education students in the Faculties of Education all over the world. This is to expose the education students who are the would -be teachers to pedagogical theories and the art and science of teaching of economics in the secondary schools. The course is designed to enable the education- economics students to compete favourably with students in other parts of the world. In addition, exposure to the rudiments of classroom teaching makes a trained teacher to be distinguished from those that have no such pedagogical skills when it comes to teaching in the classroom setting.

Course Objectives

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

- Define basic concepts such as teaching, learning, instruction, curriculum, syllabus, scheme of work, lesson note, micro-teaching and team teaching
- Highlight the main features of a lesson note.
- Distinguish among aims, goals, and objectives and be able to formulate them.
- Discuss the criteria to be observed in formulating objectives for teaching economics
- Differentiate between instructional and behavioural objectives in the teaching of economics.
- Explain how to prepare scheme of work and lesson notes for economics teaching.
- Describe the guiding principles in the selection of resources for the teaching of economics.
- Explain the three basic approaches: teacher-centred; learner-centred and the mid-way approaches to teaching.
- Discuss one method of teaching economics in each of the three approaches to teaching.
- Explain the merits and demerits of each method of teaching like lecture, discussion and project.
- Identify the necessary things a economics teacher should note for effective management of the Class like record keeping, discipline in the classroom, punctuality , paying attention to individual differences.
- Describe the various techniques of evaluating economics lesson.
- Explain what questioning technique is.
- Discuss what should be the teacher's attitude to students' questions and answers in the economics classroom.

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

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 One: Definition of Basic Terms (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to define some basic concepts used in the teaching- learning process including economics concepts like curriculum, syllabus, scheme of work, lesson note, micro-teaching, team teaching, and economics respectively.

Topic Description

Definition of basic terms used in education especially in the teaching learning process. Terms like teaching, learning, curriculum, teaching and examination syllabuses , scheme of work, lesson note, behavioral objectives, entry behavior, learning and instructional materials (LIMS).

Review Questions

1. Define the following: economics, teaching, learning, instruction, training, Lesson note.
2. Distinguish between a teaching and an examination syllabus.
3. Differentiate between a lesson plan and a lesson note.
4. Explain what is meant by entry behavior
5. Distinguish between instructional objective and behavioural objective.

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: Formulating Aims and Objectives for Instruction in economics (2 hrs.)**Objective**

This is to enable the students distinguish among aims, goals and objectives in education and in the teaching of economics, and to allow them to formulate them.

Topic Description

Discussion of what aims, goals and objectives mean in education. When and how to formulate each of them. For example, aim is general and long term. It is formulated for the education of a country. Goal is more specific than aim but general than objectives. It can be formulated for a course of study. Objective is the most specific which can be formulated for teaching a topic in the classroom. While aims and goals are useful to the curriculum developers, objectives are useful for classroom teachers. See the figure below:

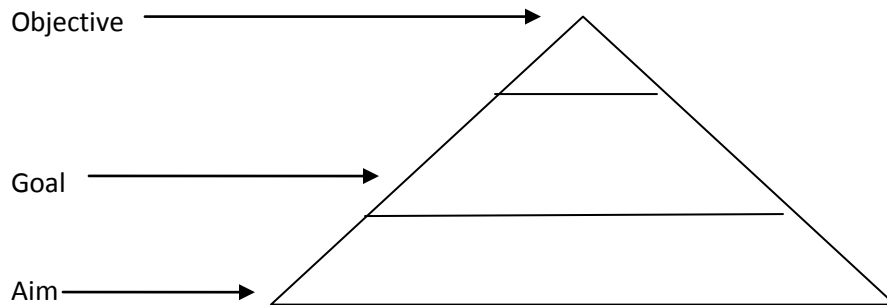
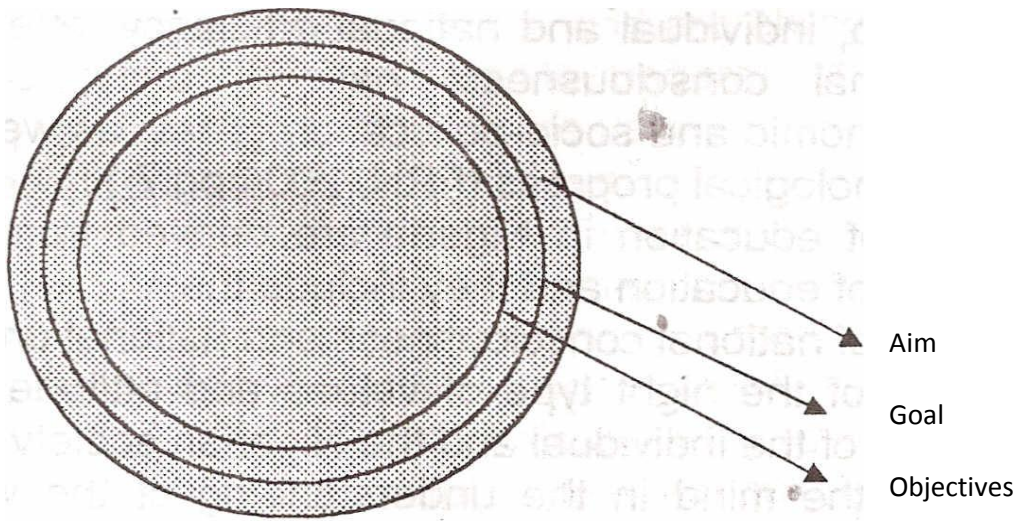


Fig.1 .Illustration of relationship among Aim, Goal and Objective.Lawal,(2005)

Study Questions

1. Distinguish among Aims, Goals and Objectives in Education.
2. What are the guiding principles in the formulation of objectives for teaching?
3. Differentiate between an instructional objective and a behavioural objective.
4. Highlight the advantages of stating objectives for teaching.

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: Objectives of Teaching Secondary School Economics.

Objective:

This topic is purposely aimed at making students to identify the reasons for and the importance of teaching economics at the secondary school level.

Topic Description

This will involve taking students through the various objectives of teaching economics in the senior secondary schools, looking at the relevance or importance of economics to individuals, societies and the country. The importance of economics to the immediate community and the nation that would enable the students to understand and appreciate the economic problems and ways of resolving the problems using different economic systems and how they relate one to another would be discussed. Also, to be discussed are the various definitions and basic economic concepts to assist students to recognize that all nations whether developed or otherwise are be faced with economic problems and this would enable them to develop a deeper understanding of different economic theories.

Study Questions

1. Explain the concept of economics.
2. Discuss the relevance of economics to you as students.
3. Enumerate the importance of economics to the nation.

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: Preparation for Classroom Instruction (2 hrs).

Objective:

At the end of the lesson, students should be able to enumerate and explain the various preparations needed for economics classroom instructions.

Topic Description

This entails going through the economics syllabus, scheme of work, lesson preparation using different formats.

Study Questions

1. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
2. How many sections should a lesson note contain?
3. List the essential things that should be contained in the preliminary section of a lesson note.
4. Enumerate the important aspects of the main body of a lesson note.
5. How should a lesson note end?

Assignment

Write a lesson note on “Basic economic problems of the society” using the prose format.

Reading List

Abimbola, I.O.(2007). Preparation of Lesson Plans.*Monograph No.1.*

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers.* Ibadan. Board Publications Ltd. pp23-34.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1.* Ilorin. Olives Productions Ltd. pp. 38-59.

Week Five: 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 Six:

Week Eight: Instructional Methods across the Curriculum(Teaching Approaches)

Objective

At the end of the lesson, the students should be able explain the three basic approaches to teaching economics at the secondary school level.

Topic Description

The basic approaches to teaching will be explained to the students using three concentric circle that cut across one another. In the circle, the terms Teaching approaches, Teaching Methods, Material and Resources needed for each method under each approach would be explained .the figure below is showing the relationship among teaching approaches, methods.

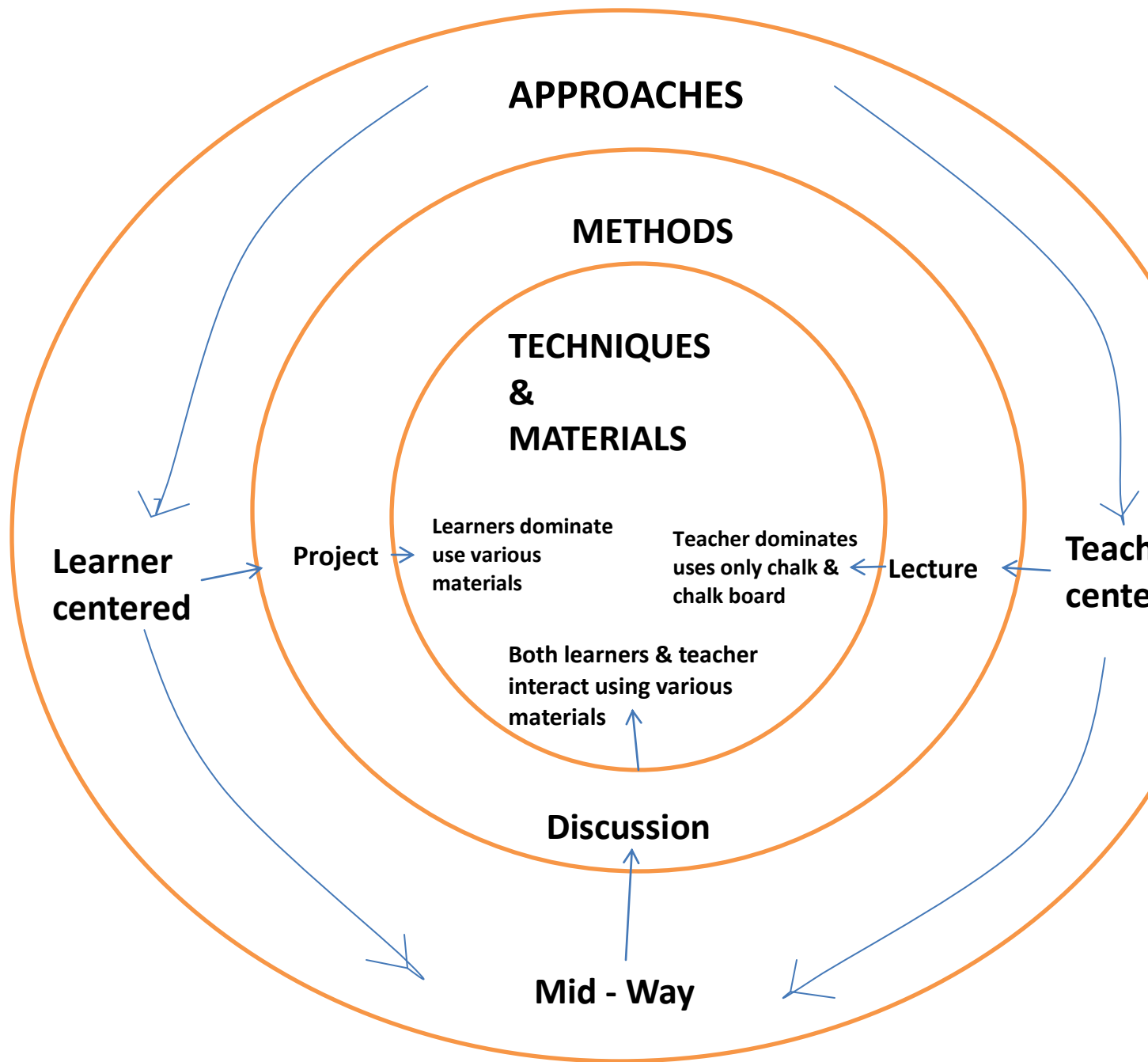


FIG.2. Relationship among Teaching Approaches, Methods, Techniques & Materials
Study Questions

1. Distinguish between teaching approaches and teaching methods.
2. What do we mean by techniques
3. List three approaches in teaching
4. List two methods in each approach.

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 seven: Methods of Instruction under each Teaching Approach

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be used under the three teaching approaches taught.

Topic Description

The teacher and the students shall discuss methods available under the three teaching approaches taught last week. The lecture method of teaching,story telling, Project method, assignment method of teaching, Discussion method of teaching, will be discussed as methods of teaching under the teacher centred, leaner centred and mid –way approaches to teaching respectively 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 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. 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 eight: Methods of Teaching

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be used under the three teaching approaches taught.

Topic Description

The teacher and the students shall discuss methods available under the three teaching approaches taught last week. The lecture method of teaching, storytelling, Project method, assignment method of teaching, Discussion method of teaching, will be discussed as methods of teaching under the teacher centred, learner centred and mid –way approaches to teaching respectively 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 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. 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 Nine: Methods of Teaching

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be used under the three teaching approaches taught.

Topic Description

The teacher and the students shall discuss methods available under the three teaching approaches taught last week. The lecture method of teaching, story telling, Project method, assignment method of teaching, Discussion method of teaching, will be discussed as methods of teaching under the teacher centred, learner centred and mid –way approaches to teaching respectively 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 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. 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 Nine: Methods of Teaching

Objective

The focus of this topic is to familiarize the students with different teaching methods that can be used under the three teaching approaches taught.

Topic Description

The teacher and the students shall discuss methods available under the three teaching approaches taught last week. The lecture method of teaching, story telling, Project method, assignment method of teaching, Discussion method of teaching, will be discussed as methods of teaching under the teacher centred, learner centred and mid –way approaches to teaching respectively 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 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. 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 Eleven: Questioning Techniques in the Classroom (2 hrs.).

Objectives

This topic is to assist students to be able to ask good questions and have favourable attitude to students questions and answers.

Topic Description

The students would be assisted to discuss why we ask questions in the class, the functions of questions, when to ask questions, how to evenly distribute questions in the class and what the teacher's attitude should be to pupils' questions and answers.

Study Questions

1. What is Questioning technique?
2. Explain why questions should be asked in the class?
3. What are the functions of questions in the classroom?
4. What should be the attitude of the teacher to pupils' questions?
5. What should be the attitude of the teacher to pupils' answers?

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 Twelve: Administration of Continuous Assessment Test (2 hrs.).

Objective

This is to administer the continuous assessment test to the students on what they have learnt in the past ten weeks.

Topic Description

Students are to be arranged as to how they will sit for the test. 50 Multiple-Choice objective questions generated from the topics taught are to be administered on the students. The choice of the objective questions is to cover the topics taught. Students are to use just 30 minutes for the test. Answer papers are to be collected after the test.

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 24-82.

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. 1-101.

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

Week Thirteen: Classroom Management for Effective Instruction

Objective

This topic is to assist the students to appreciate things they should do to manage the economics classes effectively.

Topic Description

Student teachers will discuss with the teacher on how to keep school records, how to discipline the pupils 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 used?
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.

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

Week Fourteen: Evaluation of Learning Outcomes in secondary school Economics (2 hrs.).

Objective

At the end of the lesson, students should be able to select various evaluation techniques that they can employ in economics class.

Topic Description

Discussions of the functions of test, type of tests and the evaluation of the affective and psycho-motor domains of Learning.

Study Questions

1. What is Test?
2. Enumerate the instructional functions of tests.
3. List the Guidance functions of tests.
4. What are the administrative functions of tests.
5. Enumerate different types of tests that an economics teacher can use.
6. What are the advantages and disadvantages of each type.

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 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 the following: economics, teaching, learning, instruction, training, Lesson note.
2. Distinguish between a teaching and an examination syllabus.
3. Differentiate between a lesson plan and a lesson note.
4. Explain what is meant by entry behavior
5. Distinguish between instructional objective and behavioural objective.
6. What is Test?
7. Enumerate the instructional functions of tests.
8. List the Guidance functions of tests.
9. What are the administrative functions of tests.
10. Enumerate different types of tests that an economics teacher can use.
11. What are the advantages and disadvantages of each type.
12. What is classroom management?
13. Enumerate the different school records to be kept by a teacher to effectively maintain the class.

14. What do we mean by discipline?
15. Name different disciplinary measures that can be used in a class?
16. What disciplinary measures should a teacher not use?
17. List the various ways by which a teacher can maintain effective class management.
18. Describe the characteristics of the Lecture Method.
19. Why do many people condemn the lecture method of teaching?
20. Enumerate the merits and demerits of the discussion method of teaching
21. What are your suggestions for the use of lecture method?
22. Distinguish between teaching approaches and teaching methods.
23. What do we mean by techniques
24. List three approaches in teaching
25. List two methods in each approach.
26. Explain the concept of economics.
27. Discuss the relevance of economics to you as students.
28. Enumerate the importance of economics to the nation.
29. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
30. How many sections should a lesson note contain?
31. List the essential things that should be contained in the preliminary section of a lesson note.
32. Enumerate the important aspects of the main body of a lesson note.
33. How should a lesson note end?
34. List the material resources for the teaching economics at secondary school level.
35. What are the advantages of using resources in the teaching of economics?
36. 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 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.