

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN, NIGERIA
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Course: PES 204- CHILDHOOD EDUCATION TEACHING METHOD I (2 CREDITS COMPULSORY)

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Consultation Hours: Tuesdays 1-3p.m

COURSE DETAIL

Course Content

Childhood Education Teaching Methods I

Study of learning styles in early childhood education and principles of teaching nursery/primary school children. Theories of teaching and the organization of learning in Nursery/Primary education. Analysis of methods of teaching specific primary school subjects.

Course Description:

The course focuses on the study of the learning styles in the early childhood education. The course will deal with the principles of teaching Nursery/ primary school children. Attention will also be focused on the theories of teaching and the organization of learning in Nursery/primary education. The various methods of teaching specific subjects would be analysed. All topics are theoretical oriented.

Justification

Childhood education teaching methods is one of the curricular offerings in the faculties of education by all students of primary education studies all over the world. This is to give necessary pedagogical skills to students of primary education studies in the art of effective teaching of their subjects in the primary schools. The students that are exposed to this pedagogy of primary school classroom teaching prepares the students to be well-known from those that have no such pedagogical skills when it comes to teaching at the primary school 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, education, the child, teaching, learning, curriculum, syllabus, scheme of work, lesson note.
- explain the nature and aim of education
- identify and discuss the nature of learning.
- enumerate and elucidate motivation and why do children learn
- identify and explain the various learning styles in early childhood education.
- Highlight the principles of teaching children in the nursery/primary schools.
- Explain how to organise teaching and learning at the nursery/primary school level.

- class teaching
- Discuss the methods of teaching different primary school subjects.
- Explain the merits and demerits of the methods.

Course Requirements

Active participation of the students is essential in the classroom. Class attendance is mandatory and it will be taken at each lecture. Each student is expected to submit one assignment and do one classroom test for the continuous assessment. Students will be subjected to the end of course examination where they will answer three questions only.

Methods of Grading

1.	Class Assignment	10
2.	Class Test	15
3.	End of Semester Examination	70
	TOTAL	100

Course Delivery Strategies

Lecture, questioning and discussion techniques 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.



Week One: Definition of Basic Terms in Childhood Education (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to define and explain some basic concepts such as childhood, education. Primary school curriculum, syllabus, scheme of work, lesson note, learning



Topic Description

Definition of basic terms used in education especially in the teaching learning process. Terms like teaching, learning, primary school curriculum, teaching and examination syllabuses , scheme of work, lesson note.

Review Questions

1. Briefly explain the following: Teaching, learning, education, Lesson note.
2. Distinguish between a teaching and an examination syllabus.
3. Differentiate between a lesson plan and a lesson note.
4. Describe a typical scheme of work used in a primary school

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd
Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
Federal Ministry of Education. (2007). Special Teachers Upgrading Programme (STUP): National Certificate in Education (NCE) Course Book on Primary Education Studies. Kaduna: National Teachers Institute

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). *Fundamentai principles and practice of Instruction*. Ilorin: Department of Science Education and Arts and Social Science Education, University of Ilorin, Ilorin

Week Two: The Nature and Aim of Childhood Education(2 hrs.)

Objective

At the end of the lesson, the students should be able to;
explain childhood education;
identify the stakeholders of childhood education and who carries it on;
discuss the essence and objectives of childhood education

Topic Description

Discussion of childhood education, which is a process of bringing up children to have certain ideas and attitude to be people of a particular kind. For example, education is a shared procedure. Discussion will also focus on the nature of childhood education. Education is helping children to grow up. The questions of who supplies the school, who pays the teachers, who decides what shall be taught need to be answered. Explanation will also be done on the essence of education, that is, what do we hope to achieve by education. Students should be aware of the reasons for child education, namely, physical development, mental development, emotional development, spiritual development, and character development.

Study Questions

1. What are the aims of childhood education.
2. Explain the term education.
3. Who are the stakeholders of childhood education?

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd
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.
Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). Philosophy of pre- primary and primary education in Nigeria: An introduction. Owerri: Acadapeak Publishers
Oladosu, A.G.A.S (2009). Concepts in Education, 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

Week Three: Nature of Learning (2 hrs.).

Objective:

At the end of the lesson, students should be able to;
Explain the individual differences in the children;
Discuss the basic processes of learning
Identify the senses children can use to learn.
Identify and describe the conditions necessary for learning.

Topic Description

This will involve taking students through the nature of learning recognizing that children are individuals who should be respected as an individual that is unique. Individual differences existing among the learners should be discussed. There will be discussion on the processes of learning among the children.The activities will also involve discussion of the senses children could use to learn.

Study Questions

1. Explain what the individual differences among the learners.
2. Discuss the processes of childhood education.
3. The teacher must respect each child and treat him as an individual whose personal development and fulfillment is an end in itself. Discuss.

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd

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.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). Philosophy of pre- primary and primary education in Nigeria: An introduction. Owerri: Acadapeak Publishers

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 Four: Principles of Learning (2 hrs.).

Objective:

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

Explain the activities children should engage to promote learning;

Discuss the various types of learning the child will undergo

Identify the senses children can use to learn.

Identify and describe what children have learnt before school.

Topic Description

This will involve taking students through the principles of learning. Children begin learning with activities and experience; that development results from doing, as well as from growing. Students will be taken through the types of learning will go through. These involve, learning to use the senses, learning to think, learning to communicate, learning to talk, and developing general ideas or concepts. There will be discussion on the conditions for learning such as the teacher being friendly, and playing with the children, provision of varied experiences and opportunities to the new words, practice them and correct his use of them. In addition, in this lesson, the students should be taken through the effects of the condition, such as, allowing children to think and setting their own goals, using other languages, organizing and expressing their thought. The activities will also involve discussion of what children have learnt before coming to school.

Study Questions

1. Explain what the principles of learning are.
2. Discuss the activities and experiences needed to be provided the children to promote learning.

3. What are the conditions necessary for children to learn?

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd
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.
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Oladosu, A.G.A.S (2009). Concepts in Education, 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

Week Five: Motivation: Why do Children Learn? (2 hrs).

Objective:

At the end of the lesson, the students should be able to;
Discuss the basic needs of the child;
Cite examples of basic needs.

Topic Description

This entails going through the basic needs of the child namely, physical needs,(needs for food, fresh air, suitable temperature) and psychological needs(the needs for affection, independents, understand, use one's abilities and powers, adventure, approval by adult that the child looks up to, approval and acceptance by other children and self-respect).

Study Questions

1. Explain the basic needs of a child.
2. Cite examples of the various types of needs.
3. What are the effects of not meeting the needs of a child?

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd
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.
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Week Six: Principles of teaching(2 hrs.).

Objective:

At the end of the lesson, students should be able to;
Explain the principles involved in teaching the children;
Discuss the qualities of an effective teachers.

Topic Description

This will involve taking students through the principles of teaching, namely, knowledge and understanding of each child in the class, respect for each child in the class, provision of learning and experience, concentration on the meaning and value of what the teacher is teaching, helping and encouraging the children to explore, think and learn in their own way, helping and encouraging children to share their experience, thinking and learning. In addition the students should be equipped with facts of teaching namely children working in their natural way, children working in group, children feeling at home in the school, solving problems in small group, evaluation of children should be based on both individual and group work.

Study Questions

Explain what the principles of teaching are.
Discuss the the qualities of a good teacher.

Reading List

Taylor, A. (1978). Principles and practice of education. Akure: Olaiya Fagbamigbe Ltd
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.
Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). Philosophy of pre- primary and primary education in Nigeria: An introduction. Owerri: Acadapeak Publishers
Oladosu, A.G.A.S (2009). Concepts in Education, 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

Week Seven:Organisation of learning in Nursery and Primary Schools (2 hrs.).

Objective

At the end of the lesson, students should be able to list the resources and materials needed in a classroom in a nursery school. The students should be able to discuss the activities that the pupils in the primary school can engage in. The students should be able to mention the subjects available in the nursery and primary schools.

Topic Description

The students would be taught the various corners, namely, nature corner, book corner, portfolio corner e.t.c. and the required materials in the nursery and primary schools. The students would be taken through the importance of the corners. Discussion of the ways the corner and activities would be effectively organised would be done during the lesson. For example, learning should be structured into subjects in a time table, emphasizing discovery learning, allowing play and games, developing language skill, etc. The students would discuss the various subjects that are taught at both nursery and primary schools.

Study Questions

1. What are the corners that the teacher can organize in the nursery and primary school?
2. List some materials available in the environment useful for nature corner?
3. What are the subjects taught at nursery and primary school level?

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. 1-12.

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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.

Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Week Eight: Class teaching: (Methods across the Subjects)

Objective

The students will learn the methods of teaching the various subjects in primary school.

Topic Description

The subjects taught in primary school will be explained to the students. The subjects are mathematics, primary science, social studies, drawing, music, singing, rhyme language, writing, reading, mime and movement. The class will discuss objectives of the various subjects taught at both nursery and primary schools. What are the various subjects in the nursery and primary schools

1. What are the subjects taught in the school?
2. Why do we teach the subjects in the school?

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. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- Oladosu, A.G.A.S (2009). *Concepts in Education*, 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.
- Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Week Nine:Methods of Teaching the School Subjects (2 hrs.).

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 last week.

Topic Description

The teacher and the students shall discuss the methods of teaching the subjects that are taught in nursery and primary schools. Methods used to teach different subjects would be discussed. The methods include the play- way method, storytelling method, pictorial method, phonic method, direct method, translation method.

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

Study Questions

1. Describe the characteristics of the play- way method.
2. Why do many people condemn the storytelling of teaching?
3. Enumerate the merits and demerits of the play- way method of teaching
4. What are your suggestions for the use of storytelling 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.
- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and*

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Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers

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.

Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Assignment

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

Week Ten: Methods of Teaching the School Subjects (2 hrs.)

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

Topic Description

The teacher and the students shall discuss the methods of teaching the subjects that are taught in nursery and primary schools. Methods used to teach different subjects would be discussed. The methods include the play- way method, storytelling method, pictorial method, phonic method, direct method, translation method.

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

Study Questions

1. Describe the characteristics of the pictorial method, phonic method.
2. Why do many people condemn the pictorial method, phonic method?
3. Enumerate the merits and demerits of the pictorial method, phonic method of teaching
4. What are your suggestions for the use of pictorial method, phonic 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.

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. 1-12.

Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers

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.

Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Assignment

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

Week Eleven: Methods of Teaching the School Subjects(2 hrs.).

Objectives

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

Topic Description

The teacher and the students shall discuss the methods of teaching the subjects that are taught in nursery and primary schools. Methods used to teach different subjects would be discussed.

The methods include the play- way method, storytelling method, pictorial method, phonic method, direct method, translation method, group method, questioning method.

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

Study Questions

1. Describe the characteristics of the direct method, translation method.
2. Why do many people condemn the direct method, translation method?
3. Enumerate the merits and demerits of the direct method, translation method of teaching
4. What are your suggestions for the use of direct method, translation 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. Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and*

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Jekayinfa, A.A. (2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1-12.

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Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Assignment

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

Week Twelve: Methods of Teaching the School Subjects (2 hrs.).

Objectives

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

Topic Description

The teacher and the students shall discuss the methods of teaching the subjects that are taught in nursery and primary schools. Methods used to teach different subjects would be discussed. The methods include the play- way method, storytelling method, pictorial method, phonic method, direct method, translation method, group method, questioning method.

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

Study Questions

1. Describe the characteristics of the group method, questioning method.
2. Why do many people condemn the group method, questioning method?
3. Enumerate the merits and demerits of the group method, questioning method of teaching
4. What are your suggestions for the use of group method, questioning 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.
- 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. 1-12.
- Mezieobi, K. A., John-Nwosu, A. D. & Opara, J. M. (2008). *Philosophy of pre- primary and primary education in Nigeria: An introduction*. Owerri: Acadapeak Publishers
- 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.
- Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Assignment

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

Week Twelve:Planning to teach Primary School. (2 hrs.)

Topic Description

This entails going through the Nursery and Primary school curriculum, scheme of work, lesson preparation using different methods.

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 any subject for any NPE class using the any method learnt.

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.

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.

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Taylor, A. (1978). *Principles and practice of education*. Akure: Olaiya Fagbamigbe Ltd

Week Fourteen: Revision in preparation for SemesterI 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. Briefly explain the following: Teaching, learning, education, Lesson note.
2. Distinguish between a teaching and an examination syllabus.
3. Differentiate between a lesson plan and a lesson note.
4. Describe a typical scheme of work used in a primary school
5. What are the aims of childhood education.
6. Explain the term education.

7. Who are the stakeholders of childhood education? Explain what the individual differences among the learners.
8. Discuss the processes of childhood education.
9. The teacher must respect each child and treat him as an individual whose personal development and fulfillment is an end in itself. Discuss.
10. Explain what the principles of learning are.
11. Discuss the activities and experiences needed to be provided the children to promote learning.
12. What are the conditions necessary for children to learn?
13. Explain the basic needs of a child.
14. Cite examples of the various types of needs.
15. What are the effects of not meeting the needs of a child?
16. What are the subjects taught in the school?
17. Why do we teach the subjects in the school?
18. What are the corners that the teacher can organize in the nursery and primary school?
19. List some materials available in the environment useful for nature corner?
20. What are the subjects taught at nursery and primary school level?
21. Describe the characteristics of the play- way method.
22. Why do many people condemn the storytelling of teaching?
23. Enumerate the merits and demerits of the play- way method of teaching
24. What are your suggestions for the use of storytelling method?
25. Describe the characteristics of the group method, questioning method.
26. Why do many people condemn the group method, questioning method?
27. Enumerate the merits and demerits of the group method, questioning method of teaching
28. What are your suggestions for the use of group method, questioning method?
29. Describe the characteristics of the pictorial method, phonic method.
30. Why do many people condemn the pictorial method, phonic method?
31. Enumerate the merits and demerits of the pictorial method, phonic method of teaching
32. What are your suggestions for the use of pictorial method, phonic 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.
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